Sacramento City Unified School District
BOARD OF EDUCATION
MEETING AND WORKSHOP

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

Thursday, April 7, 2016
4:30 p.m. Closed Session
6:30 p.m. Open Session

Serna Center
Community Conference Rooms
5735 47th Avenue
Sacramento, CA 95824

AGENDA

2015/16-20

Allotted Time

4:30 p.m. ***1.0 OPEN SESSION / CALL TO ORDER / ROLL CALL***

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

3.0 CLOSED SESSION

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

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

a) Significant exposure to litigation pursuant to subdivision (d)(2) of Government Code section 54956.9

b) Initiation of litigation pursuant to subdivision (d)(4) of Government Code section 54956.9

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

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

3.4 Government Code 54957 - Public Employee Performance Evaluation:

a) Superintendent

3.5 Government Code 54957 – Public Employee Appointment
a) Principal, Luther Burbank High School
b) Principal, School of Engineering and Sciences
c) Principal, Sutter Middle School
d) Principal, Bowling Green Chacon Elementary School
e) Principal, Cesar Chavez Elementary School
f) Principal, Susan B. Anthony Elementary School
g) Principal, Woodbine Elementary School

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

The Pledge of Allegiance will be led by Emiliano Tahui Gomez who is a Junior at West Campus High School.

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

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

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

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

7:30 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 <u>Items Subject or Not Subject to Closed Session</u>:

8.1a Approve Grants, Entitlements and Other Income Agreements, Ratification of Other Agreements, Approval of Bid Awards, Change Notices and Notices of Completion (Gerardo Castillo, CPA)

8.1b Approve Personnel Transactions (Cancy McArn)

8.1c Approve Educator Effectiveness Plan (Ted Appel)

8.1d Approve Minutes of the March 3, 2016, Board of Education Meeting (José L. Banda)

9.0 COMMUNICATIONS

7:32 p.m. *9.1* *Employee Organization Reports:* ***Information*** *3 minutes each*

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

7:47 p.m. *9.2* *District Parent Advisory Committees:* ***Information*** *3 minutes each*

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

8:02 p.m. *9.3* *Superintendent's Report (José L. Banda)* ***Information*** *5 minutes*

8:07 p.m. *9.4* *President's Report (Christina Pritchett)* ***Information*** *5 minutes*

8:12 p.m. *9.5* *Student Member Report (Elizabeth Barry)* ***Information*** *5 minutes*

8:17 p.m. *9.6* *Information Sharing By Board Members* ***Information*** *10 minutes*

10.0 BOARD WORKSHOP/STRATEGIC PLAN AND OTHER INITIATIVES

8:27 p.m. *10.1* *Local Control Accountability Plan (LCAP) Annual Update: Measuring Progress (Dr. Al Rogers)* ***Information*** *10 minute presentation* *20 minute discussion*

8:57 p.m. *10.2* *Approve Request from the City of Sacramento to Amend the Joint Use Agreement at the School of Engineering and Sciences for the Purpose of Creating a Pop-Up Dog Park (Jim Dobson)* ***Action*** *5 minute presentation* *5 minute discussion*

9:07 p.m. *10.3* *Monthly Facilities Update (Jim Dobson)* ***Information*** *15 minute presentation* *10 minute discussion*

9:32 p.m. *10.4* *Gifted and Talented Education (GATE) Policy Revision and Update (Iris Taylor)* ***Conference/First Reading*** *10 minute presentation* *5 minute discussion*

9:47 p.m. *10.5 Approve Resolution No. 2878: Notice of Layoff: Classified Employees – Reduction in Force Due to Lack of Funds and/or Lack of Work (Cancy McArn)* ***Conference/Action***
2 minute presentation
2 minute discussion

9:51 p.m. ***11.0 BUSINESS AND FINANCIAL INFORMATION/REPORTS*** ***Receive Information***

11.1 Business and Financial Information:

- *Enrollment and Attendance Report for Month 6 Ending February 19, 2016*

9:53 p.m. ***12.0 FUTURE BOARD MEETING DATES / LOCATIONS***

- ✓ *April 21, 2016, 4:30 p.m. Closed Session, 6:30 p.m. Open Session, Serna Center, 5735 47th Avenue, Community Room, Regular Workshop Meeting*
- ✓ *May 5, 2016, 4:30 p.m. Closed Session; 6:30 p.m. Open Session; Serna Center, 5735 47th Avenue, Community Room; Regular Workshop Meeting*

9:55 p.m. ***13.0 ADJOURNMENT***

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

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

Agenda Item 8.1a

Meeting Date: April 7, 2016

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

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

Division: Business Services

Recommendation: Recommend approval of items submitted.

Background/Rationale:

Financial Considerations: See attached.

LCAP Goal(s): College and Career Ready Students

Documents Attached:
1. Grants, Entitlements, and Other Income Agreements

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

GRANTS, ENTITLEMENTS AND OTHER INCOME AGREEMENTS - REVENUE

Contractor	Description	Amount
SPECIAL EDUCATION		
A16-00075 California Department of Education	7/1/15 – 9/30/17: Local Assistance Entitlements Grant per the Individuals with Disabilities Education Act (IDEA). This is a federal entitlement grant that is distributed to our SELPA (Special Education Local Plan Areas) in order to provide a full continuum of services for our students with special needs. Funds are used to support the sites with special education services in terms of allocations to fund certificated and classified positions that support the district's special education programs.	$8,234,862 No Match
A16-00076 California Department of Education	7/1/15 – 9/30/17: Preschool Local Entitlement Grant funded through the Individuals with Disabilities Education Act, Part B. This annual entitlement supports preschool age children with severe disabilities.	$386,745 No Match
A16-00077 California Department of Education	7/1/15 – 9/30/17: Federal Preschool Grant per the Individuals with Disabilities Education Act (IDEA). Funding supports certificated and classified staff who assess, evaluate, and provide instruction to preschool age children. Children are referred for evaluation by preschool staff. This grant also supports multi-cultural intervention at the preschool level.	$252,925 No Match

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

Agenda Item 8.1b

Meeting Date: April 7, 2016

Subject: Approve Personnel Transactions

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

Division: Human Resource Services

Recommendation: Approve Personnel Transactions

Background/Rationale: N/A

Financial Considerations: N/A

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

Documents Attached:
1. Certificated Personnel Transactions Dated April 7, 2016
2. Classified Personnel Transactions Dated April 7, 2016

Estimated Time of Presentation: N/A

Submitted by: Cancy McArn, Chief Human Resources Officer

Approved by: José L. Banda, Superintendent

Attachment 1: CERTIFICATED 04/07/2016

NameLast	NameFirst	JobPerm	JobClass	PrimeSite	BegDate	EndDate	Comment
EMPLOY							
BARANOWSKI	RICHARD	B	Principal, HS Continuation	AMERICAN LEGION HIGH SCHOOL	3/1/2016	6/30/2016	EMPLOY PROB 1 EFFECT 3/1/16
RUSHING	CORINNE	0	Teacher, High School	WEST CAMPUS	3/7/2016	6/30/2016	EMPLOY PROB0 3/7/16
VO	KHONESAVAN	B	Teacher, Child Development	CHILD DEVELOPMENT PROGRAMS	2/29/2016	6/30/2016	EMPLOY PROB1 EFF 2/29/16
GOMES-COELHO	ALEXANDER	B	Teacher, High School	HIRAM W. JOHNSON HIGH SCHOOL	3/7/2016	6/30/2016	EMPLOY PROB1 EFF 3/7/16
SIMS	MANISHA	B	Teacher, High School	HIRAM W. JOHNSON HIGH SCHOOL	9/3/2015	6/30/2016	EMPLOY PROB1 EFF 9/3/15
WALTER	LAURA	E	Teacher, Resource	LEONARDO da VINCI ELEMENTARY	3/15/2016	6/30/2016	EMPLOY TC EFF 3/15-6/30/16
STATUS CHANGE							
DOLECKI	JAMES	A	Teacher, High School	JOHN F. KENNEDY HIGH SCHOOL	8/1/2015	6/30/2016	INT POS CHG/STCHG LTA(A) 8/1/15-6/30/16
KINEGO	VICTORIA	B	Teacher, High School	JOHN F. KENNEDY HIGH SCHOOL	9/3/2015	6/30/2016	INT POS CHG/STCHG LTA(A) 9/3/15-6/30/16
MEDRANO	PRESCILLA	B	School Social Worker	INTEGRATED COMMUNITY SERVICES	2/25/2016	6/30/2016	REA/WVG CHG/STCHG PROB1 2/25/16
MILLARD	CONSUELO	A	Teacher, High School	LUTHER BURBANK HIGH SCHOOL	2/1/2016	6/30/2016	STCHG FR .80, EFF 2/1/16
ZIMMERMAN	REBECCA	C	Teacher, Spec Ed	THEODORE JUDAH ELEMENTARY	1/25/2016	6/30/2016	STCHG FR PROB 0, EFF 1/25/16
GRAY	DE SHANNUS	B	Counselor, High School	LUTHER BURBANK HIGH SCHOOL	1/28/2016	6/30/2016	AMEND TO EMPLOY PROB 1, EFF 1/28/16
LOCKARD	KRISTINA	A	School Psychologist	SPECIAL EDUCATION DEPARTMENT	2/16/2016	6/30/2016	LOA RTN (UNPD) EFF 2/16/16
LOCKARD	KRISTINA	A	School Psychologist	SPECIAL EDUCATION DEPARTMENT	2/1/2016	2/15/2016	(UNPD) FMLA/ BABY BONDING EFF 12/8/15-2/15/16
LEAVES							
LOCKARD	KRISTINA	A	School Psychologist	SPECIAL EDUCATION DEPARTMENT	10/26/2015	12/7/2015	LOA (PD) HE/PDL EFF 10/26/15-12/7/15
JOHNSON	ELISABETH	A	Teacher, High School	LUTHER BURBANK HIGH SCHOOL	2/23/2016	4/20/2016	LOA (PD) HE/PDL, EFF 2/28/16-4/20/16
LOCKARD	KRISTINA	A	School Psychologist	SPECIAL EDUCATION DEPARTMENT	12/8/2015	1/31/2016	LOA (UNPD) FMLA/ BABY BONDING EFF 12/8/15-2/15/16
MARKSTEIN	RITA	A	Teacher, Elementary	BG CHACON ACADEMY	3/3/2016	5/5/2016	LOA (UNPD) PARENTAL EFF 3/3/16 TO 5/5/16
MARKSTEIN	RITA	A	Teacher, Elementary	BG CHACON ACADEMY	11/16/2015	3/2/2016	EXT PERM LTA EFF 7/1/15 - 6/30/16
VANG	YEE	A	Teacher, Elementary	LEATAATA FLOYD ELEMENTARY	3/2/2016	6/30/2016	LOA RTN (PD) FMLA EFF 3/2/16
WILLIAMSON	DIANA	A	Teacher, Elementary	OAK RIDGE ELEMENTARY SCHOOL	3/1/2016	4/19/2016	LOA(PD)HE/PDL EFF 3/1-4/19/16
PETERSON	JACQUELYN	C	School Psychologist	SPECIAL EDUCATION DEPARTMENT	3/7/2016	5/21/2016	LOA(PD)HE/PDL EFF 3/7-5/21/16
PETERSON	JACQUELYN	C	School Psychologist	SPECIAL EDUCATION DEPARTMENT	3/7/2016	5/21/2016	LOA(PD)HE/PDL EFF 3/7-5/21/16
LINDEMANN	ELIZABETH	A	Teacher, Elementary	ETHEL I. BAKER ELEMENTARY	7/1/2015	6/30/2016	LOA/FMLA-INTERMITTENT 3/3-6/15/16
SEP/RESIGN/RETIRE							
HEADINGTON	KACI	C	Teacher, Elementary	WOODBINE ELEMENTARY SCHOOL	7/1/2015	6/18/2016	RESIGNED 6/18/16
PATTERSON	PAMELA	A	Teacher, High School	THE MET	7/1/2015	6/17/2016	SEP/RES EFF 6/17/16
CORNEJO	JUAN	0	Teacher, Elementary	CESAR CHAVEZ INTERMEDIATE	9/3/2015	6/17/2016	SEP/RESIGN EFF 6/17/16
KENNICUTT	RANDY	A	Teacher, Elementary	THEODORE JUDAH ELEMENTARY	7/1/2015	6/17/2016	SEP/RETIRE, EFF 6/17/16
SLAUGHTER	KIMBERLY	A	Teacher, Elementary	PHOEBE A HEARST BASIC ELEM.	7/1/2015	6/17/2016	SEP/RETIRE, EFF 6/17/16

Attachment 2: CLASSIFIED 04/07/2016

NameLast	NameFirst	JobPerm	JobClass	PrimeSite	BegDate	EndDate	Comment
EMPLOY							
VALLEJO	REBECA	0	Teacher, High School	LUTHER BURBANK HIGH SCHOOL	2/25/2016	6/30/2016	EMPLOY PROB 0, EFF 2/25/16
LEARY	NICOLE	B	Inst Aid, Spec Ed	DAVID LUBIN ELEMENTARY SCHOOL	2/29/2016	6/30/2016	EMPLOY PROB 1 EFF 2/29/16
PEASE	IYUANNA	B	Coord I Learning Support Srvs	INTEGRATED COMMUNITY SERVICES	3/14/2016	6/30/2016	EMPLOY PROB 1 EFF 3/14/16
MCGINNESS	LUCY	B	Clerk II	LEONARDO da VINCI ELEMENTARY	3/4/2016	6/30/2016	EMPLOY PROB 1 EFF 3/4/16
MARTINEZ SANCHEZ	CLAUDIA	B	Pupil Personnel Records Tech	STUDENT SERVICES / RECORDS	2/26/2016	6/30/2016	EMPLOY PROB, EFF 2/26/16
JIMENEZ-MIRANDA	ARTURO	B	Supv IV, School Readiness	CHILD DEVELOPMENT PROGRAMS	1/25/2016	6/30/2016	EMPLOY PROB1 EFF 1/25/16
SILVA	JAMIE	B	Clerk II	BRET HARTE ELEMENTARY SCHOOL	2/16/2016	6/30/2016	EMPLOY PROB1 EFF 2/16/16
RETURN							
BALDERAS	VERONICA	B	Bus Driver	TRANSPORTATION SERVICES	3/14/2016	6/30/2016	LOA RTN 3/14/16
CARLEY	KOY	A	Clerk II	KIT CARSON MIDDLE SCHOOL	3/16/2016	6/30/2016	RET FROM LOA/FMLA (UNPD) EFF 3/16/16
STATUS CHANGE							
LIEMTHONGSAMOUT	LA	A	Fiscal Services Tech I	ACCOUNTING SERVICES DEPARTMENT	3/8/2016	6/30/2016	REA/STCHG/TR, EFF 3/8/16
CASTANEDA	ENRIQUETA	A	Custodian	CESAR CHAVEZ INTERMEDIATE	9/1/2015	6/30/2016	RESCIND SEP/39MO RR EFF 3/17/16
GARCIA	AMANDA	A	Bus Driver	TRANSPORTATION SERVICES	3/8/2016	6/30/2016	STCHG .90625 3/8/16
LEAVES							
BALDERAS	VERONICA	B	Bus Driver	TRANSPORTATION SERVICES	3/6/2016	3/13/2016	EXT LOA HE PD 3/6/16-3/13/16
LAWRENCE	LANCE	A	Applications Spec III	INFORMATION SERVICES	3/8/2016	4/26/2016	LOA (PD) FMLA, EFF 3/8/16-4/26/16
BELL	CHAVEZ	A	Bus Driver	TRANSPORTATION SERVICES	3/8/2016	6/30/2016	LOA ADMIN UNPD 3/8/16-6/30/16
MORAVITZ	RICHARD	A	Warehouse Worker	DISTRIBUTION SERVICES	3/7/2016	6/30/2016	LOA EXT (PD) HE, EFF 3/7/16-3/31/16
ALLEN	SHAWNA	A	Bus Attendant	TRANSPORTATION SERVICES	2/18/2016	3/22/2016	LOA HE PD 2/18/16-3/22/16
SEP/RESIGN/RETIRE							
LUNA	NAIDA	A	Fd Sv Asst III	NUTRITION SERVICES DEPARTMENT	12/1/2015	1/26/2016	RETIRED HE 1/26/16
BROWN	TINA	A	Bus Driver	TRANSPORTATION SERVICES	9/2/2015	3/9/2016	RETIRED HE 3/09/16
COLEMAN	TAMI	A	Fd Sv Asst IV	NUTRITION SERVICES DEPARTMENT	7/1/2015	6/15/2016	RETIRED RV 6/15/16
COSTA	ATHEA	A	Educational Assistant	JOHN MORSE THERAPEUTIC	7/1/2015	3/11/2016	SEP/RES EFF 3/11/16
BLANCAS	PEDRO	B	Custodian	LANGUAGE ACADEMY	7/1/2015	2/26/2016	SEP/RESIGN EFF 2/26/16
AMADOR	JOSHUA	A	IEP Desig Inst Para-Sp Ed	SPECIAL EDUCATION DEPARTMENT	9/1/2015	2/7/2016	SEP/RESIGN EFF 2/7/16
BRENNAN	THOMAS	A	Supv IV, HVAC and Refrigerate	FACILITIES MAINTENANCE	7/1/2015	3/29/2016	SEP/RESIGN EFF 3/26/16
COLEMAN	JESSICA	A	Fd Sv Asst I	NUTRITION SERVICES DEPARTMENT	2/1/2016	2/29/2016	SEP/RESIGNED 2/29/16
RUDOLPH	JONATHAN	A	Applications Spec III	INFORMATION SERVICES	7/1/2015	5/2/2016	SEP/RETIRE EFF 5/2/16
GATEWOOD	BRUCE	B	Customer Service Specialist	HUMAN RESOURCE SERVICES	7/1/2015	2/29/2016	SEP/TERM, EFF 2/29/16

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

Agenda Item 8.1c

Meeting Date: April 7, 2016

Subject: Approve Educator Effectiveness Plan

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

Division: Deputy Superintendent

Recommendation: Adopt staff's recommendation for the utilization of this funding

Background/Rationale: The California Legislature in 2015-16 passed SB 77 (Section 58) which sets aside funding for teacher and leadership development. For the 2016-17 school year, SCUSD is anticipating the hiring of approximately 170 new teachers. In order to provide quality instruction to our students and ensure the retention of these new teachers, the focus of SCUSD's funds from SB 77 will go towards the training and support of these new teachers through a restructuring of the district Induction program (formerly BTSA). Additionally, funds will be allocated to sustain the Aspiring Leaders Academy and LEAD, currently being supported in the district through a grant from the Stuart Foundation.

Financial Considerations: These programs will be supported by SB 77 Section 58 set aside in the 2015-2016 California State Budget. Upon Board approval of an implementation plan, the District will receive 2.8 million over a three-year period beginning in the 2015-2016 school year.

LCAP Goal(s): College and Career Readiness

Documents Attached:
1. Executive Summary
2. Budget
3. Description of New Teacher Support Plan
4. Description of New Principal Support Plan

Estimated Time of Presentation: N/A
Submitted by: Ted Appel, Director of Teacher and Leadership Development
Approved by: José L. Banda, Superintendent

Board of Education Executive Summary

Deputy Superintendent Department

Educator Effectiveness Plan

April 7, 2016

I. OVERVIEW / HISTORY :

Senate Bill 77 Section 58 sets aside funds for districts to use for "any of the following purposes:"

(1) A school district, county office of education, charter school, or state special school shall expend funds allocated pursuant to this subdivision for any of the following purposes:

(A) Beginning teacher and administrator support and mentoring, including, but not limited to, programs that support new teacher and administrator ability to teach or lead effectively and to meet induction requirements adopted by the Commission on Teacher Credentialing and pursuant to Section 44259 of the Education Code.

(B) Professional development, coaching, and support services for teachers who have been identified as needing improvement or additional support by local educational agencies.

(C) Professional development for teachers and administrators that is aligned to the state content standards adopted pursuant to Sections 51226, 60605, 60605.1, 60605.2, 60605.3, 60605.8, 60605.11, 60605.85, as that section read on June 30, 2014, and 60811.3, as that section read on June 30, 2013, of the Education Code.

(D) To promote educator quality and effectiveness, including, but not limited to, training on mentoring and coaching certificated staff and training certificated staff to support effective teaching and learning.

For the 2016 /17 school year, SCUSD is anticipating the hiring of approximately 170 new teachers. In order provide quality instruction to our students and ensure the retention of these new teachers, the focus of these funds will go towards the training and support of these new teachers through a restructuring of the district Induction program (formerly BTSA). Additionally, funds will be allocated to sustain the Aspiring Leader Academy and the Lead program, currently being supported through a grant from the Stuart Foundation.

District Induction programs are designed to provide new teachers with the opportunity to complete their teaching credential through a two-year practicum. Each new teacher is assigned a support provider to guide and support them through the two-year process. This year, the California Commission on Teacher Credentialing, which oversees Induction curriculum and certification, has revised the induction standards and is requiring districts to adopt new curriculum to meet these new standards. In accordance with these standards, SCUSD is developing curriculum and intends to implement support structures and training for new teachers to meet these standards and be effective teachers in the SCUSD.

Along with the large increase of new teachers in the district, SCUSD has had significant turnover among administrative staff and thus have a large number of new site principals. In order to support new principals, SB 77 Sec 58 set aside funds will be used to support these principals by implementing the Aspiring Leaders Academy and the LEAD year 1 and 2 program. A detailed explanation of these programs is attached.

II. DRIVING GOVERNANCE

The 2015-16 Budget Act provided $400 million for professional development and training related to teacher and administrator effectiveness. These funds were apportioned to Local Educational Agencies (LEAs) in an equal amount per certificated staff based on the number of certificated staff in the 2014-15 school year.

III BUDGET

Funding is 2.8 million to be spent in a 3 year period. (See attached for budget details)

IV. GOALS, OBJECTIVES, AND MEASURES

- Implementation of New Teacher Training for all new teachers into SCUSD
- Training of Induction Support Providers for each site
- Training of Mentor Co-Teachers and implementation of Co Teaching Student Teacher Program initiative in collaboration with Sacramento State
- Implementation of new Induction Curriculum for new teachers
- Identification and training for teachers interested in future administrative positions
- Assigned leadership coaches assigned for all first and second year principals
- Provide new principal collaboration opportunities

V. MAJOR INITIATIVES

The new Induction program would be structured in the following way:

- Induction support providers will be identified at each site in order to make new teacher support local and available.
- Induction support providers will be trained in Induction Curriculum requirements and paid a $1,500 stipend.
- New teachers will attend a two day training before the start of the school year focused on classroom environment, SEL practices, inclusive cognitive engagement strategies, intentional standards based planning and formative assessment.

- Additional training will occur during the school year focused on inclusive special education, cultural and linguistic and GATE practices as well as academic conversations.
- New teacher Induction requirements will be refocused toward cycles of reflection related to planning, lesson delivery and mentor feedback.

New Principal Support:

- **Aspiring Leaders Academy**
  The Aspiring Leaders Academy is the first entry point for prospective leaders in Sacramento City Unified School District (SCUSD), is a four day intensive study for prospective educational administrators. This leadership program supports those who are interested in and demonstrate potential for school leadership. The program assists participants to identify and develop a comprehensive range of early leadership capacities.

- **Lead Program (Year 1 and 2)**
  The LEAD component of SCUSD's principal development program is embedded in the daily work of principal participants as a structured network of support, coaching and critical feedback for performance improvement. Differentiated support is provided for beginning principals and principals in their second year, in addition to district professional development offered to all principals.

VI. RESULTS

- All new teachers will be trained in core district instructional practices
- Trained Induction support providers at every site
- All new teachers will successfully complete Induction program by the end of two years
- All new administrators will have a mentor / coach
- Aspiring Leaders Academy will be implemented on a yearly basis

2016-18 Educator Effectiveness Budget

2016-18 Induction Budget

Item	Number of People	Time	Rate	Compensation	Total	Description
Director of Teacher and Leadership Development	1			150,000	150,000	
Induction Coordinator	1			125,000	125,000	
Clerical OT3	1			85,000	85,000	
Support Providers	100			1,892	189,210	
New Teacher Orientation Training	170	2 days	39 /per session rate	234	79,560	per session compensation per PT
Induction Provider Training (August)	100	1 day	39 /per session rate	234	23,400	per session compensation per SP
New teacher training	170	2 days	178.4 per session per substitute	225.03376	76511.48	per session compensation per substitute
CTC Institution Fee					1,400	
CTC Programs Fee					600	
Swivl for each district site	76	1 per site	425 per swivl	425	32300	
Subs Induction Provider Training (May 2016)	100	1 day	178.4 per session per substitute	225.03376	22503.376	
Subs Participating Teachers to Observe	170	1 sub each	178.4 per day per sub	225.03376	38255.7392	
Food					5000	
Taskstream					7,800	
Induction Program Meetings					2000	
Sub-Total					838,541	

2016-18 Cooperating Teacher Budget

Item	Number of People	Time	Rate	Compensation	Total	Description
Co-teacher Subs Spring 2016	100	1 day	178.4 per session per substitute	225.03376	22,503	
Co-teacher Subs Fall 2016	100	1 day	178.4 per session per substitute	225.03376	22,503	
Sac State Training	4	2 days		250	2,000	
Food	100	2 days			1000	
Sub-Total					48,007	

2016-18 Principal Development and Support Program Budget

Item	Number of People	Time	Rate	Compensation	Total	Description
Aspiring Leaders Academy		5 sessions	18, 550	18,550	18,550	
LEAD year 1 & 2	3			40,000	120,000	
Sub-Total					138,550	
Teacher and Leadership Development Total Cost					1,025,097	

2015-16 Educator Effectiveness Budget

Item	Number of People	Time	Rate	Compensation	Total	Description
Director of Teacher and Leadership Development	1			150,000	150,000	
Induction Coordinator	1			125,000	125,000	
Clerical OT3	1			85,000	85,000	
Support Providers	45			1,892	85,145	
CTC Institution Fee					1,400	
CTC Programs Fee					600	
Subs Induction Provider Training (May 2016)	45	2 days	178.4 per session per substitute	225.03376	20253.038	
Taskstream					7,800	
Induction Program Meetings					2000	
Principal Development and Support	3			20000	60,000	
Total					537,198	

New Teacher and Student Teacher Effectiveness Plan

Structure

- Identify at least one Induction Support Provider at each school site in the district. (More than one is preferable)
- Train all Induction Support Providers in Induction Program requirements and protocols
- Train all new teachers in Induction Program requirements and protocols
- Train Student teacher mentors in Co-Teacher Model for developing student teachers
- In collaboration with area university teacher preparation programs, place student teachers with Induction Program Mentors
- Assign, to the degree possible, Induction Program Mentors to new teachers in their building

Training / New teacher training will focus on the following:

- **Induction protocols/procedures/requirements**
  Teachers will be trained in the requirements of the district induction program including timelines, standards to be met, and individual learning plans for attaining a clear credential from the California Commission on Teacher Credentials. Induction Mentors will receive additional training in strategies for supporting new teachers.
- **Classroom management**
  Teachers will be engaged in training on classroom management. Trainings will focus structuring, room arrangement and use of proximity, procedures, routines and consistency.
- **Engagement / whole class cognitive processing strategies**
  Teachers will be trained in an understanding of cognitive processing and inclusion in a classroom setting. Strategies will be identified for motivation, inclusion, questioning and structuring of lesson activities to ensure high levels of inclusion and cognitive engagement.
- **SEL competencies**
  Teachers will be trained in the five SEL competencies with particular focus on relationship development and growth mindset learning models.

- **Learning activity and standards congruence**
  Teachers will be trained in an understanding lesson and learning activity objectives and the evaluation of their alignment within a given lesson.

- **Formative assessment**
  Teachers will be trained in strategies for ongoing monitoring of student learning, collection of information, providing feedback and adjusting teaching.

- **High quality tasks and academic discourse**
  Teachers will be trained in an understanding of district Common Core focus. They will develop an understanding of what is meant by high quality tasks and strategies to engage as well as motivate students in expressing their learning.

- **Inclusive Practices**
  Teachers will be trained in strategies to address cultural and cognitive diversity through differentiation, culturally responsive teaching, groupings, accommodations, collaboration and IEP implementation.

- **EL Strategies**
  Teachers will be trained in strategies to provide English learners with access to the core curriculum

Updated for District Use
March, 2016

Sacramento City Unified School District

Administrator Effectiveness Program

School leaders are developed and supported through a multi-faceted system of programs that are coordinated with the desired outcome of developing and maintaining strong transformative leadership at the site and district level.

Aspiring Leaders Academy

Aspire, the first entry point for prospective leaders in Sacramento City Unified School District (SCUSD), is a four day intensive study for prospective educational administrators. This leadership program supports those who are interested in and demonstrate potential for school leadership. The program assists participants to identify and develop a comprehensive range of early leadership capacities.

Program participants build on existing skills, knowledge, and experience and make connections from their current practices to the role of principal/director.

Session topics include: leadership development and styles, career paths in educational leadership, what it means to be a 21st century principal, case studies and scenarios, a principal panel, and pathways for leadership in SCUSD.

- Day 1- Defining: Leadership, Peak Performing Leaders
- Day 2- The 21st Century Principal, Leadership Styles, Career Path in Education Leadership
- Day 3- Leadership, Experiences, Leadership for Teaching and Learning in Sacramento
- Day 4- Expectations of Principals in SCUSD, Case Study Discussion
- Day of Shadowing an Effective Principal

Total cost: **$18,550**

LEAD Year 1 and 2 Program

Currently in operation

Support delivered by Sacramento City Unified School District

Greg Purcell, Nancy Purcell and Charlotte Chadwick, Retired Administrators

The LEAD component of SCUSD's principal development program is embedded in the daily work of principal participants as a structured network of support, coaching and critical feedback for performance improvement. Differentiated support is provided for beginning principals and principals in their second year, in addition to district professional development offered to all principals.

The program structure includes: principal networks, principal professional development sessions, principal coaching and support, mentoring, and assistance for challenged principals.

All Principals ~ Principal Networks

- Principals meet in networks
- Principals meet as whole-group and segments monthly: Associate Superintendents
- Focus on topics related to district initiatives, leadership and instructional best practices

First Year Principals ~ Principal Professional Development

- Meet monthly as a cohort to address timely issues
- Meet one-on-one for targeted support
- Coaching/mentoring: Nancy Purcell-Elementary
  Greg Purcell--Secondary

Second Year Principals ~ Principal Professional Development

- Meet monthly as a group to address timely issues
- Meet one-on-one for targeted support
- Coaching/mentoring: Charlotte Chadwick-Elementary

Estimated Yearly Total : $120,000

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

Agenda Item 8.1d

Meeting Date: April 7, 2016

Subject: Approve Minutes of the March 3, 2016, Board of Education Meeting

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

Division: Superintendent's Office

Recommendation: Approve Minutes of the March 3, 2016, Board of Education Meeting.

Background/Rationale: None

Financial Considerations: None

LCAP Goal(s): Family and Community Engagement

Documents Attached:
1. Minutes of the March 3, 2016, Board of Education Regular Meeting

Estimated Time of Presentation: N/A
Submitted by: José L. Banda, Superintendent
Approved by: N/A

Sacramento City Unified School District
BOARD OF EDUCATION
MEETING AND WORKSHOP

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

Thursday, March 3, 2016
4:30 p.m. Closed Session
6:30 p.m. Open Session

Serna Center
Community Conference Rooms
5735 47th Avenue
Sacramento, CA 95824

MINUTES

2015/16-17

Allotted Time

1.0 OPEN SESSION / CALL TO ORDER / ROLL CALL

The meeting was called to order at 4:37 p.m. by President Pritchett, and roll was taken.

Members Present:
President Christina Pritchett
Vice President Jay Hansen
Second Vice President Jessie Ryan
Ellen Cochrane
Darrel Woo

Members Absent:
Gustavo Arroyo (arrived at 5:30 p.m.)
Diana Rodriguez (arrived at 4:45 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) Existing litigation pursuant to subdivision (a) of Government Code section 54956.9

b) Significant exposure to litigation pursuant to subdivision (d)(2) of Government Code section 54956.9

c) Initiation of litigation pursuant to subdivision (d)(4) of Government Code section 54956.9

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

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

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

3.5 Education Code section 35146 – The Board will hear staff recommendations on the following student expulsions:
a) Expulsion #4, 2015-16

4.0 CALL BACK TO ORDER/PLEDGE OF ALLEGIANCE

The meeting was called back to order at 6:58 p.m. by President Pritchett.

Members Present:
President Christina Pritchett
Vice President Jay Hansen
Second Vice President Jessie Ryan
Gustavo Arroyo
Ellen Cochrane
Diana Rodriguez
Darrel Woo
Student Member Elizabeth Barry

The Pledge of Allegiance was led by C. K. McClatchy High School's Girls Cross Country Team. Certificates of Appreciation were presented by Vice President Jay Hansen.

5.0 ANNOUNCEMENT OF ACTION TAKEN IN CLOSED SESSION

Counsel Jerry Behrens announced that three resolutions were passed unanimously by all seven Board Members. These were Resolution No. 2015/16-E: Resolution of Non-Reelection of Probationary Certificated Employees; Resolution No. 2015/16-F: Resolution of Non-Reemployment of Temporary Certificated Employees; and Resolution No. 2015/16-G: Release of Certificated Administrators.

6.0 AGENDA ADOPTION

President Pritchett asked for a motion to adopt the agenda. A motion was made to approve by Member Rodriguez and seconded by Member 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.

Public Comment:
Flor Pedraza spoke about concerns she has that Luther Burbank High School will be losing teachers and programs.
Alba M. Galindo, speaking through a translator, also expressed concern about the possible loss of teachers at Luther Burbank High School.
Alvaro Galindo, a student at Luther Burbank High School, also expressed concern about the possible loss of teachers at the school.
Teresa Hernandez, speaking through a translator, also expressed concern about the possible loss of teachers at Luther Burbank High School, especially the bi-lingual Spanish teacher.

Member Rodriguez thanked the parents and students that came to the Board meeting tonight to express their concerns. She said that we have lost some funding because we have been so successful at redesignating English language learners. She said Luther Burbank High School accepts all students from everywhere and has a population of current students that speak no English. She hopes that this Board can have open hearts and minds to give Luther Burbank High School the funding that it needs so it can continue to be the excellent school it is. Even the President of the California State University, Sacramento, speaks nationally about how wonderful the students that graduate from the International Baccalaureate program at Luther Burbank High School are and how they need the least amount of remediation coming into college.

Caroline Cabias spoke about the 16th Annual Cesar Chavez Youth Leadership Conference being hosted by the University of California, Davis, on April 9th. She asked for the District's continued support for this event. The conference is intended to make information known to students who might not otherwise consider attending college.
Christian Terrell, of Sacramento High School, invited the Board to the Section Basketball Championship taking place Saturday, March 5th at Sleep Train Arena. He noted the following District schools that have teams playing: West Campus High School, girls; West Campus High School, boys; and Sacramento High School.
Mark Hall, a parent in the District, highlighted positive statistics regarding college acceptance rates in District schools. He suggested that the Board ensure students have equitable facilities by providing equal bond funding among schools. He has concerns that Sacramento High School is not being allocated an equitable percentage of bond funds.
LaShanya Breazell, with the Black Parallel School Board, reported on their upcoming agenda items. They also encourage the District to formulate a new, effective master plan for recruiting and supporting young African-American teachers in the District. She noted that the District history, retention, and support for teachers of color has been very poor. They would like to partner with the District to see how we can grow our own teachers from the students in the community; bi-lingual teachers and teachers of color are needed from the community.
Brian Nelson, a parent of a student at C. K. McClatchy High School, showed pictures on the overhead projector of the poor condition of the school's track, soccer field, and softball field.
Vanessa Gillette, parent of a student at Pony Express Elementary School, said that she and her child do not feel welcome at the school or that they are receiving help from the school. She has worked with the

District ombudsperson, but feels the problem is unresolved. Her son has an Individualized Education Program (IEP) and is working below grade level.

Member Cochrane said that she does not know which Board member has her school site, but knows the entire Board does not like to hear frustrations such as hers. She is happy that Ms. Gillette came forward and told her she will be helped.

Second Vice President Ryan thanked Ms. Gillette for coming and stating her concerns. She said although the school is not in her area, she would like to talk to her about how the Board can support her moving forward.

Darlene Anderson said that the Special Education system in the District lacks services. She gave examples from her own experiences and of families she has been trying to help. She feels it is the responsibility of the District and the Board to look at the data and make sure all students are making progress.

Member Arroyo commended Ms. Angie Sutherland for coming to the Board meetings to speak about issues in Special Education. He said we have limited resources, and we need to come to grips with figuring out how to discuss problems and address them in conversations between staff, the Board, and the sites. He said it happens too often that parents come forward frustrated or that teachers are overwhelmed because they do not have the support systems. He said there needs to be a broader, deeper conversation from top to bottom about how we are to deal with students with special needs. He said that he hopes we can be honest with each other that this is a problem that needs to be addressed.

Robynne Rose-Haymen, President of Third District PTA, informed the Board that the Sacramento Council of PTAs is in danger of disbanding due to lack of leadership. For our District that means there is a loss of local leadership and direction, local competency within the District, and the District Clothes Closet. She said the Board has a choice to advocate and educate the parents within the District about what they need to do in order to save Sacramento Council of PTAs. She said there is a meeting that will be held March 28th at the Parent Resource Center. If there are people confused about what it means to be a PTA leader, would like some support, and/or want to ask questions, she will be present to speak with them. She came tonight to inform the Board that they are voting to disband at this meeting.

8.0 CONSENT AGENDA

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

8.1 Items Subject or Not Subject to Closed Session:

8.1a Approve Grants, Entitlements and Other Income Agreements, Ratification of Other Agreements, Approval of Bid Awards, Change Notices and Notices of Completion (Gerardo Castillo, CPA)

8.1b Approve Personnel Transactions (Cancy McArn)

8.1c Approve Staff Recommendations for Expulsion #4, 2015-16 (Lisa Allen and Stephan Brown)

8.1d Approve C. K. McClatchy High School Field Trip to Oregon Shakespeare Festival in Ashland, Oregon from March 30 to April 1, 2016 (Lisa Allen and Mary Hardin Young)

8.1e Approve Luther Burbank High School Field Trip to Las Vegas, Nevada from March 20 to March 25, 2016 (Lisa Allen and Chad Sweitzer)

8.1f Approve Sutter Middle School Field Trip to Ashland, Oregon from March 16 to March 18, 2016 (Lisa Allen and Olga Simms)

8.1g Approve John F. Kennedy High School Field Trip to Boise, Idaho from March 29 to April 3, 2016 (Lisa Allen and Tu Moua-Carroz)

8.1h Approve John F. Kennedy High School Field Trip to Flagstaff, Arizona from March 8 to March 14, 2016 (Lisa Allen and Tu Moua-Carroz)

8.1i Approve Resolution No. 2871: Delegating Duty to Accept Bids and Award Construction Contracts (Cathy Allen)

8.1j Approve Resolution No. 2873: Recognition of National School Social Worker Week, March 6 – 12, 2016 (Victoria Flores)

8.1k Approve Election of Delegates to the CSBA Delegate Assembly, Subregion 6-B (Sacramento County) (Christina Pritchett)

8.1l Approve Minutes of the February 4, 2016, Board of Education Meeting (José L. Banda)

8.1m Approve Resolution No. 2872: Theodore Judah Elementary School New Classroom Building Mitigated Negative Declaration (MND) (Cathy Allen)

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

9.0 COMMUNICATIONS

9.1 Employee Organization Reports: ***Information***

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

9.2 District Parent Advisory Committees: ***Information***

- *Community Advisory Committee – Chair Angie Sutherland and Student Member Adrian Moreno reported on behalf of the Community Advisory Committee.*

- *District Advisory Council – No report given.*
- *District English Learner Advisory Committee – No report given.*
- *Gifted and Talented Education Advisory Committee – No report given.*
- *Sacramento Council of Parent Teacher Association (PTA) –President Laura Rios reported on behalf of the Sacramento Council of Parent Teacher Associations.*

Second Vice President Ryan thanked Angie Sutherland for her dedication to the District. She also appreciates what Student Member Adrian Moreno said about anti-bullying efforts and would like to work with him to expand anti-bullying efforts. She then said that she spoke with President Rios the night before about the challenges that the Sacramento Council of PTAs is facing right now. She agrees that there is a mismatch right now between parents at the school site level doing school fund raising and the empowerment that needs to happen so parents can feel they can take the next step into leadership and advocacy. She understands that the Parent Leadership Academy used to be a pathway that included coming to Board meetings as part of the training. This demystifies the process and makes one feel like they have a voice that can be heard. She feels this needs to be revisited as part of skill building. Lastly she mentioned that the Clothes Closet has been the bedrock of the Sacramento Council of PTAs, and irrespective of what happens moving forward, we have to figure out a way to continue the Clothes Closet.

President Pritchett said that she wants Ms. Rios to know that their work has not gone unnoticed. She offered any help the Board can give, and she will try to get some people from PTAs in here area to attend the meeting in March.

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

Superintendent Banda spoke about activities schools were involved in for Read Across America Day on March 2nd. He was able to read to First and Second graders at Bret Harte Elementary School. Assemblymember Kevin McCarty also read to students at the school along with other volunteers from the community. It was a fun event for the students and the adults. He thanked Principal Lorena Carrillo and her team. On Tuesday he participated in a financial literacy discussion at the State Capitol which was part of a joint hearing held by two Assembly committees: Banking and Finance and the Select Committee on Youth and California's Future. These committees are exploring how to improve financial literacy programs in schools. Superintendent Banda explained some programs that are being used in the District as well as courses offered. He then spoke on the ongoing negotiations with the Sacramento City Teachers Association (SCTA). He said the District believes in providing just compensation to our teachers, but it is also our responsibility to protect the long-term financial health of the District. A staff letter was sent this week with a negotiations update, and we have posted a page on our website that addresses questions and rumors circulating about the District's finances. He said we will continue to provide updates throughout this process, and he remains optimistic that we will be able to reach an agreement with SCTA.

9.4 President's Report (Christina Pritchett) ***Information***

President Pritchett reported that she attended Tahoe Elementary to read to a Kindergarten class for Read Across America Day. On Tuesday she attended the Sacramento City Council meeting because they had an agenda item for the Mayor's budget priorities. Our 4th R and START programs were listed as a priority. She

attended to speak on behalf of the District, and she thanked Councilmember Eric Guerra for being a leader for the District on the City Council.

9.5 Student Member Report (Elizabeth Barry) ***Information***

Student Member Barry gave an update on the Student Advisory Council (SAC). She also spoke about how a student's mental health is not always equated with their physical health. Many physical health issues that students experience are related to stress from themselves or others, especially in high school. She feels that if a student needs a break, it is okay to take a mental health day.

9.6 Information Sharing By Board Members ***Information***

Member Woo reported that on February 19th Stephanie Smith, a Third/Fourth grade teacher at Oak Ridge Elementary School, represented the District at the Sacramento Kings versus the Denver Nuggets game. She was one of 15 teachers that were honored at center court during half time. On March 1st he read to a Fourth/Fifth grade class and thanked their teacher, Ms. Westenbarger, for having him.

Member Arroyo commented on the presentation to be given at the Cesar Chavez Youth Leadership Conference Celebration on April 9th at the University of California, Davis. He explained how information about colleges and financial aid will be provided. He encouraged the Board to support him in helping direct staff to work with the organizers as much as possible to see how many District students we can get to the conference. They are asking about opportunities to provide transportation or figure out how we can communicate this information to all our sites. He asked the Board to direct Chief Communications Officer Gabe Ross to help disseminate the information and then figure out what we can do as a District to ensure that all interested students can attend.

Second Vice President Ryan shared that next week there will be a Policy Committee meeting where she will be recommending support for two essential bills that are moving forward through the legislature that address the teacher recruitment crisis. One is a bill that allows for loan forgiveness for teachers. The other would create a pathway for classified employees to become teachers. She also was part of a conversation with Linked Learning and part of creating meaningful connections with our Linked Learning Pathways and our regional employers. She feels there is a huge opportunity for us to do Linked Learning Pathways for teachers and to use that as another way to address the looming teacher workforce shortage that we have. At the Linked Learning convening they talked about Launch Pad which is a new tool that has been created that will allow industries throughout the Sacramento area to match with students in our Linked Learning Pathways so that they have a work-based internship opportunity. She also shared that she participated in the Education Corridor Projects where they bring together principals from throughout Area 7 to share best practices, talk about challenges, and promote cross collaboration. The effort was started nine months ago by starting a bus tour where they went to each other's sites and saw what makes each school unique. The next step is to get teachers involved; this will probably happen in the summer. She also participated in Read Across America. She noted events that took place at Bret Harte, Ethel Phillips, and Hollywood Park Elementary Schools, as well as Leonardo da Vinci K-8 School. She also shared that the Fremont Adult School studios partnership we have with non-profit arts has hired an executive director. This person will work closely with the District to ensure that our educational benefits are realized. At Fruit Ridge, another re-opened community collaborative school site, we now have 22 non-profits. She was able to be there to support the launch of two programs last week-end, the Girl's Self-esteem Program and Strong Willed Able Gallant Gentlemen (SWAGG). Funding was also obtained to launch a women's and girls' empowerment program at Father Keith B. Kenny K-8

School. It is called Shine, and Second Vice President Ryan will be able to participate. It will be a 10 week program that begins in April.

Member Rodriguez said that last week-end she attended a symposium on a Garden in Every School, hosted by Soil Born Farms and held at Luther Burbank High School. Improvements were made at the grounds. She also announced that on February 19th Luther Burbank High School Spanish teacher Elizabeth Villanueva was selected as Teacher of the Year for Sacramento City Unified School District. She was honored at the Sleep Train Arena during a King's game for her appointment as the Sacramento County Teacher of the Year. She noted the good things that are happening at the school. Member Rodriguez also read to students from Cesar Chavez Elementary and Rosa Parks K-8 Schools in Area 5 at the Freedom School in the Meadowview Glen Manor. She also attended a pancake breakfast at Bret Harte Elementary School and the student teacher recruitment fair. She also met with Jim Dragna of California State University, Sacramento (CSUS). He would like to find ways in which to work with our District so that we can help children transition more easily into higher education, CSUS in particular. She is proud of the relationships she is building with the University, and she hope other Board members will join her in the future. He shared with her a simple way to raise the GPA of each student: stand outside the classroom and shake hands to welcome each student every day, This is proven to increase GPA by 0.3. Lastly, she thanked the parents that come to every Board meeting. She supports the Community Advisory Committee (CAC). She went this year to a tri-annual Individualized Education Program (IEP) and knows how much work is involved. She said we have had honest conversations about the needs of Special Education and how we can augment the department so that we can do a better job for students. She does not know what the result of this will be, but she asked those present to please trust that this is an issue for her and staff involved. We are limited by things such as budget, time, and talent.

Vice President Hansen announced that this Saturday California Middle School is having their Spring Thing fundraiser. Enrollment at the school is at an all-time high. He is working with a state senator on legislation to provide more financing mechanism for school districts to change their water usage patterns. It would allow districts to use the money they save to finance the projects up front. They are working with some state-wide school groups on this. He will be reading to students at Crocker/Riverside Elementary School next week. He also noted that he sat in on some of the negotiations between the District and our teacher-partners, and he learned we are now paying more for retiree health care than we are for our current employees. He stated that this is not the right place for us to be, and he wants to make sure that the promises we have made to retirees are kept. He hopes all are looking to negotiating in a spirit of cooperation and sustainability so that we keep the promises to everyone and that we are taking care of our students, taxpayers, and community along the way. Lastly, he reported that he has been working with the Stuart Foundation; they are interested in helping to examine a new pathway between Leataata Floyd Elementary School and Health Professions High School. They have awarded a grant recently, and we will be able to do some research and explore ways we can make the pathways stronger between these two schools.

Member Cochrane said it is wonderful to see the work her colleagues are doing. She said that in Area 2 they are looking to improve community engagement. On March 15th from 6:00 to 8:00 p.m. they are having a Tahoe Community Network Dinner. The purpose is to bring together all players in a community around a small neighborhood school to help make it be a success. They have invited and received 33 confirmations of attendance already from the likes of Kevin McCarty, representatives from Eric Guerra's office, the neighborhood association, teachers, principals, and parents. They are going to exchange ideas and roll up their sleeves to help Tahoe Elementary School be a fantastic school. Principal April Shafto is already leading the school in a great way. Member Cochrane is very proud to be involved in this effort, and she thanked the District staff for supporting this event.

10.0 BOARD WORKSHOP/STRATEGIC PLAN AND OTHER INITIATIVES

10.1 Early Kinder Program – Board Policy #6170.1 Revision (Iris Taylor and John Conway) ***Conference/1st Reading***

Interim Chief Academic Officer Iris Taylor began the presentation by introducing Early Kinder Coordinator John Conway. They then presented revisions to Board policy #6170.1 which focuses on our early Kindergarten programs. They gave an overview of early Kindergarten/Transitional Kindergarten, an explanation of the driving governance that is prompting the revision, an outline of the proposed changes, and next steps.

Public Comment:
Darlene Anderson feels that going down this road means more jobs for people in the District and not necessarily more educational outcomes. She said we do not have numbers for willful defiance issues, children in pre-Kinder and Kindergarten, and improvements in the early grades. She spoke about pathways that Head Start creates for all, and feels those same types of opportunities are not available in the District. She said that the District is a high poverty district and that this type of district brings problems that require solutions such as the need to educate parents, which Head Start does. She asked what the data is for District Kinder programs of parent involvement.

Board Member Comments:
Second Vice President Ryan said the Policy Committee had an opportunity to review the proposed changes. She feels that having Early/Transitional Kindergarten at eight schools is insufficient in her opinion. She spoke about the move taking place over the last year to reinterpret the law created by Darrell Steinberg to create the Transitional Kindergarten programs so that a student that turned five at any point in the calendar year can be eligible for Transitional Kindergarten. The District would have to assume the expense until they turn five. Currently only those that turn five between the months of September 2 and December 2 have access to an entire year of additional early childhood education that is aligned to state standards and potentially prepares for academic success. Other school districts are looking at putting together resources to make sure all students have access to Early/Transitional Kindergarten. She also said that, as we try to grow enrollment and create a pathway into our public schools, this is a tremendous opportunity for us to capture students throughout the District. If we do not do this our public charters are going to have these programs available to students who turn five at any point within the academic year, hoping to retain them moving forward. She feels this commitment to a massive expansion of Early/Transitional Kindergarten, in light of the troubling enrollment decline, is a huge opportunity. From an equity standpoint, she said the schools currently served do not reflect equity, and she wants to ensure that all of our low income schools have access to Early/Transitional Kindergarten. She asked the District, outside of tonight's policy (as she does not want to hold up the policy as she feels it is consistent with state law), to provide a real cost analysis of what we would need to double the number of Transitional Kindergarten programs which target high poverty schools first. Conversely, she also wants to know what it would cost to offer Transitional Kindergarten to students that are turning five at any point throughout the academic year. She gave the example of Pasadena's district; they are reusing closed school sites to create early childhood hubs that offer two years of quality early childhood education which then feed into district schools. She feels this all needs to be part of a bigger vision for growing our District and ensuring that all children, irrespective of address or skin color, have access to high quality early childhood programming.

Student Member Barry asked what the difference is between Early Kinder and pre-school. Ms. Taylor answered that with pre-school there are income qualifications for students aged three through five to

attend. Early Kinder is designed for those students that do not meet those income thresholds. It is designed to give students with income higher than the pre-school maximum qualification the opportunity for an earlier start to their schooling. Mr. Conway added that Early Kinder is a regular education program like any other grade level in California, so it is a cost free program for families, while pre-school runs under such that its instructional practices are solely based on pre-school learning foundations. It started off being most appropriate for ages three and four. Another difference would be that Early Kinder teachers are certificated, credentialed teachers while pre-school teachers may be, but do not have to be. Therefore the curriculum is somewhat different; it is not only aligned to the pre-school learning foundations, but it also looks to the state standards for Kindergarten and state standards in Common Core. It is a program for readiness, and was designed for the youngest of the age five students that typically might need an additional year in school to help assist them. Student Member Barry asked if Early Kinder will replace pre-school at any sites. Ms. Taylor said that no, it would not replace; it is just another type of service to support students with the gift of time. It serves a different demographic.

President Pritchett said she looks forward to them coming back to a future meeting.

10.2 Approve Next Steps for the Disposition of Identified Properties (Cathy Allen) ***Conference/Action***

Chief Operations Officer Cathy Allen began the presentation. Mr. Wakefield from Overland, Pacific, and Cutler could not be present, so District Counsel Jerome Behrens was present to assist with any legal questions. Ms. Allen continued with background on the three properties located at 2401 Florin Road, 1619 N Street/Thomas Jefferson, and 2718 G Street/Old Marshall. She then looked at key decisions that must be made, disposition and utilization options, an estimated timeline, took questions, and went over next steps.

Public Comment:
George Raya, Co-Chair of Marshall School New Era Park Neighborhood Association, thanked the Board for allocating funds to Old Marshall School to repair the roof. He is happy that at the last meeting the majority of the Board thought the building should be saved and disagreed with the recommendation to turn the site into a vacant lot. He also thanked the Board for finally developing a schedule to dispose of the property. Their preference is for senior housing, primarily because the Hart Senior Center is two blocks away. There are limited uses for the building, and one of them is for affordable housing. They would like some action within a year.
Matthew Valine, who lives across from Old Marshall School, expressed that he has spoken to the 78 year old granddaughter of the original owner. She shared pictures and stories of when she attended the school as a child. He reminded the Board as to why the school is on the historic registry and that it is historically important. The school was built in 1903 and designed by a significant architect, Rudolph Harold. He noted that the surplus property report bases the value of property on the vacant land value and does not reflect the historic value of the property. He noted all of the various ways the property has been used since it stopped being a school to illustrate the many options for use. He asked the Board to please take action to preserve Old Marshall School.
Patrick Stelmach, on the Board of Directors for Preservation Sacramento and a broker, said he is happy to hear that preservation is a top priority. Preservation Sacramento is exploring the possibility of nominating the properties to the state and federal registers of historic places since they are already registered in the local registers. He encouraged the Board to act swiftly to sell the properties outright as this will commend the highest number of highly qualified developers who would be interested in developing these properties at the highest price. Properties that have undue restriction and conditions upon them would lower the price and attractiveness of them.

Angela Tillotson, Interim Chair of the Midtown Neighborhood Association, spoke about the property at 1619 N Street. She encouraged the Board to let the property go so that they can get someone in that will protect it and breathe new life into it.
Julie Murphy spoke about Old Marshall School and the Thomas Jefferson School properties. She lives across the street from Old Marshall School. She urged the Board to act quickly due to uncertainty about the real estate market. She noted that both properties would need significant upgrades in order to lease them.
Tom Quasenbarth, a board member of the Marshall School New Era Park Neighborhood Association, gave a sense of urgency for action. He also offered neighborhood support in this matter. He suggested the Board have a framework or process to aid their decision making. He suggested they initiate a community engagement effort to increase engagement beyond the request for ideas that has been posted.
Danny Yost, Co-Chair of the Midtown Neighborhood Association, thanked the Board for going through this process. He brought up the condition of the Thomas Jefferson School site and asked if there has been an update on that. He echoed the comments made previously about the importance of community involvement.
Tiffany Fink, Deputy Executive Director for Paratransit, said that they have been a partner of the District for a long time at 2501 Florin Road. They also partner with local non-profits and social service agencies. They are very interested in working with the District to continue to see how this process moves forward and to see that the property continues to be an asset to the region. She thanked the District for the partnership on the property.
Brenda Ruiz, Chair of the Sacramento Food Policy Council, spoke about the central kitchen and her organization. She noted that school children are waiting while the District attempts to develop a role in some of these properties. They encourage expediency regarding the central kitchen.

President Pritchett took the Item from Conference to Action which was seconded by Member Arroyo and passed unanimously.

Board Member Comments:
Member Arroyo thanked those that gave comments for their recommendations. He spoke about options that were discussed regarding the 16th and N Street property about a year ago. What he learned from that process is that there are multiple options that are viable. At that time the Sacramento Native American Health Center had come up with an interesting model; they wanted to develop housing in one part, rehabilitate the building, and a community center would go in one corner of the parking lot. It was a wonderful property idea that was missed because too much time was taken to come to a decision, and they went elsewhere. That model allowed, however, the potential of having a multiple benefit. How he approaches his position as Board member and Trustee for the District is by asking how does he make the best, longest lasting impact for the community. So, yes, selling the properties and getting any amount of dollars into the coffers that are used in any number of ways is a benefit, but the way that he sees it is, in the long term, how do we benefit the community best? As we consider options, Member Arroyo said that what is guiding him is an opportunity to allow a developer to make money in that there is housing which contains market rate but also affordable and low cost range housing along with a community center that can be used by the District and the community. He likes the idea of something that is something more than just a sale or more than just developing more housing for market rate. All are viable options, but he wants to expand the vision and idea that there is interest, and least there was a year and a half ago, to do something innovative. Hopefully we can attract developers along the lines and thinking of the Native American Health Center. He received an e-mail earlier today from the Sacramento Labor and Non-Profit Incubator that submitted a proposal for the Old Marshall site; Ms. Allen said that a tour is being arranged for them. He would like to see preservation of property and having a service, venue, or space that benefits the community as a whole. This is his top priority, and how it fits into the five criteria given he is not sure. He would rather keep all five options and then figure out what fits the projects after they

are submitted. He asked what would happen if the Board picks three of the five and there ends up being a model that does not quite fit the criteria chosen. Ms. Allen replied that instead of giving a direction to move forward on individual properties, the Board could blanket the city with Requests for Quotations for ideas for the three sites. We would then sit down and evaluate them. This however, would make it difficult to compare apples to apples. If we do that, then we are into Requests for Quotations and accepting bids for projects that are not necessarily for sale. Member Arroyo said he could rank the five criteria. He would like to see what developers might think of for 16th and N Street or Old Marshall School. Ms. Allen said she would like to discuss each property separately. Member Arroyo asked what would need to happen for the Board to follow up with the e-mail that they received. Ms. Allen said that they have been giving tours to anybody that asked, so they will follow-up and schedule a tour.

President Pritchett asked for clarification on Member Arroyo's option choice for the 16th and N Street property as she is trying to keep track per property because tonight the Board is trying to give Ms. Allen direction. He said yes, he would like to go with option number one for all three properties.

Member Rodriguez spoke about her past experience when she worked for the planning department in Santa Cruz. She said she understands the emotions that people feel when they come to the Board and speak on this issue. She remembers the proposal that Member Arroyo spoke about and said that it is a shame we let that go. She spoke about the options that she would like. She brought up the central kitchen and a conversation that was had to look at the 2401 Florin Road property. There was an estimated fee of $500,000 to level the building and build the central kitchen. She would like to see the Board look at that property again for this use. She noted it is far cheaper to take care of the central kitchen in this way than to buy a separate piece of property. Savings could be used to build a track, for example, at Hiram Johnson High School.

Second Vice President Ryan thanked Ms. Allen for her work on this. She noted that the Healthy Foods Task Force is asking why we have not made more movement on a central kitchen. She spoke about the Thomas Jefferson site and said it is her understanding that there is a proposal on the table right now to do a swap for 16th and N Street and the San Joaquin Street property; that has been deemed the best possible fit for the central kitchen. Ms. Allen replied that there is not an official proposal to the Board at this point in time; there have been talks with the person that owns that property. It was received in an unofficial capacity almost three years ago by the Board as part of the development that Member Arroyo spoke of previously. That developer is still interested in looking at some type of swap with the 16th and N Street property. They have also indicated that if that does not move forward then they would move forward with student housing on that site on San Joaquin Street. It is right across the street from our transportation yard, where the kitchen services area is now, and the warehouse, so as far as location goes it is a nice piece of property. Is it the best? Everybody probably has an opinion on that. Second Vice President Ryan asked to confirm that the soil has already been tested. Ms. Allen said yes. Second Vice President Ryan also asked a question about the timeline. She asked if the decision and final agreements being made in May 2017 would include an agreement to swap a property; would we have to wait until May 2017 to break ground on property if we were to negotiate a deal such as the central kitchen. Ms. Allen said that swaps are a pretty simple process and go much faster. Second Vice President Ryan asked if the proposal request process, as well as deeming those proposals as meeting community benefit, is something that could be expedited. This would be for reuse in the case of 16th and N Streets. Ms. Allen said that the quick answer to that depends on what we hear tonight and if she has enough clear direction to be able to work with Overland, Pacific, and Cutler to craft a request for quotation. If we do want to open it up to community input, we just have to allow for that process to happen. Lastly, Second Vice President Ryan asked, on the joint occupancy idea to lease the site for up to 66 years, if the benefit in doing that is the fact that we continue to potentially see revenue from year to year along with increase in property value. It is her understanding that both Old Marshall School and the 16th and N Street property

are not likely to be reopened as schools. Ms. Allen said that it would take significant structural upgrades to be able to put students in the schools. It would take more than 50% of the cost to replace the building, and when we get to this level, it adds many more requirements.

Member Cochrane asked how the historic integrity remains intact when ownership is exchanged in a sale. Counsel Jerry Behrens answered that historic preservation requires certain building codes to preserve the building. So that would be subject to the local building codes and state building codes as they may apply to historic buildings. A developer would look at it as to what they would have to do to comply apart from the usual building codes. So when one has historic preservation for a particular property, that may increase the ability to develop, but also they are restricted; they cannot just withdraw from the historic register. Regarding choices, the question is how do you want to proceed? The Education Code is pretty arcane as it goes back long before the recognition that facilities should be marketed rather quickly. An exchange was mentioned, and he is not attempting to sell this particular process, but noted that it bypasses a lot of various steps that are required by the Education Code. This would shrink the timeline. On the other hand, if a property were to be surplussed, the process can be very long. Finally, and it depends on the State of California, one can get a waiver from the entire process, but it must be justified. On the joint occupancy, you could have a scenario where a property is occupied for office space and then there is another property that generates revenue. But that requires a request for proposal process and approval by the California Department of Education. The Thomas Jefferson site was a joint occupancy project that did not pan out. That took years and ultimately failed. So there are options and the issue for the Board appears to be to give some guidance, but ultimately the staff may come back saying this is the fastest and best option. The Board will make the ultimate determination on that. Member Cochrane noted that it is a city designation for historical preservation and is the only designation that we have. She asked if the historical preservation designation will still be attached to the property if we sell it. Counsel Behrens said he has never seen a historic property be deregistered. Usually they are preserved; the issue is dollars as it does not make economic sense to come in and buy by the building codes. It is a marketing opportunity and also a marketing constraint. Member Cochrane said that her predecessor was involved changing District lines as we had a Twin Rivers property that was brought over to Sacramento City Unified School District. In doing this, students were brought into this District. She is very interested in making sure that there is a sunshine on this process with regards to the money that is earned from these sales. It is her position as a Board member that there should be no specific designation of the money for any particular school, area, or special project. She would like clear definition on how we can ensure that process. The reason she brings up the Twin Rivers property is because the money for the permits that are pulled for McKinley Village follow the students for Theodore Judah Elementary School. While this has its benefits it also is something that was not really fair to the whole District. She asked how we address this. Counsel Behrens said that what she is addressing is really developer fees. Revenues generated from leases, joint occupancy, etc., goes into our capital reserve rather than the general fund. We can designate that for certain projects, but he believes that what she is referring to is developer fees. These were kept localized in that instance, but that is totally different from generating revenues from leases and sales. He knows that the policy of this Board over the years has been to not sell but lease. If the direction is to lease, then that is where the earning revenues, or capital reserves for other improvements, is from. There is the swap idea, giving up title to get title, but if that facilitates something such as the food services unit then it may be worth a sale in that case as you cannot do a swap without switching titles. Member Cochrane told President Pritchett that she is interested in exploring sale and lease on two properties, but with extreme reservations that this is not manipulated for special projects monetarily even though the funds are not put into the general fund.

President Pritchett asked for verification that there are two different types of leases, the long term lease without the option to purchase and the lease option with option to purchase.

Member Cochrane said that she understands.

Member Woo answered Member Cochrane's question with respect to the historic registry. He believes it is recorded in the deed. Counsel Behrens said he is not sure if it is recorded in the deed; he believes it is a designation which drives how that would be developed under the local city code. Member Woo said that in the National Register he thinks each exchange of property runs with the land. Counsel Behrens said the Board can put a covenant as a school board that it would run with the land notwithstanding the designation. Regarding the Thomas Jefferson site, Member Woo is interested in any lease, with or without purchase, and sale. He would like staff to do a comparison of having the central kitchen at 2401 Florin Road versus the San Joaquin Street property.

Vice President Hansen concurred with some prior comments in that he is impatient as well to see something happen. He is happy that the Board started talking about this when they did as it has taken some time to get to this point. He asked who is first in line to purchase property if the Board decision is to sell outright. He has learned how complicated this is; there is a long list per State Code that must be offered property, and the Board has no say in this. Counsel Behrens said it is a very difficult process; there are priorities under the Government Code and the Education Code. If there was a two-thirds vote to surplus property, notice would have to be given to a variety of agencies including 501c3, historic, and low income organizations. Vice President Hansen asked Ms. Allen to read through the list. She said it includes counties, University of California campuses, state and local parks and recreations, affordable housing, etc. Vice President Hansen said he understands that the Board would first have to declare a property surplus, notify the groups in the order listed, and they each have a certain amount of time to respond before the property can be put up for sale. He said it is a bad idea to play this waiting game unless we have a property that we really want to let go. Regarding the central kitchen, a task force has been created, and they had their first meeting last month. They will meet monthly, and the next meeting is March 8. He asks that the Board consider the 2401 Florin Road property so that discussion can be had to see how suitable a location it is. He is open minded on this. He likes a long term lease option for the Thomas Jefferson site. He feels there should be a request for proposals on the Thomas Jefferson and Old Marshall sites to ask if the developer community would be interested in doing something with the District on a long term basis. His number one goal is to get the best value for our taxpayers and students. He feels the historic integrity is important as well. He noted that the request for ideas for Old Marshall that he put out with Member Cochrane received about 90 responses. He thinks a meeting with the community at Old Marshall or some place close by should be considered for this. The ideas could be gone over and other ideas could be heard. This could be done fairly rapidly for this property as the pre-work has already been done. This would be a model to use also for the Thomas Jefferson site. The Florin Road property does seem like a property that would be suited to sale due to use by the group that is there now as they are a group higher on the list that can bid on the property. Also a joint occupancy may work with the group that is already there.

Second Vice President Ryan commented that she appreciates the suggestion by Member Woo to have an analysis of the two properties being discussed regarding the central kitchen. She is concerned about the timeline of the central kitchen. She gave her recommendations for each of the three properties. She is grateful to the Board members for recognizing the historic value of the structures and what they mean to the communities at large.

President Pritchett does not want to look into any sale options. She is interested in options that provide more long term benefit to the District. She verified the previously expressed choices of Members Arroyo and Cochrane.

Member Rodriguez clarified that in order to consider a land swap, the swap has to be with the Thomas

Jefferson site and not with the Florin Road property, if one wants the San Joaquin property for the central kitchen the Thomas Jefferson property must be given up in that land swap. Ms. Allen noted that as of today that developer has indicated interested in the Thomas Jefferson property.

Disposition and Utilization Options for the properties are:
1) Joint occupancy
2) Long-term lease without purchase option
3) Ground lease with purchase option
4) Exchange
5) Sale
6) Central kitchen comparison with San Joaquin Street property
7) Exploring an option for central kitchen

President Pritchett verified the Board choice of options to explore for the 16th and N/Thomas Jefferson site as follows:
Gustavo Arroyo - #1
Ellen Cochrane - #5, #4, #3
Jay Hansen - #2
Christina Pritchett - #1, #2, #3
Diana Rodriguez - #1, #2, #3
Jessie Ryan - #3, #4, #5
Darrel Woo - #2, #3, #5

Member Cochrane asked if the options chosen will all be considered. President Pritchett said that the Board has to have a two-thirds vote or a majority on the joint occupancy.

President Pritchett then verified the Board choice of options to explore for the 2718 G Street/Old Marshall site as follows:
Gustavo Arroyo - #1
Ellen Cochrane - #5, #3, #2
Jay Hansen - #2
Christina Pritchett - #1, #2, #3
Diana Rodriguez - #1, #2, #3
Jessie Ryan - #3, #4, #5
Darrel Woo - #2, #3, #5

President Pritchett then verified the Board choice of option to explore for the 2401 Florin site as follows:
Gustavo Arroyo - #1
Ellen Cochrane - #7, #6
Jay Hansen - #5, #1
Christina Pritchett - #2, #3, #5, #6
Diana Rodriguez - #7
Jessie Ryan - #3, #4, #5 or #7, #6
Darrel Woo - #7, #6

President Pritchett asked Ms. Allen if by voting on direction they chose all of the above. Ms. Allen said that one big question she would like to have answered tonight is do we want community input for the Thomas Jefferson site. She also pointed out that, if for example the community decided to have a property be used for affordable housing, it would still have to go through city planning and city council.

Member Arroyo said the Board needs to be honest about what it wants to get from public comment; will it be to get ideas, or just to gauge the sentiment of the community and neighborhoods? Ms. Allen said she feels it would be important for the development community to come and listen to what some of the ideas are in the neighborhoods. That will help craft the request for quotations. The difficult part will be to make this all fit into Government and Education code.

President Pritchett said she would like staff to schedule a community outreach meeting that includes developers for the Thomas Jefferson site and also do a request for ideas. For the Old Marshall site, a request for ideas has already been done, so President Pritchett asked for a community meeting with the developers to be scheduled. Regarding 2401 Florin, she said she thinks Ms. Allen needs to come back to the Board with additional information regarding the central kitchen and all of the proposed arrangements.

Member Arroyo motioned that the Item be moved from Conference to Action. Member Woo seconded the motion, and it passed unanimously. President Pritchett then motioned to for an approval to the direction she had given. Member Woo seconded it, and the motion passed unanimously.

Vice President Hansen clarified his earlier remark about health care costs. He said he misspoke, and we have nearly as many retirees as we have active employees, so we are not currently paying more for the cost of retiree health care. However we did paying approximately $17 million dollars last year in retiree health care costs.

10.3 Teacher Recruitment Strategies (Cancy McArn) ***Information***

Chief Human Resources Officer Cancy McArn began the presentation by introducing Human Resources and Employee Relations Directors Cindy Nguyen, Roxanne Findley, Christina Villegas, and Tiffany Smith-Simmons. They went over teacher recruitment, efforts, strategy, and landscape. They also covered credential options, internship programs, and next steps.

President Pritchett asked for a motion to extend the meeting to 10:45 p.m. A motion was made by Vice President Hansen which was seconded by Member Rodriguez. The motion passed unanimously.

Ms. McArn played an audio video from a recently recruited teacher and then asked for questions.

Public Comment:
<u>Nikki Milevsky</u> said that they have been urging the District to get out in front of the teacher hiring crisis by taking proactive steps and having competitive wages. She is happy the District has implemented their ideas about tracking and recruiting student teachers and offering open contracts. They are happy about improvements to the student teacher support program and that the District is attending recruitment fairs, targeting multi-lingual teachers, and reaching out to historically black colleges. She has concerns, however, that the staff is talking about the crisis as if it will affect our District the same as other districts. She feels our District will be hit much harder by the shortage than surrounding districts. She feels this is due to the fact that we are a large urban district and also due to a lack of competitive wages. She shared a document showing current benefits, wages, and total compensation of Sacramento City Unified School District and that of surrounding districts. She asked the Board to look at this year's reserves compared to last year. She noted that teachers have made large concessions when times were hard.

Board Member Comments:
Vice President Hansen thanked the presenters, and said that it sounds like we have made good progress. He would like to learn more about paying bonuses or the potential to pay tuition for prospective teachers. Ms. McArn said that some of the pieces require discussions with union partners, and so we are working toward that end. Vice President Hansen asked if hiring bonuses and tuition reimbursement would have to be in the contract. Ms. McArn said she is not sure about tuition reimbursement, but we do want to continue to engage and talk to our partners so that we can all move forward and be on the same page together. Vice President Hansen asked if there is some prohibition for us to hire teachers now. Ms. McArn said that it is more difficult for us as a district to hire at this point in the year compared to the beginning of the year. Ms. Nguyen spoke about the open and closed contract times. She said from July 1st through the second week of February the District is allowed to post positions where we can refer non-district candidates through the interviewing process; we currently have contracts starting the second week of February through June 30th, which is considered our closing period. If we post any positions for which there are permanent teachers in the District, this is the window that allows them to transfer. Vice President Hansen said it sounds like there are a lot of issues with this, and it sounds like we need a fuller discussion. He spoke about some ideas to incentivize people to become teachers and said stability is important to people. He said he looks forward to continue working on this, and he thanked the team for all their efforts so far.

Member Woo thanked the team for their aggressive recruitment. He said we may have a built-in pipeline with some of our partners, such as City Year. He said we can ask our teachers if there are particular candidates that might think of a career in education.

Member Cochrane thanked the team for their work. She asked how we determine how many teachers are needed in the Fall. Ms. McArn said this is determined through our annual one-stop staffing budgeting process that is based on projections. Another thing driving our projections currently is the move to class size reduction. Member Cochrane said there are currently a couple people teaching that want to become full-time employees and asked if human resources has addressed all people who have expressed an urgent interest in being hired now. Ms. McArn said that they have worked toward that end; they have looked at the substitute list for those that are fully credentialed and staff had individual conversations with them to determine interest levels. Member Cochrane asked if every teacher is a highly qualified teacher using NCLB. Ms. McArn said no as we have some long-term substitutes in positions. She discussed different credentials and programs. Member Cochrane asked if vacancies have been filled with individuals that do not hold California teaching credentials in the subject matter they are teaching. Ms. Nguyen referred to the presentation where she went over number of filled vacancies and said that they have to be currently holding one of the credential options that was listed on the slide. Out of all of the credential options, short term staff permit would not qualify them as highly qualified because they would still need a little bit more time to do the prerequisites of either passing the California Subject Examination for Teachers (CSET) or doing preservice hours to get into the intern program. For the general education limited term assignment and the special education limited term assignment they have to already hold a credential, and we would be getting them that limited term assignment for a subject area outside of their credential. So, while they are not highly qualified in the subject they are teaching outside their credential, they do hold a full credential, and they are highly qualified in that area. We just need them to teach that one subject outside of the credential that they currently hold. Member Cochrane said that therefore when we say we have filled these vacancies, we have but perhaps have not filled 100% with the teachers that are credentialed in the subject matter that they are teaching. Ms. Nguyen said yes, but the credential allows them the time to fully obtain the credential by taking coursework, and if they complete the renewal requirements according to the Commission on Teacher Credentialing (CTC), they can renew it again for the following year. It typically takes about two years to complete. Member Cochrane asked who is on the committee for recruitment. Ms. McArn replied that it is the group presenting this Item tonight and

representatives from the Special Education department, the Area Assistant Superintendents, principals, and other central office staff, such as from the new teacher support program. Member Cochrane asked if there are any SCTA members or current school teachers. Ms. McArn said that SCTA leadership has not participated so far. Member Cochrane asked if there are teachers on the committee. Ms. McArn replied that there are not. Member Cochrane asked if someone were to break an open employment contract and go to another district is that a legal liability. Ms. McArn said that the open contracts we are offering now are employment contracts, and so we would treat each as such. By signing an open contract we are making a commitment to that incoming teacher for a position the following school year, and they are making a commitment to us to teach in the District. The tricky part is that at the time we offer open contract we cannot say it is going to be a specific classroom; internal processes have to be gone through to ensure that our current teachers who are being involuntarily surplussed are placed. From there we can move forward with placements of the open contract. So it is an employment contract treated like any other. Member Cochrane asked if a person can teach and get a paycheck while they work if they are in the Sacramento County Office of Education intern program. Ms. McArn replied that is the case in any intern program. Member Cochrane asked if we have had any teachers currently in surrounding districts apply to Sacramento City Unified School District in the past month or so. Ms. McArn said yes; we have had some from Natomas, Folsom Cordova, and Twin Rivers. Member Cochrane asked why the audio video was sent; was the teacher requested to send it or did she sent it as an application tool? Ms. McArn said it is part of the U-CAN partnership and through that there are strategic visits taking place, and the video came to be as a result of that. Ms. Smith-Simmons spoke more on this. Member Cochrane said the team is doing a wonderful recruitment effort and generating results in a very difficult time.

President Pritchett moved that the Board suspend the rules and continue the meeting until 11:10 p.m. Member Rodriguez seconded the motion, and it passed unanimously.

Member Rodriguez said the out of state recruitment and partnership with U-CAN is appreciated. She was impressed with their college fair and made recommendations to the Steps to College Fair that she is a part of at Cien Amigos. Her concern is that 38% of the District's population is of Latino descent, and we only have 12% of our teachers reflecting that population. She encouraged the team to reach out to more Hispanic serving institutions and suggested several. She also discussed a partnership with Mexico she and Member Arroyo have been working on through Cien Amigos to do a student exchange program. This would be another pathway into obtaining more diverse bi-lingual teachers. She offered to discuss this with Human Resources. She has a concern that requirements are often added to teacher requirements that make the process cumbersome at times. Once credentialed and hired, lay-offs can then happen depending on the economy; Member Rodriguez said everyone needs to do a better job to respect the profession.

Superintendent Banda said he appreciates all the team has done and the comments that Member Rodriguez made on diversity and recruitment. He noted that not all states are experiencing a shortage and suggested that we can maybe tap into other states that have a surplus. He looks forward to hearing updates on a regular basis from the team.

10.4 Approve Resolution No. 2874: Intention to Terminate Certificated Employees Due to a Reduction of Particular Kinds of Service (Cancy McArn) ***Conference/Action***

Chief Human Resources Officer Cancy McArn gave the presentation.

Public Comment:
None.

Board Member Comments:
Vice President Hansen motioned to move the Item from Conference to Action. The motion was seconded by Member Arroyo and approved unanimously. Vice President Hansen then motioned to approve the Item. This was seconded by Member Arroyo and approved unanimously.

11.0 BUSINESS AND FINANCIAL INFORMATION/REPORTS — *Receive Information*

11.1 Business and Financial Information:

- *Enrollment and Attendance Report for Month 5 Ending January 22, 2015*

Board President Pritchett received the Enrollment and Attendance Report.

12.0 FUTURE BOARD MEETING DATES / LOCATIONS

- ✓ *March 17, 2016, 4:30 p.m. Closed Session, 6:30 p.m. Open Session, Serna Center, 5735 47th Avenue, Community Room, Regular Workshop Meeting*
- ✓ *April 3, 2016, 10:00 a.m. Board Retreat; Shriners Hospital, 2425 Stockton Boulevard, 2nd Floor*

13.0 ADJOURNMENT

President Pritchett asked for a motion to adjourn the meeting; a motion was made by student member Elizabeth Barry and seconded by Member Woo. The motion was passed unanimously, and the meeting adjourned at 11:04 p.m.

_____

José L. Banda, Superintendent and Board Secretary

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

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

Agenda Item 10.1

Meeting Date: April 7, 2016

Subject: Local Control Accountability Plan (LCAP) Annual Update: Measuring Progress

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

Division: Strategy and Innovation Office

Recommendation: None

Background/Rationale: The Annual Update of the Local Control and Accountability Plan (LCAP) is the opportunity for the district to share progress toward stated goals established in the prior year's LCAP, as we draft the LCAP for the next school year.

Financial Considerations: None

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

Documents Attached:
1. Executive Summary

Estimated Time of Presentation: 10 minutes
Submitted by: Dr. Al Rogers, Chief Strategy Officer
Cathy Morrison, Coordinator, LCAP
Approved by: José Banda, Superintendent

Board of Education Executive Summary

Strategy and Innovation Office

Local Control Accountability Plan (LCAP) Annual Update: Measuring Progress

April 7, 2016

I. OVERVIEW / HISTORY

In July 2013, the state Legislature approved a new funding system for all California public schools. This new funding system, Local Control Funding Formula (LCFF), requires that every Local Education Agency is expected to write a Local Control and Accountability Plan (LCAP). The 2016-17 school year represents the third year of LCFF.

II. DRIVING GOVERNANCE

According to Ed Code 52060, on or before July 1, annually, the Governing Board of each school district shall adopt a Local Control and Accountability Plan ("LCAP") using a template adopted by the State Board of Education ("SBE"), effective for three years with annual updates. It will include the district's annual goals for all students and for each significant subgroup in regard to the eight state priorities and any local priorities, as well as the plans for implementing actions to achieve those goals.

Ed Code 52061 further outlines the requirements for the Annual Update. Districts must:

- Review changes in the applicability of the district's LCAP goals;
- Review progress towards goals and assessment of the effectiveness of the specific actions, and any changes to be taken as a result of the review and assessment;
- Provide a listing and description of expenditures implementing the specific actions, and any changes to be made as a result of the review and assessment;
- Provide a listing and description of the expenditures that serve pupils designated as high need as defined by the LCFF and Ed Code section 42238.01 (low income, English Learners, homeless and foster youth), as well as pupils redesignated as fluent English proficient.

III. BUDGET

Funds provided through the state's Local Control Funding Formula represent approximately 65% of the district's total revenue.

IV. GOALS, OBJECTIVES, AND MEASURES

Districts are required to show that they have increased and improved services for the following targeted students:

- English Language Learners
- Students eligible for free and reduced price meals program
- Foster Youth
- Homeless students

The Annual Update is a mid-year snapshot of the implementation of the goals, activities and services outlined in the current LCAP, and the progress made towards the stated goals. Prior to producing the draft LCAP for 2016-17, the district reviews the stated metrics and expenditures from the previous year. The district shares this information as we consult with our stakeholders to inform the direction and any changes necessary for the next year's LCAP.

V. MAJOR INITIATIVES

The LCAP provides focus and direction for the work of the school district. The forthcoming Strategic Plan will provide direction for the district's LCAP going forward. The Data Dashboard in development will be a tool for all stakeholders to easily access LCAP data and other important district data at a district level, site level and [for parents and caregivers] at a student level.

VI. RESULTS

We have disaggregated our data in order to better understand where our strengths and weaknesses lie. With few exceptions, state-required LCAP metrics overall show that our district progress is flat. Many of the required metrics are lagging indicators (graduation rate, AP test results, etc.). With regard to expenditures, most are on track. We are doing more work with school sites to understand explicitly where LCFF funds are being spent.

In order to better serve our community, we anticipate adding more meaningful metrics and leading indicators to the upcoming plan. We will also add baseline data for a climate survey and a parent satisfaction survey.

VII. LESSONS LEARNED / NEXT STEPS

- Draft LCAP for 2016-17 will be provided to the board April 21, 2016, and shared with the community for feedback through May 13, 2016.
- The LCAP Public Hearing will take place at the June 2, 2016 board meeting.
- The LCAP for 2016-17 must be adopted at the June 16, 2016 board meeting and forwarded to the Sacramento County Office of Education prior to July 1, 2016.

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

Agenda Item No: 10.2

Meeting Date: April 7, 2016

Subject: Approve Request from the City of Sacramento to Amend the Joint Use Agreement at the School of Engineering and Sciences for the Purpose of Creating a Pop-Up Dog Park

- ☐ 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: Staff to obtain direction from the Board.

Background/Rationale: On October 16, 2007, the CITY and DISTRICT entered into a Memorandum of Understanding Regarding the Design and Construction of the School of Sciences and Engineering, Pocket Library and Related Improvements (the "MOU"). The MOU (City Agreement No. 2007-1090) provided for the construction of the school and a library on the District property located at the corner of Swale River Way and Gloria Drive in the Pocket area of the City of Sacramento. The construction of parking lots and athletic fields to serve both the school and the library were located on both the CITY's Sojourner Truth Park property and the DISTRICT's property. All of the "Improvements" as described in the MOU were constructed.

The CITY desires to amend this Agreement to allow the CITY to change the use of the CITY's Sojourner Truth Park property to establish a small dog park over the existing baseball field.

Financial Considerations: To be determined.

LCAP GOAL(s): Family and Community Engagement

Documents Attached:
None

Estimated Time Of Presentation: 5 minute presentation
Submitted by: José L. Banda, Superintendent
Cathy Allen, Chief Operations Officer
Approved by: José L. Banda

Board of Education Executive Summary

Facilities Support Services

Request from City of Sacramento to Amend the Joint Use Agreement at the School of Engineering and Science for the Purpose of Creating a Pop-Up Dog Park

April 7, 2016

I. OVERVIEW / HISTORY

The Sacramento City Unified School District (District) and the City of Sacramento (City) entered into a Memorandum of Understanding (City Agreement No. 2007-1090) for the construction of the School of Sciences and Engineering and the Pocket Library and Related projects in October 2007.

Part of the 'joint-use' area of the facility is the District's use of a portion of City's Sojourner Truth Park property for the purposes of physical education activities; specifically baseball and/or softball. The City is requesting an amendment to the original Agreement to change the use of the City's Sojourner Truth Park Property to establish a small dog park over the existing baseball field. An Amendment to the existing Memorandum of Understanding would be drafted by both District and City and brought back to the Board for approval.

II. DRIVING GOVERNANCE

BP 7000 Facilities
BP 7111 Evaluating Existing Facilities
BP 7110 Facilities
BP 3111 Business and Non-instructional Operations
BP 7210 Facilities
AR 7110 Facilities

III. BUDGET

N/A

IV. GOALS, OBJECTIVES, AND MEASURES

Staff to receive direction from the Board regarding next steps.

V. MAJOR INITIATIVES

N/A

VI. RESULTS

If approved, staff will work with City of Sacramento to craft an Amendment agreeable to both parties.

VII. NEXT STEPS

Proceed with Board recommendation.

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

Agenda Item 10.3

Meeting Date: April 7, 2016

Subject: Monthly Facilities Update

- ☒ 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: N/A

Background/Rationale: At the request of the SCUSD Board of Education, Facilities Support Services will present a monthly project update. These monthly updates will provide the Board and the Community an opportunity to hear about the improvements being accomplished throughout the District.

Financial Considerations: N/A

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

Documents Attached:
1. Executive Summary

Estimated Time of Presentation: 15 minute presentation
Submitted by: José L. Banda, Superintendent
Cathy Allen, Chief Operations Officer
Facilities Support Services
Approved by: José L. Banda, Superintendent

Board of Education Executive Summary

Facilities Support Services

Monthly Facilities Update
April 7, 2016

I. OVERVIEW / HISTORY

The Facilities Support Services Department continues its aggressive construction program utilizing funds from Measures Q and R, Emergency Repair Program (ERP) funding, Deferred Maintenance, Community Facilities Districts (CFD's) and, occasionally, other state, local and/or federal funding sources.

These monthly updates will provide the Board and the Community an opportunity to hear about the improvements being accomplished throughout the District.

II. DRIVING GOVERNANCE

- BP 7000 Facilities
- BP 7111 Evaluating Existing Facilities
- BP 7110 Facilities
- BP 3111 Business and Non-instructional Operations
- BP 7210 Facilities
- AR 7110 Facilities

III. BUDGET

General Obligation bonds, Deferred Maintenance, CFD's, ERP and other state, local and/or federal dollars.

IV. GOALS, OBJECTIVES, AND MEASURES

Honor the commitment to the District's taxpayers by identifying and completing work in a timely manner authorized by the voters in General Obligation bonds; continue implementation of the work identified in both the District's Sustainable Facilities Master Plan and the Five-Year Deferred Maintenance Plan; adhere to the regulations mandated by the State for projects approved under the Emergency Repair Program; to submit Energy Expenditures, defined by California Energy Commission guidelines, for the approval of projects funding through Proposition 39, the California Clean Energy Jobs Act; and to actively seek out and apply for any state funding available.

V. MAJOR INITIATIVES

Continue progress on projects identified in the Sustainable Facilities Master Plan.
Continue progress on projects identified in the District's Five-Year Deferred Maintenance Plan.

VI. RESULTS

The District is implementing a long-term plan to fund and implement approved projects.

VII. LESSONS LEARNED/NEXT STEPS

- Web-site outreach to site staff to be expanded to community.
- Update community and board as needed.

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

Agenda Item 10.4

Meeting Date: April 7, 2016

Subject: Gifted and Talented Education (GATE) Policy Revision and Update

- ☐ Information Item Only
- ☐ Approval on Consent Agenda
- ☐ Conference (for discussion only)
- ☒ Conference/First Reading (Action Anticipated: April 21, 2016)
- ☐ Conference/Action
- ☐ Action
- ☐ Public Hearing

Division: Academic Office/Gifted & Talented Education (GATE) and AP Department

Recommendation: The Board of Education is requested to approve the Gifted and Talented Student Program Board Policy 6172(a)

Background/Rationale: In order to achieve to vision articulated through Pillar One, *College and Career Ready Students*, it is essential for high-ability and advanced students to be provided with appropriately rigorous academic interventions early on and consistently in their educational experience. Due to their unique needs, students who demonstrate or show the capacity for advanced performance require within the school-day services to continue to develop academically, intellectually, and socially so that they are able to reach their full potential and increase the likelihood that they will make productive contributions to society.

The district has been committed to providing designated academic services to those students who are identified as gifted and talented (GATE) or high ability beginning in second grade. The adoption of this revised Board Policy will outline The district's essential program components including which students are identified for designated services and the scope of services available to students in Grades 2-12.

Financial Considerations: Current source of funding for the GATE & AP Department is LCFF. The total amount budgeted to maintain the current program for the 15-16 academic year is $ 442,300. These funds provide for GATE Identification screening, instructional resources, along with staff and resources for professional learning.

LCAP Goal(s): College and Career Readiness

Documents Attached:
1. Executive Summary
2. Board Policy - Original

3. Board Policy – Red-lined
4. Board Policy – Final Draft

Estimated Time of Presentation: 10 minute presentation	
Submitted by:	Iris Taylor, Ed.D,. Interim Chief Academic Officer and Kari Hanson-Smith, Coordinator, GATE & AP Programs
Approved by:	José L Banda, Superintendent

Board of Education Executive Summary

Gifted and Talented Education (GATE) Policy Revision and Update
April 7, 2016

I. Overview of the Gifted and Talented and AP Programs

The Sacramento City Unified School District is fully committed to preparing its students to be college and career and life ready. The district's goal is to provide all students with rigorous academic experiences that are appropriately challenging, preparing them for success and to achieve their full potential in life. Recognizing that students demonstrate advanced or beyond age level capacity for learning at all development levels and across all domains, the district is committed to identifying these students early and providing an infrastructure of support and services based on research and exemplary practices to afford them the greatest opportunities for positive outcomes. This includes equitable practices to both identify students for GATE along with other advanced learning services, and providing a continuum of placement opportunities where students can receive both academic and talent development supports. This includes providing classroom settings designed to challenge students through academic rigor and relevancy, enrichment, acceleration, depth, complexity and novelty. As students matriculate throughout their school years, a comprehensive continuum of academic, social-emotional supports and enrichment opportunities are essential in both supporting and preparing students for successful outcomes and in achieving the vision outlined in Pillar One, *College and Career Ready* Students of the district's strategic plan.

The district's Board Policy 6172 was last reviewed and updated by The Board in 2002, since that time there have been considerable changes in the governance of schools in the state of California. Moreover, research in the field of gifted and talented education since that time has reflected an increased understanding of the needs of those students who have been traditionally underrepresented and underserved by gifted education programming and services. It is appropriate then, at this time, for The Board to review and approve a Board Policy that reflects the demographics of the district and the expanded programs that have evolved to meet the needs of all students in the district.

II. Driving Governance

The research clearly supports the need to provide designated services for both academic and talent development to students who demonstrate advanced ability or potential in all demographic and socio-economic groups. This need is highlighted when considering the needs of students of color and from low socio-economic backgrounds who have long been under-represented for receiving gifted education services. Providing students with appropriately rigorous coursework, opportunities to learn with cognitive peers, and necessary social and emotional support services has been proven to reduce the "excellence gap" in educational services. The "excellence gap" reflects the disparity between low-income and high-income students' ability to access advanced levels of educational opportunity and achieve advanced levels of academic performance. The report entitled *Unlocking Emergent Talent: Supporting High Achievement of Low-Income, High-Ability Students,* written in 2012 for the National Association for Gifted Children confirms this need. "As we strive to develop services and programs the goals for [high ability learners] remain… the development of a psychological identity that supports high

achievement; increased access to challenging curricula, rigorous educational programs, and selective institutions of higher education; access to out-of-school supplemental programs; and community and family support." Providing gifted and talented students with a range of both academically challenging and appropriately relevant and engaging learning experiences is singularly powerful in reducing the risk of those learners "dying on the vine."

As stated by Ford (2010) and highlighted in the publication *Overlooked Gems: A National Perspective on Low-Income Promising Learners* (2007), "We can and must look for gifts and talents early among students, particularly among low-income and/or low-SES students." SCUSD has a long standing commitment to identifying high-ability students early in their educational careers, so that they can access the challenging curricular experiences they require to reach their full potential. However, in order to effectively prepare our students to achieve that full potential in the 21st century workforce, our racially, ethnically, culturally, linguistically, and socio-economically diverse students must be provided with enriched educational environments that develop their talents and foster the creative thinking skills necessary to become the creative producers of the future.

Gifted and talented students along with those who possess high abilities need gifted education programs and services that will challenge them in regular classroom settings, through enrichment and accelerated programs to enable them to make continuous progress in school and life. While research in the field varies widely in identifying percentages of gifted, talented and high-ability students who underachieve, the achievement benefits for those students who do receive appropriate academic and talent development services are clear. Several longitudinal studies (Benbow, 2001 and 2013) have shown that gifted programs have a positive effect on students' post-secondary plans. Gifted education services are about more than just giving students challenge in classrooms: Gifted programming positively influences student's futures.

Consequently, it is vital that SCUSD provide Gifted and Talented Education programs and services to give students the opportunities they need in order to achieve their life's potential. An updated Board Policy, reflecting the exemplar programs and services already in place while providing opportunity to deepen instruction, expand implementation, and root the program in research validated best practices, is an essential step in meeting the needs of these unique learners.

III. Budget

Current source of funding for the GATE & AP Department is LCFF. The total amount budgeted to maintain the current program for the 15-16 academic year is $442,300. These funds provide for GATE Identification screening, instructional resources, along with staff and resources for professional learning.

IV. Goals, Objectives and Measures

The district will assess the quality of the GATE program by monitoring GATE Identification results data year to year at both the school and district subgroup demographic level. These results will be monitored

to ensure that the number of students formally identified to receive GATE services is consistent with research-validated percentages, and the identified rate is representative of local demographic norms. Student level data will be monitored year to year through a variety of assessment tools as students matriculate through the district including student work samples, common assessments, performance based assessments, and standardized assessment results (CAASPP, PSAT, SAT and AP Exam results).

As students' progress through their school years, their opportunities to engage in and benefit from appropriately targeted advanced learning pathways should continue to expand. The district will monitor expanded access by reviewing data at the secondary level related directly to authentic acceleration, including open access to Advanced Placement (AP) courses district-wide, AP course completion and pass rates, and expansion of dual/concurrent enrollment opportunities district wide. Additionally during the elementary and middle school years, the district will seek to implement Talent Development opportunities that are both academic and interest based for all students.

The quality of teaching and learning will be determined through monitoring participation and completion of GATE Certificate course completion and teacher engagement with on-going professional learning opportunities provided by the SCUSD GATE Department, the College Board and the CA Association for the Gifted. In addition, the impacts of professional learning will be determined through observations of instructional delivery, monitoring student achievement, and teacher reflection. Using multiple measures to further ensure validity, the district will also annually collect perception data through surveys, and evaluations of professional learning, and parent engagement. All results will be used to inform programmatic and systematic changes.

V. Major Initiatives

The GATE and AP Department strives to provide research-based services designed to address the needs of academically advanced and high potential students. This is facilitated through the promotion of gifted education instruction to design learning experiences that foster continued growth in preparation for personal, social and professional success across varied contexts. Services are not limited to those that provide designated gifted education program supports, as the goal is advocating for talent development opportunities for all students.

Revision of Board Policy 6172

An important step in sustaining the robust gifted education services available across the district is the adoption of revised Board policy. The current version of BP 6172 was originally adopted in 1998 and was last reviewed in 2002. Since that time, LCFF has altered California's Ed Code, shifting funding sources to local control and eliminating categorical allocations. The current policy provided a general overview of the gifted and talented student needs and programs available to those students. The proposed revisions provide much clearer direction to the district, including language supporting culturally responsive identification practices, ongoing professional learning supports, and clear targets for ongoing evaluation of the program. Using the California School Boards Association (CSBA) sample policy as a guide, the district has drafted a revised policy that outlines best practices, and prescribes the essential program

components that will ensure that students are provided with services positioning them for life-long success and productivity.

- Section one provides updated language to original content in the existing policy. It describes the district's intent to provide all students with appropriately challenging, academically rigorous school day experiences that are commensurate with their particular abilities and talents. It addresses the importance of GATE services in developing the creative producers of the 21st century.
- Section two reflects entirely new content, addressing the breadth through which students may be formally identified for Gifted and Talented Education Services. This identification process begins by first assessing a student's ability and secondarily assessing academic achievement. By these means, the process seeks to include those students who may be underachieving or are traditionally underrepresented in advanced or gifted and talented programming.
- Section three expands upon original content, outlining in greater detail the educational opportunities that may be available to students as they matriculate through their school years, grades 2-12. Furthermore it addresses the vital support of student's social and emotional needs for success not only in school, but also in life.
- Section four presents new policy language, stipulating the significance of on-going, research based professional learning to support and develop the professional capacity building of those teachers and administrators who provide gifted education services to students. It is imperative that teachers in classrooms supporting gifted and talented students are equipped to meet those student's academic and social/emotional needs.
- Section five adds greater detail to existing language, delineating that the Superintendent or designee shall involve a range of stakeholders in the monitoring of GATE programs and services. Furthermore ongoing monitoring of the GATE Department will include a regular report to the Board regarding program implementation and the progress of students.

Ensuring that a broad-based coalition of the district's stakeholders had a voice in the process, the policy development engagement approach as outlined in the Board's bylaws was utilized. As a result, the proposed revised Gifted and Talented Student Program policy was vetted with the district English Learner Advisory Committee, and the Community Advisory Committee for Special Education. The policy was also shared with the district Gifted Education Advisory Committee, consisting of teachers, principals, and parents. Input from the various stakeholders helped to shape the development of the revised policy.

Revised GATE Identification Criteria

With the goal of a GATE program reflective of district demographics and expanding opportunities to provide gifted and talented educational services to a wider array of students, the district continues to expand the number of diverse students who are served through an ever increasing range of advanced learning pathways in grades K-12.

Formal GATE Services identification is determined through the consideration of multiple criteria. In grades 1 and 3, all students in the district are screened for general aptitude. Secondarily, those students who meet the qualifying criteria for aptitude form a pool of students whose academic achievement is reviewed. Additional criteria in the formal GATE identification process include locally normed teacher rating scales, and an equity factor. Students who do not qualify for GATE services as a part of the 1st grade universal screening process will automatically be re-screened in 3rd grade. All students may be referred for up to an additional 3rd screening at any point in their elementary school years. Universally screening all students using an ability first model, at two points during their elementary school years, is one safe guard to ensure that diverse students from traditionally underrepresented groups are included for consideration in GATE programs and services.

In grade 1, the Naglieri Non-Verbal Abilities Test (NNAT2) is used universally for all students across the district. This nationally norm referenced abilities test successfully identifies students despite language proficiency for their cognitive reasoning in the figural spatial domain. Problems on the NNAT assess student's ability to understand visual information without relying on or being limited by language skills. Additional measures include the consideration of achievement on locally normed district benchmark tests. Upon formal identification at the end of 1st grade, students are eligible for a range of GATE services starting in 2nd grade.

In grade 3, the Cognitive Abilities Test (CogAT7) is administered universally for all students across the district. This nationally norm referenced abilities test offers the district the opportunity to re-examine all students across the district and identify cognitive reasoning gifts in one or more of three domains: Verbal, Quantitative, Figural-Spatial. Problems on the CogAT assess student's ability to solve logic problems related to language, numbers, and non-verbal spatial reasoning. Identification by specific domain provides classroom teachers the opportunity to shift instructional practices and target differentiation strategies, so that students are appropriately challenged in their areas of strength and supported in their areas of relative weakness.

Students in grades 2, and 4-6 may be referred for additional screening or review of GATE qualification either internally by the GATE department, by teachers, administrators or parents. Referral based GATE services screening happens four times a year, but referrals can be made at any point. Students can be screened for GATE services up to three times during their elementary school years.

Range of Services

Since 2008, when designated GATE services were only available at ten elementary schools in the district, those services have expanded to include 15 elementary schools currently providing designated services along with additional schools engaged in professional learning to provide neighborhood level support for advanced and high-ability learners. As increased numbers of students have been identified to receive GATE services across the district, and pressed by a desire to ensure that students are able to receive appropriate services in their neighborhood schools, the GATE/AP department has developed

opportunities for all elementary schools to engage with ongoing professional learning around gifted education pedagogical practices.

The district currently operates two models of GATE Service programming, GATE Centers and GATE Cluster Model Schools, for students in grades two through six. These models are designed to address the academic, talent and social-emotional development of advanced and high-ability students from all economic, cultural, and linguistic backgrounds. A total of 15 elementary schools across the district, currently provide designated gifted education services. Additionally, two schools are in the process of completing the professional learning required to provide a third model, GATE Department supported Neighborhood School Services.

GATE Center Schools receive students from feeder schools across the district, and provide full-day academic GATE services to identified students through a cohort model, in grades 2-6. These classrooms are comprised of 80-100% of students who have been identified to receive GATE Services. GATE services at these schools are facilitated through a school-within-a-school system whereby GATE and General Education students share the campus. In providing services to students from throughout the district the goals of these schools are tri-fold: 1) to provide students with up to a half-year of additional academic progress, 2) to support the development of cognitive needs through socialization with cognitive peers, and 3) to support those students with social-emotional complexities associated with rapid learning with appropriate counseling supports. Current GATE Center Schools include:

1. Isador Cohen
2. Peter Burnett
3. Phoebe Hearst
4. Pony Express
5. Sutterville

Schoolwide Cluster Grouping Model GATE Schools provide full-day academic services to students who reside within their enrollment boundaries. With the Schoolwide Cluster Grouping Model (SCGM) GATE identified students are grouped into classrooms based on their abilities, ensuring that classroom compositions are carefully structured to address two main goals: 1) to ensure a balance of abilities throughout the grade level and 2) to reduce the learning range found in every classroom. (Winebrenner, 2008) GATE Clusters classrooms are comprised of at least 6 students identified for GATE Services alongside general education students. As the number of students identified for GATE services varies from school to school, at some schools there are multiple classrooms at each grade level implementing the Schoolwide Cluster Model. Current Schoolwide Cluster Grouping Model GATE Schools include:

1. Bret Harte
2. Camellia
3. David Lubin
4. Elder Creek

5. Golden Empire
6. John Bidwell
7. Martin Luther King Jr. K-8
8. Matsuyama
9. Theodore Judah
10. William Land

Neighborhood School GATE Services represent an expansion of gifted education and/or talent development services available to advanced and high-ability students across the district. These services enable those students who are identified for GATE services to remain in their neighborhood school and to receive GATE services from within their community by teachers who have formally engaged in GATE Department facilitated professional learning through participation in Collaborative Planning Time (CPT) and/or completion of the SCUSD GATE Certificate. The GATE Department is currently building out a model for the scope, implementation, and development of these advanced learner services for the 2016-17 academic year.

Targeted On-Going Professional Learning K-12
The district is committed to robust, on-going, collaborative professional learning, in alignment with the National Association for Gifted Children (NAGC) Gifted Education Teacher Preparation Standards, that fosters deep understanding about the needs of gifted, talented, and high-ability learners, positively impacting learning environments and student learning outcomes. To this end, the goal is building capacity for professionals to understand:

- Individual learning differences, focusing on how language, race/ethnicity, culture, economic status, family background and/or disability impacts the learning of individuals with gifts and talents
- The nature of multiple learning environments for gifted and talented learners, including creating safe, inclusive, culturally responsive environments for all learners on a continuum of services that respond to individual gifts, talents, motivations, culture and linguistic differences.
- The use of core and specialized curricula to advance learning, assess in order to differentiate and accelerate instruction, and select, adapt, and plan for the use of a variety of evidence-based instructional strategies.
- Foundational knowledge about the field of gifted and talented education, including theories of giftedness, talent development and the historical relationships of gifted education services related to diversity and equity.
- The value of effective collaboration with families, other educators, related service professionals, students with gifts and talents, and community agencies in culturally responsive ways to address and support the needs of individuals with gifts and talents across a range of learning experiences.

Our professional learning continuum is a model throughout Northern California, beginning with our

GATE Certificate series. This 10-course professional learning sequence helps classroom teachers and administrators understand and meet the unique academic and psychological needs of diverse gifted, talented and high-ability students. The culminating project, a Differentiated Unit of Study, represents the classroom teacher's application of their understandings of gifted education pedagogy and strategies within an upcoming curriculum unit in any subject area of the teacher's choice. GATE Certificate recipients receive recognition in front of the Board each June.

GATE certified teachers along with all GATE teachers providing designated GATE Services, engage in a minimum of 12 additional Professional Learning hours over the course of each school year. The content of these courses emphasizes research based strategies for the differentiation of Common Core in varied subject areas. Follow-up coaching and capacity building support is facilitated at school sites by the GATE Resource Teacher.

Additionally, all schools in the district may request up to three one-hour professional learning sessions at their school site. Typically, these are a part of a school site's Common Planning Time plan. A comprehensive menu is available outlining over 30 content options to be facilitated in a workshop model.

Pathways for Advanced Learning at the Secondary Level

During their secondary education years, students are provided with an ever increasing range of both academic and enrichment opportunities. Middle Schools across the district offer GATE classes in language arts, mathematics, science and social students. These classes cluster both those students formally identified for gifted education services, and students from the general education population who are academically prepared to receive advanced academic content. As students need not be identified for GATE services in order to enroll in GATE/Honors courses starting in 7th grade, advanced learning services greatly expand across the district for middle grade students. All high schools provide a range of Advanced Placement (AP) courses which, based upon Preliminary Scholastic Aptitude Test (PSAT) results, students with AP Potential can be recruited to participate in. In addition to Advanced Placement courses, advanced and high-ability learners may opt to enroll in International Baccalaureate diploma programs, criteria programs (e.g. the Humanities and International Studies Program (HISP) or Program in America and California Exploration (PACE)), Dual or concurrent enrollment options through partnerships with CSUS or Sacramento City College, and/or enrollment in a small-high school Linked Learning Pathway.

Providing high school students with opportunities to accelerate and deepen their learning in subject areas of their interest has long been a goal of secondary education. As advanced and high ability learners seek to secure college admissions placements in an increasingly competitive market, it is vital that they be able to demonstrate their interest and capacity for advanced achievement at a college level. Advanced Placement courses, alongside dual or concurrent enrollment options provide this opportunity.

Increasing not only the quantity of AP courses available, but also increasing the participant rate, particularly among racial and ethnic groups that are historically underrepresented in these courses is a goal of the district. A task force is currently being convened to review the need for, the implications of, and the long term supports necessary to expand access to and participation in AP, Dual and Concurrent Enrollment options for students in grades 10-12.

VI. Results

Identification/Enrollment/Results data 2011-2015 AY

The percentage of students identified for GATE Services has maintained consistency with the recommended national percentages. Between 10-15% of students in SCUSD are identified for GATE Services. In both the 2012-13 and 2013-14 school years 14% of SCUSD students were identified to receive GATE services. In the 2014-15 academic year, this number slipped to 13%. That slippage can likely be attributed to shifting the achievement component of the multiple criteria used for identification. In the 2014-15 school year, students participated in SBAC testing and district trimester benchmark tests were not yet in place.

While the overall percentage of students identified for GATE services is in alignment with best practices, the work continues in ensuring that the within each subgroup of students across the district, the percentage of identified students is representative of the district norms. The discrepancy is particularly noticeable in the percentage of African American and Hispanic students identified for GATE services. In the 2014-15 school year, while 16.3% of the SCUSD students in grades 2-12 were African American only 6.6% of the GATE identified students were in that same demographic group. Less glaring, but also significant, in the same academic year, the district population of Hispanic students was 38.1% while the percentage of Hispanic students identified for gifted education services was only 23.6%. The revised GATE Identification practices put in place for the 2015-16 school year aim to reduce and hopefully over time eliminate these discrepancies. In future years, the GATE department will be able to report on GATE identification percentages that are increasingly reflective of the district's diverse demographics.

Rates of students participating in at least one AP class have remained at or near 29.5% since the 2012-13 academic year. When examined by subgroup, the participation rates continue to remain relatively stable, with a notable increase among African American students. In 2012-13 only 12.6% had ever enrolled in an AP course, yet during the 2014-15 school year that percentage rose to 14.1%. Overall, the percent of students passing AP exams with a score of 3 or better has improved since 2012-13 when only 54.6% of test takers received such a score. In the 2014-15 academic year, this increased to 57.6%. Moving forward it will be important to continue to monitor the percentages of students who not only enroll, but also the percentage of those who pass the AP exam with a score of 3 or better.

Professional Learning Engagement

Since the 2013-14 academic year, teacher participation in both GATE Certificate courses and on-going professional learning opportunities has increased. Currently 42 teachers from non-GATE service elementary school sites are engaged in GATE Certificate coursework. There are 35 teachers from designated GATE service classrooms who are in the process of completing their GATE Certification. Between the school years 2013-2015, 22 teachers from a variety of elementary schools have completed their GATE certification. For the 2015-16 school year, it is anticipated that as many as 20 teachers may be able to complete all components required for certification by June 2016. At the 15 schools providing designated Gifted and Talented Education Services, 46% of the teachers in classrooms providing those GATE services are GATE certificated. This percentage is expected to increase to 79% by the end of this school year.

Plans are in place with the College Board to provide Advanced Placement One-Day Workshops on SCUSD High School campuses for the 2016-17 academic year. Opening our high school campuses up to the region for these College Board facilitated professional learning opportunities means that SCUSD teachers will be able to participate in in valuable on-going professional learning and be able to do so at a significantly reduced cost.

VII. Lessons Learned/Next Steps

In moving forward, supporting gifted and talented and high ability students in all grades the district will explore the following growth opportunities:

- Revise District Administrative Regulations for Gifted Student Programs upon approval of BP
- Support all district GATE and high ability learners through increased professional learning opportunities for teachers at non-GATE sites
- Expand professional learning opportunities for teachers of Advanced Placement courses.
- Expand access to and enrollment in AP courses at all SCUSD high schools
- Develop and support “wrap-around supports” for AP Potential identified and historically underserved students in AP Classes
- Enhance communication to provide research based, relevant, and timely information to the district community, including parents, teachers and principals.
- Developing “Talent Development” services for GATE and high ability students at new program sites as possible based on funding and site stakeholder interest
- Develop effective supports for GATE teachers in the Middle Grades and at K-8 sites

The district will continue the following:

- Continue to provide research based professional learning in gifted and talented educational pedagogy including but not limited to differentiation practices and strategies for effective acceleration practices, the unique social and emotional needs of gifted and talented learners, assessment and identification of students for gifted and talented services, and implementation of talent development and cluster model services.

- Continue to build the capacity of site administration around gifted and talented educational pedagogy, so that they are equipped to advocate for and support students at their school sites
- Continue to provide appropriately rigorous instructional materials and resources
- Continue to monitor and refine identification of students for gifted and talented program services, especially for those students who are historically underserved.
- Continue to evaluate program successes through monitoring student achievement and enrollment in advanced classes, and program evaluation from parents, principals and teachers
- Maintain AP and GATE Committees for advisement and program monitoring

Sacramento City USD

Board Policy

Gifted And Talented Student Program

BP 6172
Instruction

The Governing Board believes that all students deserve an education that matches their abilities. The district shall participate in the California Gifted and Talented Pupil Program in order to give gifted and talented students opportunities to acquire skills and understanding at levels commensurate with their potential. By cultivating their exceptional abilities or talents, these students may contribute significantly to our society's progress in diverse fields.

Gifted and talented programs may offer special day classes; part-time grouping; enrichment activities; cluster grouping; independent study; acceleration; postsecondary education opportunities; services for underachieving, linguistically or culturally divergent and/or economically disadvantaged eligible students; and special counseling or instruction not offered in the regular classroom.

The Superintendent or designee shall establish procedures which ensure parent/guardian participation in planning, evaluating and implementing the program. (Education Code 52208)

The Board shall conduct an annual assessment of the gifted and talented program. (Education Code 52208)

(cf. 1220 - Citizen Advisory Committees)

Legal Reference:
EDUCATION CODE
52200-52212 Gifted and Talented Pupil Program
76002 Community college courses
CODE OF REGULATIONS, TITLE 5
3820-3870 Gifted and Talented Pupil Program

Policy SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
adopted: November 16, 1998 Sacramento, California
reviewed: April 15, 2002

Sacramento City USD

Board Policy

Gifted And Talented Student Program

BP 6172
Instruction

Overview

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The Governing Board believes that all students deserve an education that ~~matches their abilities~~ challenges them to reach their full potential. The district shall ~~participate in the California Gifted and Talented Pupil Program in order to give gifted and talented students opportunities to acquire skills and understanding at levels commensurate with their potential~~ provide gifted and talented students with opportunities for learning commensurate with their particular abilities and talents. By cultivating their exceptional abilities or talents, these students may contribute significantly to our society's progress in diverse fields.

(cf. 0200 – Goals for the School District)
(cf. 6000 – Concepts and Roles)

Identification

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The Superintendent or designee shall identify students for the district's gifted and talented education (GATE) program on the basis of any or all of the following: demonstrated or potential intellectual development, creative or productive thinking, consistently high achievement levels, or academic ability in a particular subject area(s). Identification practices shall ensure that multiple criteria are used which measure potential (ability/aptitude), performance (achievement) and qualitative data (descriptive).

The Superintendent or designee shall provide eligible students, including economically disadvantaged students, English learners, twice-exceptional students and those of varying cultural backgrounds with full opportunities to participate in the GATE Program. Targeted supports to help such students succeed in the program shall be provided.

(cf. 0410 – Nondiscrimination in District Programs and Activities)
(cf. 6174 – Education for English Language Learners)

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~~Gifted and talented programs may offer special day classes; part-time grouping; enrichment activities; cluster grouping; independent study; acceleration; postsecondary education opportunities; services for underachieving, linguistically or culturally divergent and/or economically disadvantaged eligible students; and special counseling or instruction not offered in the regular classroom.~~

Educational Opportunities

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The district's GATE program shall be designed to provide articulated learning experiences across subjects and grade levels, and shall meet or exceed state academic content standards.

(cf. 6011 – Academic Standards)

Educational opportunities in the district's GATE program may include:

1. Cluster groupings, in which students are grouped within a regular classroom setting and receive appropriately, differentiated activities from the classroom teacher who is trained in gifted education.

2. Part-time, flexible groupings, in which students attend classes or seminars that are organized to provide advanced or enriched subject matter for a part of the school day.

3. Special Day Classes which are designed to meet specific academic needs of gifted and talented students and are appropriately differentiated from other classes in the same subjects at the school.

4. Acceleration, in which students are placed in grade levels or classes more advanced than those of their chronological age group (contingent upon tangible evidence).

(cf. 5123 – Promotion/Acceleration/Retention)

5. Opportunities to attend classes conducted by a post-secondary institution

(cf. 6172.1 – Concurrent Enrollment in College Classes)

6. Enrollment in Advanced Placement classes, International Baccalaureate program or honors classes

(cf. 6141.5 – Advanced Placement)

In addition, the district's program shall support the social and emotional development of GATE students in order to promote student engagement in school and success in life.

(cf. 5113.1 – Chronic Absence and Truancy)
(cf. 5147 – Dropout Prevention)

Professional Learning

Ongoing professional learning, including GATE certification, shall be provided to support teachers in understanding the unique learning styles and diverse abilities of gifted and talented students, and in developing appropriate instructional strategies.

(cf. 4131 – Staff Development)

Program Evaluation

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~~The Superintendent or designee shall establish procedures which ensure parent/guardian participation in planning, evaluating and implementing the program. (Education Code 52208)~~

~~The Board shall conduct an annual assessment of the gifted and talented program. (Education Code 52208)~~

As appropriate, the Superintendent or designee may involve certificated staff, students, parents/guardians and community members in the planning, implementing and evaluation of the GATE program

(cf. 1220 - Citizen Advisory Committees)
(cf. 6020 – Parent Involvement)

The Superintendent or designee shall evaluate the effectiveness of the Gifted and Talented Education Program. He or she shall monitor and report to the Board regarding the program implementation and progress of students. Reports may include, but are not limited to, student achievement test results, school attendance, and feedback from program staff and participants.

(cf. 0500 – Accountability)
(cf. 5121 – Grades/Evaluation of the Instructional Program
(cf. 6190 – Evaluation of the Instructional Program)

Legal Reference:
EDUCATION CODE
48800-48802 Enrollment of gifted students in community college
~~52200-52212 Gifted and Talented Pupil Program~~
52060-52077 Local control and accountability programs
76000-76002 Enrollment in community college
76002 Community college courses
CODE OF REGULATIONS, TITLE 5
~~3820-3870 Gifted and Talented Pupil Program~~

Management Resources:
CSBA: http://www.csba.org
California Association for the Gifted: http://www.cagifted.org
Council for Exceptional Children, The Association for the Gifted (CEC-TAG): http://www.cectag.org
National Association for Gifted Children: http://www.nagc.org

Policy SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
~~adopted: November 16, 1998 Sacramento, California~~
~~reviewed: April 15, 2002~~

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Sacramento City USD
Board Policy
Gifted and Talented Student Program

BP 6172
Instruction

Overview

The Governing Board believes that all students deserve an education that challenges them to reach their full potential. The district shall provide gifted and talented students with opportunities for learning commensurate with their particular abilities and talents. By cultivating their exceptional abilities or talents, these students may contribute significantly to our society's progress in diverse fields.

(cf .0200 – Goals for the School District)
(cf. 0460 – Local Control and Accountability Plan)
(cf. 6000 – Concepts and Roles)

Identification

The Superintendent or designee shall identify students for the district's gifted and talented education (GATE) program on the basis of any of all of the following: demonstrated or potential intellectual development, creative or productive thinking, consistently high achievement levels, or academic ability in a particular subject area(s). Identification practices shall ensure that multiple criteria are used which measure potential (ability/aptitude), performance (achievement) and qualitative data (descriptive).

The Superintendent or designee shall provide eligible students, including economically disadvantaged students, English learners, Twice-Exceptional and students of varying cultural backgrounds, with full opportunities to participate in the GATE program and shall provide targeted supports to help such students to succeed in the program.

(cf. 0410 – Nondiscrimination in District Programs and Activities)
(cf. 6164.2 – Guidance/Counseling Services)
(cf. 6174 – Education for English Language Learners)

Educational Opportunities

The district's GATE program shall be designed to provide articulated learning experiences across subjects and grade levels and shall meet or exceed state academic content standards.

(cf. 6011 – Academic Standards)
(cf. 6142.91 – Reading/Language Arts Instruction)
(cf. 6142.92 – Mathematics Instruction)
(cf. 6142.93 – Science Instruction)

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(cf. 6142.94 – History-Social Science Instruction)
(cf. 6178 – Career Technical Education)
Educational opportunities in the district's GATE Program may include:

1. Cluster groupings in which students are grouped within a regular classroom setting and receive appropriately differentiated learning activities from the classroom teacher who is trained in gifted education.

2. Part-time flexible, groupings, in which students attend classes or seminars that are organized to provide advanced or enriched subject matter for a part of the school day.

3. Special Day Classes which are taught by a classroom teacher who is training in gifted education and are designed to meet specific academic needs of gifted and talented students and are appropriately differentiated from other classes in the same subjects at the school.

4. Acceleration, in which students are placed in grade levels or classes more advanced than those of their chronological age group.

   (cf. 5123 – Promotion/Acceleration/Retention)

5. Opportunities to attend classes conducted by a post-secondary institution

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6. Enrollment in Advanced Placement classes, International Baccalaureate program or honors classes.

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In addition, the district's program shall support the social and emotional development of GATE students in order to promote student engagement in school and success in life.

(cf. 5113.1 – Chronic Absence and Truancy)
(cf. 5147 – Dropout Prevention)

Professional Learning

Ongoing professional learning, including GATE certification, shall be provided to support teachers in understanding the unique learning styles and diverse abilities of gifted and talented students and in developing appropriate instructional strategies.

(cf. 4131 – Staff Development)

Program Evaluation

As appropriate, the Superintendent or designee may involve certificated staff, students,

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parents/guardians and community members in the planning, implementing and evaluation of the GATE Program.
(cf. 1220 - Citizen Advisory Committees)
(cf. 6020 - Parent Involvement)

The Superintendent or designee shall evaluate the effectiveness of the Gifted and Talented Program. He or she shall monitor and report to the Board regarding the program implementation and progress of students. Reports may include, but are not limited to, student achievement test results, school attendance, and feedback from program staff and participants.

(cf. 0500 – Accountability)
(cf. 5121 – Grades/Evaluation of Student Achievement)
(cf. 6190 – Evaluation of the Instructional Program)

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Policy SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
adopted: November 16, 1998 Sacramento, California
reviewed: April 15, 2002
revised: _____

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SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

Agenda Item 10.5

Meeting Date: April 7, 2016

Subject: Approve Resolution No. 2878: Notice of Layoff: Classified Employees – Reduction in Force Due to Lack of Funds and/or Lack of Work

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

Division: Human Resource Services

Recommendation: Approve Resolution No. 2878: Notice of Layoff: Classified Employees – Reduction in Force Due to Lack of Funds and/or Lack of Work

Background/Rationale: Based on a lack of work and/or lack of funds, the District will require a reduced number of classified employee positions for the 2016-17 school year. In addition, the District continues to face declining enrollment, possible reduction/elimination of categorical funds, and structural changes.

Each year, school site and departmental administrators meet with the Human Resource and Budget departments to determine staffing needs for the upcoming school year for both classified and certificated employees. During this time, each school site and department's staffing list is reviewed and changes are made based on the following:

1) Staffing Needs – To provide maximum flexibility during this time of uncertain budgetary constraints.

2) Funding changes – categorical and general funds increase or decrease resulting in the reduction of hours or elimination of a classified position.

3) Academic program changes – the school site may change an academic focus resulting in the reduction of hours or elimination of a classified position.

4) Budget reductions or staffing formula changes – due to budgetary reductions and the potential change in staffing formulas, an increase or decrease of hours or elimination of a classified position may occur.

Prior to determining the layoff of classified employees, a review of vacant positions is conducted. That review enables Human Resource Services staff to assign a displaced employee to a vacant position; therefore, a layoff does not occur. If there are no vacancies, classified employees are noticed for layoff. Meetings with each classified bargaining unit will be scheduled to discuss the effects of layoff.

Under state law, Education Code §§ 45114, 45115, 45117, 45298, and 45308, school districts must provide not less than 60 days notice to classified employees of a layoff. The notice includes the effective date, displacement rights, and reemployment rights. Resolution No. 2876 and Exhibit A list the classified positions that will be laid off for the 2016-17 school year and thereafter.

The District will continue to identify alternative solutions to ensure the least or a minimal impact on employees of the District. As decisions are made regarding the District's budget for 2016-2017, additional funding may become available, new positions may be identified and/or positions that were eliminated may be reinstated.

Financial Considerations: Budget reductions needed to assist in addressing the District's declining enrollment.

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

Documents Attached:
1. Board of Education Executive Summary
2. Resolution No. 2878
3. Exhibit A will be available at the Board meeting.

Estimated Time of Presentation: 2 minutes

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

Approved by: José L. Banda, Superintendent

Board of Education Executive Summary

Human Resource Services – Classified Layoffs

April 7, 2016

I. Overview/History:

Resolution #2878 – Notice of Layoff – Classified Employees – Reduction in Force Due to Lack of Funds and/or Lack of Work proposes to reduce enumerated classified positions due to a lack of work and/or lack of funds.

II. Driving Governance:

- Education Code 45114 – "The Governing Board may lay off and reemploy classified employees only in accordance with procedures provided by Sections 45298 and 45308.
- Education Code 45115 – "Any person who was subject to being, or was in fact, laid off for lack of work or lack of funds and who elected service retirement from the Public Employees' Retirement System shall be placed on an appropriate reemployment list."
- Education Code 45117 – see major initiatives
- Education Code 45298 – "Persons laid off because of lack of work or lack of funds are eligible to reemployment for a period of 39 months and shall be reemployed in preference to new applicants."
- Education Code 45308 – "Classified employees shall be subject to layoff for lack of work or lack of funds."

III. Budget Impact

Position reductions needed to assist in addressing the District's declining enrollment, the elimination of certain funds and staffing needs.

IV. Goals, Objectives and Measures:

Under state law, Education Code §§ 45114, 45115, 45117, 45298, and 45308, school districts must provide not less than a 60 day notice to classified employees of a layoff for lack of work or lack of funds. The notice includes effective date, displacement rights, and reemployment rights. Resolution #2876 and Exhibit A list the classified positions that will be laid off for the 2016-17 school year.

V. Major Initiatives:

According to Education Code 45117, as a result of the expiration of a specially funded program, classified positions must be eliminated at the end of the year, and classified employees will be subject to layoff for lack of funds, the employees to be laid off at the end of the school year shall be given written notice on or before April 15 informing them of their layoff effective at the end of the school year and of their displacement rights, if any, and reemployment rights.

In addition, Education Code 45117 states, in part, due to a bona fide reduction or elimination of the service being performed by any department, classified employees shall be subject to layoff for lack of work or lack of funds, affected employees shall be given notice of layoff not less than 60 days prior to the effective date of layoff, and informed of their displacement rights, if any, and reemployment rights.

VI. Results:

Resolution #2878 will provide layoff notices to central office and school site classified employees informing them of their layoff effective at the end of the school year. With approval of this resolution, the Chief Human Resources Officer will take all actions to send appropriate notices to all employees whose position shall be affected by layoff.

VII. Next Steps:

Approve Resolution #2878 – Notice of Layoff: Classified Employees – Reduction in Force Due to Lack of Funds/or Lack of Work.

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

RESOLUTION NO. 2878

NOTICE OF LAYOFF – CLASSIFIED EMPLOYEES – REDUCTION IN FORCE DUE TO LACK OF FUNDS AND/OR LACK OF WORK

WHEREAS, Education Code sections 45114, 45115, 45117, 45298 and 45308 require that notice of layoff for lack of funds and/or lack of work be provided to classified employees and set forth the procedures for laying off and reemploying such employees; and

WHEREAS, due to a bona fide reduction or elimination of the service being performed by any department, classified employees shall be subject to layoff for lack of funds and/or lack of work, and affected employees shall be given notice of layoff not less than 60 days prior to the effective date of layoff, and informed of their displacement rights, if any, and reemployment rights; and

WHEREAS, the Superintendent has recommended that the positions for the classified employees set forth in Exhibit A (attached hereto and incorporated herein by reference as though fully set forth) be reduced or eliminated for the 2016-2017 school year. The Board of Education directs the Superintendent or his authorized designee to give notice to the affected employees not less than 60 days prior to the effective date of layoff due to a lack of funds and/or lack of work and of their displacement rights, if any, and reemployment rights.

NOW, THEREFORE, BE IT RESOLVED, that it shall be necessary, pursuant to the recitals above incorporated by this reference, to eliminate the classified positions listed in Exhibit A as a result of lack of funds and/or lack of work. The Superintendent or his authorized designee is directed to take all appropriate action needed pursuant to the applicable provisions of the Education Code.

PASSED AND ADOPTED by the Sacramento City Unified School District Board of Education on this _____ day of April, 2016, by the following vote:

AYES: ____
NOES: ____
ABSTAIN: ____
ABSENT: ____

_____
Christina Pritchett
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 11.1

Meeting Date: April 7, 2016

Subject: Business and Financial Information

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

Division: Business Services

Recommendation: Receive business and financial information.

Background/Rationale:

- Enrollment and Attendance Report for Month 6 Ending February 19, 2016

Financial Considerations: Reflects standard business information.

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

Documents Attached:

1. Enrollment and Attendance Report for Month 6 Ending February 19, 2016

Estimated Time: N/A
Submitted by: Gerardo Castillo, CPA, Chief Business Officer
Approved by: José L. Banda, Superintendent

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
ENROLLMENT AND ATTENDANCE REPORT
MONTH 6, ENDING FRIDAY, FEBRUARY 19, 2016
TRADITIONAL SCHOOLS

ELEMENTARY TRADITIONAL	REGULAR ENROLLMENT			Special Education Grades K-6	TOTAL MONTH-END ENROLLMENT	PERCENTAGE FOR THE MONTH	AVERAGE CUMULATIVE ACTUAL ATTENDANCE	
	Kdgn	Grades 1-3	Grades 4-6			2015-2016 Actual Attendance	Cum Attd Days /102 2015-2016	PERCENTAGE 2015-2016
A M Winn Elementary K-8 Waldorf	48	138	131	14	331	94.31%	317.11	95.04%
Abraham Lincoln Elementary	68	193	186	0	447	94.31%	423.82	94.94%
Alice Birney Waldorf-Inspired K8	93	186	188	0	467	95.18%	447.63	95.99%
Bret Harte Elementary	31	117	139	28	315	92.20%	292.10	94.30%
Caleb Greenwood	81	221	168	8	478	94.95%	455.08	96.11%
Camellia Basic Elementary	88	168	188	9	453	97.62%	447.78	97.91%
Capital City School	4	11	29	0	44	93.37%	46.81	96.62%
Caroline Wenzel Elementary	30	84	120	53	287	94.39%	271.43	95.30%
Cesar Chavez ES	0	0	352	10	362	95.36%	338.00	95.90%
Crocker/Riverside Elementary	86	259	288	0	633	96.09%	611.13	96.55%
David Lubin Elementary	87	217	239	30	573	93.74%	528.68	95.15%
Earl Warren Elementary	57	183	239	12	491	96.13%	474.41	96.82%
Edward Kemble Elementary	146	385	0	12	543	94.11%	515.01	94.69%
Elder Creek Elementary	109	318	356	0	783	95.46%	751.56	96.47%
Ethel I Baker Elementary	114	308	339	0	761	94.16%	720.19	94.92%
Ethel Phillips Elementary	69	241	217	23	550	93.76%	526.21	95.01%
Father Keith B Kenny K-8 School	73	171	153	0	397	93.90%	366.07	94.21%
Genevieve Didion Elementary	60	197	255	11	523	96.56%	510.27	96.97%
Golden Empire Elementary	79	237	254	15	585	96.38%	569.59	97.08%
H W Harkness Elementary	80	148	129	13	370	94.29%	348.17	95.44%
Hollywood Park Elementary	50	135	125	36	346	95.38%	337.57	95.45%
Home/Hospital	13	12	24	12	61	100.00%	21.28	100.00%
Hubert H. Bancroft Elementary	76	191	201	22	490	94.09%	468.43	95.03%
Isador Cohen Elementary	26	94	96	10	226	94.41%	212.68	94.32%
James W Marshall Elementary	58	157	166	24	405	95.04%	388.22	96.03%
John Bidwell Elementary	51	151	158	15	375	95.56%	359.49	96.75%
John Cabrillo Elementary	39	141	140	54	374	93.58%	360.91	94.77%
John D Sloat Elementary	30	88	99	18	235	94.09%	219.28	95.46%
John H. Still K-8	94	283	266	0	643	94.49%	615.28	95.23%
John Morse Therapeutic Center	0	0	0	40	40	95.35%	37.26	94.74%
Leataata Floyd Elementary	59	152	119	21	351	92.30%	333.59	94.00%
Leonardo da Vinci K - 8 School	113	271	279	35	698	95.45%	677.49	96.97%
Mark Twain Elementary	46	119	157	26	348	95.50%	333.19	96.01%
Martin Luther King Jr Elementary	46	139	172	36	393	94.76%	376.10	95.19%
Matsuyama Elementary	87	272	284	8	651	96.05%	628.77	96.45%
Nicholas Elementary	86	274	266	27	653	95.22%	622.35	95.42%
O W Erlewine Elementary	34	129	145	16	324	95.79%	315.01	96.47%
Oak Ridge Elementary	86	240	245	5	576	95.36%	548.39	95.31%
Pacific Elementary	110	325	267	0	702	94.85%	661.57	95.46%
Parkway Elementary School	88	253	228	31	600	93.45%	557.10	94.26%
Peter Burnett Elementary	62	233	289	20	604	95.71%	588.59	96.16%
Phoebe A Hearst Elementary	84	268	288	0	640	96.29%	621.86	97.04%
Pony Express Elementary	49	166	203	13	431	96.04%	414.01	96.12%
Rosa Parks K-8 School	55	139	178	14	386	94.55%	367.53	95.00%
Sequoia Elementary	60	203	227	9	499	95.32%	468.35	96.26%
Success Academy K-8	0	0	12	0	12	83.42%	8.16	91.53%
Susan B Anthony Elementary	67	133	109	0	309	96.39%	301.14	96.87%
Sutterville Elementary	78	220	275	6	579	95.74%	555.40	96.15%
Tahoe Elementary	37	149	125	24	335	93.94%	308.26	94.57%
Theodore Judah Elementary	109	255	229	19	612	94.50%	565.96	95.50%
William Land Elementary	72	221	164	0	457	96.01%	437.44	96.63%
Woodbine Elementary	29	118	142	20	309	95.45%	302.42	95.44%
TOTAL ELEMENTARY SCHOOLS	**3,297**	**9,313**	**9,648**	**799**	**23,057**	**95.02%**	**21,974.10**	**95.76%**

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
ENROLLMENT AND ATTENDANCE REPORT
MONTH 6, ENDING FRIDAY, FEBRUARY 19, 2016
TRADITIONAL SCHOOLS

MIDDLE SCHOOLS	REGULAR ENROLLMENT			Special Education Grades 7-8	TOTAL MONTH-END ENROLLMENT	PERCENTAGE FOR THE MONTH	AVERAGE CUMULATIVE ACTUAL ATTENDANCE	
	Grade 7	Grade 8	Total Grades 7-8			2015-2016 Actual Attendance	Cum Attd Days/102 2015-2016	PERCENTAGE 2015-2016
A M Winn Elementary K-8 Waldorf	21	8	29	0	29	92.87%	27.03	94.16%
Albert Einstein MS	337	366	703	36	739	93.87%	711.76	96.03%
Alice Birney Waldorf-Inspired K8	61	53	114	0	114	95.22%	110.40	95.65%
California MS	420	397	817	24	841	95.59%	813.43	96.14%
Capital City School	16	21	37	0	37	92.72%	26.94	93.98%
Father Keith B Kenny K-8 School	22	23	45	0	45	94.68%	43.42	95.60%
Fern Bacon MS	381	346	727	18	745	95.24%	710.54	96.09%
Genevieve Didion Elementary	55	59	114	0	114	97.73%	107.42	97.35%
Home/Hospital	6	7	13	3	16	100.00%	4.29	100.00%
John H. Still K-8	127	113	240	23	263	96.22%	252.46	96.13%
John Morse Therapeutic Center	0	0	0	15	15	89.26%	13.62	92.05%
Kit Carson MS	151	126	277	27	304	95.17%	283.01	94.93%
Leonardo da Vinci K - 8 School	68	55	123	14	137	95.13%	133.33	96.58%
Martin Luther King Jr Elementary	36	51	87	0	87	94.25%	84.89	95.76%
Rosa Parks K-8 School	187	212	399	35	434	94.66%	415.35	95.11%
Sam Brannan MS	249	240	489	47	536	95.10%	514.51	96.03%
School of Engineering and Science	126	129	255	0	255	98.05%	250.09	97.66%
Success Academy K-8	6	9	15	0	15	81.39%	7.49	85.08%
Sutter MS	583	569	1152	37	1189	95.87%	1161.04	97.03%
Will C Wood MS	310	322	632	26	658	96.03%	636.52	96.57%
TOTAL MIDDLE SCHOOLS	**3,162**	**3,106**	**6,268**	**305**	**6,573**	**95.38%**	**6,307.55**	**96.22%**

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
ENROLLMENT AND ATTENDANCE REPORT
MONTH 6, ENDING FRIDAY, FEBRUARY 19, 2016
TRADITIONAL SCHOOLS

HIGH SCHOOLS	REGULAR ENROLLMENT					Total Grade 9-12	Special Education Grades 9-12	TOTAL MONTH-END ENROLLMENT	PERCENTAGE FOR THE MONTH	AVERAGE CUMULATIVE ACTUAL ATTENDANCE	
	Continuation	Grade 9	Grade 10	Grade 11	Grade 12				2015-2016 Actual Attendance	Cum Attd Days/102 2015-2016	PERCENTAGE 2015-2016
American Legion HS	267	0	0	0	0	0	0	267	80.09%	206.15	79.09%
Arthur A. Benjamin Health Prof	0	51	53	41	44	189	18	207	92.89%	200.42	92.59%
C K McClatchy HS	0	556	569	525	483	2133	80	2213	96.08%	2085.92	95.87%
Capital City School	0	29	80	105	144	358	0	358	80.27%	276.63	83.50%
Hiram W Johnson HS	0	356	365	326	313	1360	148	1508	93.52%	1361.51	94.00%
Home/Hospital	0	12	8	7	4	31	15	46	100.00%	24.66	100.00%
John F Kennedy HS	0	587	489	505	497	2078	90	2168	96.81%	2078.64	96.67%
Kit Carson MS	0	49	41	0	0	90	0	90	95.87%	91.02	95.35%
Luther Burbank HS	0	425	409	379	337	1550	140	1690	93.17%	1545.81	92.88%
Rosemont HS	0	359	323	262	286	1230	88	1318	94.43%	1245.99	94.98%
School of Engineering and Science	0	90	72	56	46	264	0	264	98.29%	267.12	97.20%
The Academy	0	7	21	0	0	28	0	28	88.21%	13.80	85.59%
West Campus HS	0	218	233	200	197	848	0	848	97.20%	829.02	97.57%
TOTAL HIGH SCHOOLS	**267**	**2,739**	**2,663**	**2,406**	**2,351**	**10,159**	**579**	**11,005**	**94.41%**	**10,226.69**	**94.51%**

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
ENROLLMENT AND ATTENDANCE REPORT
MONTH 6, ENDING FRIDAY, FEBRUARY 19, 2016
TRADITIONAL SCHOOLS

DISTRICT TOTALS	TOTAL MONTH-END ENROLLMENT	PERCENTAGE FOR THE MONTH	AVERAGE CUMULATIVE ACTUAL ATTENDANCE	
		2015-2016 Actual Attendance	Cum Attd Days/102 2015-2016	PERCENTAGE 2015-2016
ELEMENTARY	23,057	95.02%	21,974	95.76%
MIDDLE	6,573	95.38%	6,308	96.22%
HIGH SCHOOL	11,005	94.41%	10,227	94.51%
TOTAL ALL DISTRICT SEGMENTS	**40,635**	**94.92%**	**38,508**	**95.50%**

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
ENROLLMENT AND ATTENDANCE REPORT
MONTH 6, ENDING FRIDAY, FEBRUARY 19, 2016
CHARTER SCHOOLS

2015-2016 DEPENDENT CHARTER SCHOOLS	REGULAR ENROLLMENT					Special Education Grades K-12	TOTAL MONTH-END ENROLLMENT	PERCENTAGE FOR THE MONTH	AVERAGE CUMULATIVE ACTUAL ATTENDANCE	
	Kdgn	Grades 1-3	Grades 4-6	Grades 7-8	Grades 9-12			2015-2016 Actual Attendance	2015-2016	PERCENTAGE 2015-2016
Bowling Green-Mc Coy	75	205	188	0	0	12	480	95.92%	477.51	96.27%
Bowling Green-Chacon	56	153	153	0	0	0	362	96.36%	352.10	96.84%
George W. Carver SAS	0	0	0	0	291	7	298	95.74%	296.97	96.40%
New Joseph Bonnheim Charter	36	142	90	0	0	0	268	94.21%	242.75	95.93%
New Tech High	0	0	0	0	221	7	228	95.19%	223.68	95.26%
The Met High School	0	0	0	0	284	1	285	98.31%	289.70	97.66%
TOTAL DEPENDENT CHARTER SCHOOLS	**167**	**500**	**431**	**-**	**796**	**27**	**1,921**	**96.14%**	**1,890.22**	**96.44%**

2015-2016 INDEPENDENT CHARTER SCHOOLS	REGULAR ENROLLMENT					Special Education Grades K-12	TOTAL MONTH-END ENROLLMENT	PERCENTAGE FOR THE MONTH	AVERAGE CUMULATIVE ACTUAL ATTENDANCE	
	Kdgn	Grades 1-3	Grades 4-6	Grades 7-8	Grades 9-12			2015-2016 Actual Attendance	2015-2016	PERCENTAGE 2015-2016
CA Montessori Project Capitol Campus	44	131	111	41			327	95.11%	316.37	95.22%
Capitol Collegiate Academy	68	142	40				250	93.38%	241.23	94.47%
Aspire Capitol Heights Academy	46	140	110				296	93.96%	283.59	96.57%
Language Academy	85	197	176	82			540	95.96%	525.29	97.24%
Oak Park Prep				120			120	97.08%	118.18	97.06%
PS 7 Elementary	65	151	206	147			569	93.84%	562.17	94.74%
Sacramento Charter HS					878		878	94.55%	903.74	95.40%
Sol Aureus College Preparatory	47	146	71	40			304	79.11%	260.76	85.73%
Yav Pem Suab Academy	62	187	178				427	97.13%	410.68	97.08%
TOTAL INDEPENDENT CHARTER SCHOOLS	**417**	**1,094**	**892**	**430**	**878**	**-**	**3,711**	**93.35%**	**3,622.01**	**94.83%**

TOTAL CHARTER SCHOOLS	**584**	**1,594**	**1,323**	**430**	**1,674**	**27**	**5,632**	**94.74%**	**5,512.23**	**95.64%**

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
ENROLLMENT AND ATTENDANCE REPORT
MONTH 6, ENDING FRIDAY, FEBRUARY 19, 2016
ADULT EDUCATION SCHOOLS

ADULT EDUCATION	*ENROLLMENT*	HOURS EARNED			2015-16 CUMULATIVE ADA		
		CONCURRENT	*OTHER*	*TOTAL*	*CONCURRENT*	*OTHER*	*TOTAL*
A. Warren McClaskey Adult Center	689		21,059.00	21,059.00		277.07	277.07
Charles A. Jones Career & Education Center	901		37,830.30	37,830.30		546.87	546.87
TOTAL ADULT EDUCATION	**1,590**		**58,889.30**	**58,889.30**		**823.94**	**823.94**

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
ENROLLMENT AND ATTENDANCE REPORT
MONTH 6, ENDING FRIDAY, FEBRUARY 19, 2016
GRADE BY GRADE ENROLLMENT

ELEMENTARY SCHOOLS	REGULAR CLASS ENROLLMENT							TOTAL
	Kdgn	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	REGULAR
A M Winn Elementary K-8 Waldorf	48	49	42	47	54	44	33	317
Abraham Lincoln Elementary	68	62	68	63	67	61	58	447
Alice Birney Waldorf-Inspired K8	93	62	63	61	64	62	62	467
Bret Harte Elementary	31	38	33	46	50	47	42	287
Caleb Greenwood	81	88	65	68	58	57	53	470
Camellia Basic Elementary	88	53	56	59	59	72	57	444
Capital City School	4	4	4	3	6	9	14	44
Caroline Wenzel Elementary	30	35	30	19	52	37	31	234
Cesar Chavez ES	0	0	0	0	140	97	115	352
Crocker/Riverside Elementary	86	88	84	87	98	97	93	633
David Lubin Elementary	87	54	81	82	85	73	81	543
Earl Warren Elementary	57	55	64	64	75	84	80	479
Edward Kemble Elementary	146	139	108	138	0	0	0	531
Elder Creek Elementary	109	103	106	109	120	118	118	783
Ethel I Baker Elementary	114	92	99	117	114	106	119	761
Ethel Phillips Elementary	69	82	76	83	67	82	68	527
Father Keith B Kenny K-8 School	73	66	55	50	64	42	47	397
Genevieve Didion Elementary	60	74	63	60	81	78	96	512
Golden Empire Elementary	79	78	78	81	90	87	77	570
H W Harkness Elementary	80	53	44	51	48	48	33	357
Hollywood Park Elementary	50	46	43	46	33	50	42	310
Home/Hospital	13	3	2	7	8	6	10	49
Hubert H. Bancroft Elementary	76	54	63	74	57	82	62	468
Isador Cohen Elementary	26	28	35	31	31	34	31	216
James W Marshall Elementary	58	51	51	55	68	56	42	381
John Bidwell Elementary	51	47	48	56	46	60	52	360
John Cabrillo Elementary	39	45	50	46	44	52	44	320
John D Sloat Elementary	30	24	38	26	39	34	26	217
John H. Still K-8	94	97	88	98	91	81	94	643
John Morse Therapeutic Center	0	0	0	0	0	0	0	0
Leataata Floyd Elementary	59	56	45	51	45	42	32	330
Leonardo da Vinci K - 8 School	113	93	88	90	93	90	96	663
Mark Twain Elementary	46	38	38	43	57	45	55	322
Martin Luther King Jr Elementary	46	34	52	53	63	45	64	357
Matsuyama Elementary	87	84	92	96	98	87	99	643
Nicholas Elementary	86	83	80	111	99	82	85	626
O W Erlewine Elementary	34	41	45	43	47	52	46	308
Oak Ridge Elementary	86	79	85	76	83	84	78	571
Pacific Elementary	110	110	105	110	88	96	83	702
Parkway Elementary School	88	97	72	84	81	81	66	569
Peter Burnett Elementary	62	79	79	75	106	90	93	584
Phoebe A Hearst Elementary	84	88	92	88	98	97	93	640
Pony Express Elementary	49	61	50	55	72	69	62	418
Rosa Parks K-8 School	55	42	50	47	65	56	57	372
Sequoia Elementary	60	63	59	81	87	74	66	490
Success Academy K-8	0	0	0	0	1	7	4	12
Susan B Anthony Elementary	67	52	36	45	47	36	26	309
Sutterville Elementary	78	82	55	83	92	88	95	573
Tahoe Elementary	37	49	42	58	44	40	41	311
Theodore Judah Elementary	109	82	82	91	80	77	72	593
William Land Elementary	72	68	83	70	69	50	45	457
Woodbine Elementary	29	39	37	42	46	48	48	289
TOTAL	**3,297**	**3,090**	**3,004**	**3,219**	**3,370**	**3,192**	**3,086**	**22,258**

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
ENROLLMENT AND ATTENDANCE REPORT
MONTH 6, ENDING FRIDAY, FEBRUARY 19, 2016
CUMULATIVE TOTAL ABSENCES

ELEMENTARY	TOTAL ENROLLMENT	TOTAL ABSENCES	ACTUAL DAYS OF ATTENDANCE	DAYS ENROLLED	PERCENTAGE OF ATTENDANCE
A M Winn Elementary K-8 Waldorf	331	1688	32345	34033	95.04%
Abraham Lincoln Elementary	447	2305	43230	45535	94.94%
Alice Birney Waldorf-Inspired K8	467	1906	45658	47564	95.99%
Bret Harte Elementary	315	1800	29794	31594	94.30%
Caleb Greenwood	478	1877	46418	48295	96.11%
Camellia Basic Elementary	453	977	45674	46651	97.91%
Capital City School	44	167	4775	4942	96.62%
Caroline Wenzel Elementary	287	1365	27686	29051	95.30%
Cesar Chavez ES	362	1475	34476	35951	95.90%
Crocker/Riverside Elementary	633	2225	62335	64560	96.55%
David Lubin Elementary	573	2751	53925	56676	95.15%
Earl Warren Elementary	491	1588	48390	49978	96.82%
Edward Kemble Elementary	543	2948	52531	55479	94.69%
Elder Creek Elementary	783	2809	76659	79468	96.47%
Ethel I Baker Elementary	761	3933	73459	77392	94.92%
Ethel Phillips Elementary	550	2821	53673	56494	95.01%
Father Keith B Kenny K-8 School	397	2295	37339	39634	94.21%
Genevieve Didion Elementary	523	1628	52047	53675	96.97%
Golden Empire Elementary	585	1746	58098	59844	97.08%
H W Harkness Elementary	370	1698	35513	37211	95.44%
Hollywood Park Elementary	346	1643	34432	36075	95.45%
Home/Hospital	61	0	423	423	100.00%
Hubert H. Bancroft Elementary	490	2501	47780	50281	95.03%
Isador Cohen Elementary	226	1307	21693	23000	94.32%
James W Marshall Elementary	405	1636	39598	41234	96.03%
John Bidwell Elementary	375	1232	36668	37900	96.75%
John Cabrillo Elementary	374	2030	36813	38843	94.77%
John D Sloat Elementary	235	1064	22367	23431	95.46%
John H. Still K-8	643	3145	62759	65904	95.23%
John Morse Therapeutic Center	40	211	3801	4012	94.74%
Leataata Floyd Elementary	351	2171	34026	36197	94.00%
Leonardo da Vinci K - 8 School	698	2160	69104	71264	96.97%
Mark Twain Elementary	348	1414	33985	35399	96.01%
Martin Luther King Jr Elementary	393	1938	38362	40300	95.19%
Matsuyama Elementary	651	2363	64134	66497	96.45%
Nicholas Elementary	653	3048	63480	66528	95.42%
O W Erlewine Elementary	324	1177	32131	33308	96.47%
Oak Ridge Elementary	576	2750	55936	58686	95.31%
Pacific Elementary	702	3212	67480	70692	95.46%
Parkway Elementary School	600	3458	56824	60282	94.26%
Peter Burnett Elementary	604	2397	60036	62433	96.16%
Phoebe A Hearst Elementary	640	1934	63430	65364	97.04%
Pony Express Elementary	431	1704	42229	43933	96.12%
Rosa Parks K-8 School	386	1973	37488	39461	95.00%
Sequoia Elementary	499	1854	47772	49626	96.26%
Success Academy K-8	12	77	832	909	91.53%
Susan B Anthony Elementary	309	993	30716	31709	96.87%
Sutterville Elementary	579	2266	56651	58917	96.15%
Tahoe Elementary	335	1805	31442	33247	94.57%
Theodore Judah Elementary	612	2722	57728	60450	95.50%
William Land Elementary	457	1558	44619	46177	96.63%
Woodbine Elementary	309	1474	30847	32321	95.44%
TOTAL	**23,057**	**99,219**	**2,239,611**	**2,338,830**	**95.76%**

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
ENROLLMENT AND ATTENDANCE REPORT
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CUMULATIVE TOTAL ABSENCES

MIDDLE	TOTAL ENROLLMENT	TOTAL ABSENCES	ACTUAL DAYS OF ATTENDANCE	DAYS ENROLLED	PERCENTAGE OF ATTENDANCE
A M Winn Elementary K-8 Waldorf	29	171	2757	2928	94.16%
Albert Einstein MS	739	3005	72599	75604	96.03%
Alice Birney Waldorf-Inspired K8	114	512	11261	11773	95.65%
California MS	841	3335	82970	86305	96.14%
Capital City School	37	176	2748	2924	93.98%
Father Keith B Kenny K-8 School	45	204	4429	4633	95.60%
Fern Bacon MS	745	2946	72475	75421	96.09%
Genevieve Didion Elementary	114	298	10957	11255	97.35%
Home/Hospital	16	0	82	82	100.00%
John H. Still K-8	263	1037	25751	26788	96.13%
John Morse Therapeutic Center	15	120	1389	1509	92.05%
Kit Carson MS	304	1541	28867	30408	94.93%
Leonardo da Vinci K - 8 School	137	482	13600	14082	96.58%
Martin Luther King Jr Elementary	87	383	8659	9042	95.76%
Rosa Parks K-8 School	434	2179	42366	44545	95.11%
Sam Brannan MS	536	2169	52480	54649	96.03%
School of Engineering and Science	255	612	25509	26121	97.66%
Success Academy K-8	15	134	764	898	85.08%
Sutter MS	1189	3622	118426	122048	97.03%
Will C Wood MS	658	2307	64925	67232	96.57%
TOTAL	**6,573**	**25,233**	**643,014**	**668,247**	**96.22%**

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
ENROLLMENT AND ATTENDANCE REPORT
MONTH 6, ENDING FRIDAY, FEBRUARY 19, 2016
CUMULATIVE TOTAL ABSENCES

HIGH SCHOOL	ENROLLMENT	TOTAL ABSENCES	ACTUAL DAYS OF ATTENDANCE	DAYS ENROLLED	PERCENTAGE OF ATTENDANCE
American Legion HS	267	5558	21027	26585	79.09%
Arthur A. Benjamin Health Prof	207	1635	20443	22078	92.59%
C K McClatchy HS	2213	9159	212764	221923	95.87%
Capital City School	358	5576	28216	33792	83.50%
Hiram W Johnson HS	1508	8865	138874	147739	94.00%
Home/Hospital	46	0	450	450	100.00%
John F Kennedy HS	2168	7304	212021	219325	96.67%
Kit Carson MS	90	453	9284	9737	95.35%
Luther Burbank HS	1690	12093	157673	169766	92.88%
Rosemont HS	1318	6712	127091	133803	94.98%
School of Engineering and Science	264	785	27246	28031	97.20%
The Academy	28	237	1408	1645	85.59%
West Campus HS	848	2109	84560	86669	97.57%
TOTAL	**11,005**	**60,486**	**1,041,057**	**1,101,543**	**94.51%**

	TOTAL ENROLLMENT	TOTAL ABSENCES	ACTUAL DAYS OF ATTENDANCE	DAYS ENROLLED	PERCENTAGE OF ATTENDANCE
TOTAL ALL SCHOOLS	**40,635**	**184,938**	**3,923,682**	**4,108,620**	**95.50%**