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)
Natalie Rosas, Student Member

Thursday, August 18, 2016
4:00 p.m. Closed Session
6:30 p.m. Open Session

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

AGENDA

2016/17-2

Allotted Time

4:00 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 54957 - Public Employee Performance Evaluation:
a) Superintendent

3.2 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

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

3.4 Government Code 54957 – Public Employee

Discipline/Dismissal/Release/Reassignment

3.5 Government Code 54956.8 – Conference with Real Property Negotiators:
Property: 7050 San Joaquin, Sacramento
Agency Negotiator: Superintendent
Negotiating Parties: Superintendent and Cresleigh Homes
Under Negotiation: Price and Terms

3.6 Government Code 54957 – Public Employee Appointment
a) Principal, Hubert Bancroft Elementary School
b) Principal, Pacific Elementary School

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

The Pledge of Allegiance will be led by Myleena Mcgurk, a Senior at Accelerated Academy 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***

7.0 SPECIAL PRESENTATION

6:45 p.m. *7.1 Presentation of Leadership Award from United Latinos to Superintendent José L. Banda (Arturo Aleman and Ronald Jimenez)* *5 minutes*

6:50 p.m. *7.2 Presentation to Staff: Employer Support for the Guard and Reserve (Stan Echols)* *5 minutes*

6:55 p.m. ***8.0 PUBLIC COMMENT*** ***15 minutes***

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

7:10 p.m. ***9.0 CONSENT AGENDA*** ***2 minutes***

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

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

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

Notices and Notices of Completion (Gerardo Castillo, CPA)

9.1b *Approve Personnel Transactions (Cancy McArn)*

9.1c *Approve Business and Financial Report: Warrants, Checks, and Electronic Transfers Issued for the Period of June 2016 (Gerardo Castillo, CPA)*

9.1d *Approve Lease Agreement with the City of Sacramento for Argonaut Park (New Technology High School) (Cathy Allen)*

9.1e *Approve Courses of Study for Integrated Math 3; MIS301, MIS 302, ZIS331, ZIS332 (Dr. Iris Taylor and Matt Turkie)*

9.1f *Approve Courses of Study for Integrated Math 3 Plus; MIS303, MIS304 (Dr. Iris Taylor and Matt Turkie)*

9.1g *Approve Courses of Study for Men's Leadership Academy; MLS101, MLS02 (Dr. Iris Taylor and Matt Turkie)*

9.1h *Approve Minutes of the June 28, 2016, Special Board of Education Meeting (José L. Banda)*

10.0 BOARD WORKSHOP/STRATEGIC PLAN AND OTHER INITIATIVES

7:12 p.m. *10.1* *Approve Resolution 2899: Supporting Proposition 55, Tax Extension to Fund Education and Healthcare (Christina Pritchett)* — ***Action*** *5 minute presentation 5 minute discussion*

7:22 p.m. *10.2* *Approve AB 1200 Disclosure of Cost and Ratification of the Tentative Agreements with Bargaining Units - Service Employees International Union, Local 1021 (SEIU), United Professional Educators (UPE), and Unrepresented Management and Confidential Employees (Cancy McArn)* — ***Action*** *5 minute presentation 5 minute discussion*

7:32 p.m. *10.3* *Approve Resolution No. 2900 or No. 2901: Initial Charter Petition for Growth Public Schools (Dr. Al Rogers and Jack Kraemer)* — ***Action*** *10 minute presentation 30 minute discussion*

8:02 p.m. ***11.0 BUSINESS AND FINANCIAL INFORMATION/REPORTS*** — ***Receive Information***

11.1 *Business and Financial Information:*

- *Purchase Order Board Report for the Period of May 15, 2016, through June 14, 2016*
- *Report on Contracts within the Expenditure Limitations Specified in Section PCC 20111 for May 1, 2016, through June 30, 2016*

8:05 p.m. ***12.0 FUTURE BOARD MEETING DATES / LOCATIONS***

- ✓ *September 1, 2016, 4:30 p.m. Closed Session, 6:30 p.m. Open Session, Serna Center, 5735 47th Avenue, Community Room, Regular Workshop Meeting*
- ✓ *September 15, 2016, 4:30 p.m. Closed Session; 6:30 p.m. Open Session; Serna Center, 5735 47th Avenue, Community Room; Regular Workshop Meeting*

8:07 p.m. ***13.0 ADJOURNMENT***

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

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

Agenda Item 9.1a

Meeting Date: August 18, 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): Safe, Emotionally Healthy and Engaged Students

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

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

GRANTS, ENTITLEMENTS AND OTHER INCOME AGREEMENTS - REVENUE

Contractor	Description	Amount
AREA ASSISTANT SUPERINTENDENT (EQUITY)		
A17-00014 Rockefeller Philanthropy Advisors	6/1/16 – 5/31/17: Grant funds will be used to support and compliment the NOVO grant in order to provide additional SEL professional learning opportunities, such as peer observations and collaboration.	$10,000 No Match

APPROVAL OF DECLARED SURPLUS MATERIALS AND EQUIPMENT

ITEM	SITE/DEPARTMENT	TOTAL VALUE	DISPOSAL METHOD
Six Buses (not compliant with State safety regulations)	Distribution Services	None	Salvage

RECOMMENDED BID AWARDS – FACILITIES PROJECTS

Project: **Lease-Leaseback Agreement for Cement Plaster Repair to Wall Systems at Tahoe Elementary School**

Recommendation: Award to McCarthy Building Companies

Amount/Funding: $113,044 – Emergency Repair Program Funds

Project: **Lease-Leaseback Agreement for HVAC Replacement in Administration Building at John Still Middle School**

Recommendation: Award to Landmark Construction

Amount/Funding: $949,475 – Emergency Repair Program Funds

The lease-leaseback project delivery method is authorized by California Education Code §17406, and authorizes the governing board, without advertising for bids, to enter into a lease with a builder for the purpose of construction, including remodeling and permanent improvements, upon property.

This delivery method to construction has been recognized by the State Legislature as a proven method to deliver school facilities on time, on budget, and with a reduced level of public agency risk associated with design issues, delays and cost overruns. The Lease-Leaseback Agreement establishes a Guaranteed Maximum Price which is the total sum to be paid to the builder for the project.

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

Agenda Item 9.1b

Meeting Date: August 18, 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 Resources and Employee Compensation

Recommendation: Approve Personnel Transactions

Background/Rationale: N/A

Financial Considerations: N/A

LCAP Goal(s): Safe, Emotionally Healthy and Engaged Students

Documents Attached:
1. Certificated Personnel Transactions Dated August 18, 2016
2. Classified Personnel Transactions Dated August 18, 2016

Estimated Time of Presentation: N/A
Submitted by: Cancy McArn, Chief Human Resources Officer
Approved by: José L. Banda, Superintendent

Attachment 1: CERTIFICATED 08/18/2016

NameLast	NameFirst	JobPerm	JobClass	PrimeSite	BegDate	EndDate	Comment
RE-ASSIGN/STATUS CHANGE							
TURTURICI	TRINISHA	A	Principal K-8 School	A. M. WINN ELEMENTARY SCHOO	7/1/2016	6/30/2017	REA/STCH 7/1/16
XIONG	VUE	R	Assistant Principal Elem S	ELDER CREEK ELEMENTARY SCH	7/1/2016	6/30/2017	REA/STCHG 7/1/16
XIONG	VUE	R	Site Instruction Coordinat	PARKWAY ELEMENTARY SCHOOL	7/1/2016	6/30/2017	REA/STCHG 7/1/16
KRAEMER	JACK	B	Dir II Innovative Schools	STRATEGY & INNOVATION OFFICI	7/1/2016	6/30/2017	REA/STCHG 7/1/16
BELL	STACEY	Q	Dir III Youth Developmen	YOUTH DEVELOPMENT	7/1/2015	6/30/2016	REA/STCHG/EXT LTA 7/1-6/30/16
VON LAHR	PAULA	A	Teacher Parent/Preschoc	A.WARREN McCLASKEY ADULT	7/1/2016	6/30/2017	SAL SCHED/WFG CHG 7/1/16
PHAN	KAL	C	PrincipalSupt PriorityHigh	HIRAM W. JOHNSON HIGH SCHO	7/1/2016	6/30/2017	STCHG CHG FR LTA 7/1/16
PERKINS	DEREK	B	Teacher High School	JOHN F. KENNEDY HIGH SCHOOL	7/1/2016	6/30/2017	STCHG FR .4 TO 1.0 9/1/16
ALLOWAY	ROBERT	A	Counselor High School	C. K. McCLATCHY HIGH SCHOOL	7/1/2016	6/30/2017	STCHG FR LTA O PERM 7/1/16
MITCHELL	TRACY	C	Counselor High School	C. K. McCLATCHY HIGH SCHOOL	7/1/2016	6/30/2017	STCHG FR LTA TO PROB2
MARTINEZ	LEISE	A	Assistant Principal High S	C. K. McCLATCHY HIGH SCHOOL	7/1/2016	6/30/2017	STCHG PERM 7/1/16
EXTEND							
ELLERBEE	WILLIAM	Q	Assoc Supt Learning SPT	VISITING EDUCATORS	7/1/2016	6/30/2017	EXT LTA B 7/1-6/30/17
ALLEN	LISA	R	Deputy Superintendent	DEPUTY SUPERINTENDENT	7/1/2016	6/30/2017	EXT LTAB 7/1/16-6/30/17
BELL	STACEY	Q	Dir III Youth Developmen	YOUTH DEVELOPMENT	7/1/2016	6/30/2017	EXT PERM LTA B 7/1/16-6/30/17
SEP/RESIGN/RETIRE							
DURHAM	KATIE	A	Teacher High School	C. K. McCLATCHY HIGH SCHOOL	7/1/2015	6/17/2016	SEP RESIGN OJ 06/17/16
LOWRY	KATHRYN	B	Teacher Elementary	PARKWAY ELEMENTARY SCHOOL	7/1/2016	7/25/2016	SEP/RESIGN 7/25/16
PHILLIPS	REBECCA	C	Teacher High School	HIRAM W. JOHNSON HIGH SCHO	7/1/2016	7/27/2016	SEP/RESIGN 7/27/16
HARTE	CYNTHIA	C	Site Instruction Coordinat	ROSA PARKS MIDDLE SCHOOL	7/1/2016	7/8/2016	SEP/RESIGN 7/8/16
GARCIA	OSCAR	B	Principal Elementary Sch	PACIFIC ELEMENTARY SCHOOL	7/1/2016	7/11/2016	SEP/RESIGN OJ 7/11/16
AMUNDSON	EDWARD	A	Teacher Spec Ed	C. K. McCLATCHY HIGH SCHOOL	7/1/2016	7/1/2016	SEP/RESIGN RV 7/1/16
STELLMACHER	ROXANNE	A	Teacher High School	LUTHER BURBANK HIGH SCHOOL	7/1/2016	7/25/2016	SEP/RESIGN 7/25/16
AZEVEDO	MARGARET	A	Teacher Adult Education	NEW SKILLS & BUSINESS ED. CTF	7/1/2016	8/30/2016	SEP/RETIRE 8/30/16
COSGROVE	PATRICK	A	Teacher High School	C. K. McCLATCHY HIGH SCHOOL	7/1/2016	8/30/2016	SEP/RETIRE RV 08/30/16
CORONADO	ADOLFO	A	Teacher Middle School	CALIFORNIA MIDDLE SCHOOL	7/1/2016	8/1/2016	SEP/RESIGN OJ 8/1/16
SANCHEZ	LEANA	0	Teacher Elementary	ETHEL PHILLIPS ELEMENTARY	7/1/2016	7/31/2016	SEP/RESIGN RL 7/31/16

Attachment 2: CLASSIFIED 08/18/2016

NameLast	NameFirst	JobPerm	JobClass	PrimeSite	BegDate	EndDate	Comment
EMPLOY							
FARIAS	JESUS	B	Custodian	ROSEMONT HIGH SCHOOL	7/18/2016	6/30/2017	EMPLOY PROB 1 7/18/16
THAO	CHOU	B	Custodian	WILL C. WOOD MIDDLE SCHOOL	7/18/2016	8/31/2016	EMPLOY PROB 7/18/16
BERBER VACA	JONATHAN AB	B	Sprinkler Fitter/Plumber A	FACILITIES MAINTENANCE	7/15/2016	6/30/2017	EMPLOY PROB1 7/15/16
ELDER	JAIME	B	Child Dev Spec I	CHILD DEVELOPMENT PROGRAM	8/8/2016	6/30/2017	EMPLOY PROB1 8/8/16
EXTEND							
CERVERA CABRAL	MARIA	R	Assessor-Translator MOC	MATRICULATION/ORIENTATION C	7/1/2016	12/31/2016	EXT LTA A 7/1/16-6/30/17
WOFFORD	NICHOLE	Q	Spec II Student Support S	INTEGRATED COMMUNITY SERVI	7/1/2016	6/30/2017	EXT LTA 7/1-6/30/17
VUE	MINDY	R	Assessor-Translator MOC	MATRICULATION/ORIENTATION C	7/1/2016	8/31/2016	EXT LTA 7/1/16-6/30/17
KENERY	GLENNIELYN	Q	Spec IIYouth Developmer	YOUTH DEVELOPMENT	7/1/2016	9/30/2016	EXT LTA 7/1-6/30/17
MARTINEZ	ELIZABETH	Q	Youth Employment Servic	NEW SKILLS & BUSINESS ED. CTF	7/1/2016	6/30/2017	EXT PERM LTA A 7/1/16-6/30/17
REBUYON	ROLAND	Q	Education Entrepreneur	NEW SKILLS & BUSINESS ED. CTF	7/1/2016	6/30/2017	EXT PERM LTA A 7/1/16-6/30/17
SINICHENKO	OLGA	Q	Education Entrepreneur	NEW SKILLS & BUSINESS ED. CTF	7/1/2016	6/30/2017	EXT PERM LTA A 7/1/16-6/30/17
LOPEZ	MAXINE	R	School Plant Ops Mngr I	LANGUAGE ACADEMY	7/1/2016	3/31/2017	EXT PERM LTA B 7/1/16-6/30/17
FARINIAS	JOSEPH	Q	Office Tchncn III	REASSIGNED	7/1/2016	8/18/2016	EXT PROB LTA B/TR 7/1-8/19/16
COATS JR	LEONARD	B	Custodian	SOL AUREUS COLLEGE PREP	7/1/2016	5/31/2017	EXT PROB LTAA 7/1-6/30/17
MCDANIEL JR	ANTHONY	B	Custodian	CAPITOL COLLEGIATE ACADEMY	7/1/2016	8/31/2016	EXT PROB LTAA 7/1/16
RE-ASSIGN/STATUS CHANGE							
MENESES	EVANGELINE	A	Instructional Aide	JOHN D SLOAT BASIC ELEMENTA	7/1/2016	6/30/2017	REA FR IA LAB TO IA 7/1/16
WEISS	AMAYA	B	Dir I Executive Communit	SUPERINTENDENT'S OFFICE	7/1/2016	6/30/2017	REA/STCH 7/1/16
GREGG	HALEY	Q	Clerk III	REASSIGNED	7/1/2016	6/30/2017	REA/STCHG/TR 7/1-6/30/17
TOM	SANDRA	A	Inst Aid Spec Ed	LUTHER BURBANK HIGH SCHOOL	7/1/2016	6/30/2017	REA/STCHG/TR/WVG FR K 7/1/16
WHITTEN	TRISHA	A	Bus Driver	TRANSPORTATION SERVICES	7/1/2016	6/30/2017	STCHG .6250 7/1/16
RAMIREZ	ISRAEL	B	Campus Monitor	C. K. McCLATCHY HIGH SCHOOL	7/1/2016	1/31/2017	STCHG FR .375 TO .75 7/1/16
VALERIO	MARIE	A	Registrar	NEW TECH	7/1/2016	6/30/2017	STCHG FR .4375 TO 1 7/1/16
VERDIN	JOSE	A	Parent Advisor	C. K. McCLATCHY HIGH SCHOOL	7/1/2016	11/30/2016	STCHG FR .50 TO 1.0 7/1/16
GARCIA	TIANA	A	Campus Monitor	C. K. McCLATCHY HIGH SCHOOL	7/1/2016	8/31/2016	STCHG FR .75 TO .875 7/1/16
TULLGREN	LORI	A	Case Worker	H.W. HARKNESS ELEMENTARY	7/1/2016	6/30/2017	STCHG FR .875 TO 1.0
CARTMILL	CASEY	A	Campus Monitor	C. K. McCLATCHY HIGH SCHOOL	7/1/2016	6/30/2017	STCHG FR .875 TO 1.0 7/1/16
DU PATY	ODURA	A	Campus Monitor	LUTHER BURBANK HIGH SCHOOL	7/1/2016	6/30/2017	STCHG FR .875 7/1/16
PERRES	ZENA	A	Bus Driver	TRANSPORTATION SERVICES	7/1/2016	6/30/2017	STCHG FR 1 TO .6250 7/1/16
PHANTHAVONG	MAY	A	Inst Aide Child Dev	CHILD DEVELOPMENT PROGRAM	7/1/2016	6/30/2017	STCHG FR 1.0 FTE 7/1/16
SAELEE	SHELLY	A	Inst Aide Child Dev	CHILD DEVELOPMENT PROGRAM	7/1/2016	6/30/2017	STCHG FR 1.0 FTE 7/1/16
WHITESPEARE	KIMBERLY	A	Inst Aide Child Dev	CHILD DEVELOPMENT PROGRAM	7/1/2016	6/30/2017	STCHG FR 1.0 FTE 7/1/16
GREEN	DOMINIC	B	Adm & Family Svcs Tech	ENROLLMENT CENTER	7/1/2016	10/31/2016	STCHG FR LTA 7/1/16
KILBY	CYNTHIA	A	Ombudsperson	AREA ASSITANT SUPERINTENDEI	7/1/2016	6/30/2017	STCHG FR LTA 7/1/16
LA MARR	PATRICIA	A	Ombudsperson	AREA ASSITANT SUPERINTENDEI	7/1/2016	6/30/2017	STCHG FR LTA 7/1/16
PATTULLO	JANET	A	Ombudsperson	AREA ASSITANT SUPERINTENDEI	7/1/2016	6/30/2017	STCHG FR LTA 7/1/16
RAMOS-PRINCE	EILEEN	A	Education Entrepreneur	NEW SKILLS & BUSINESS ED. CTF	7/1/2016	6/30/2017	STCHG FR LTA 7/1/16
STRINGFELLOW	ERNEST	A	Education Entrepreneur	NEW SKILLS & BUSINESS ED. CTF	7/1/2016	6/30/2017	STCHG FR LTA 7/1/16
RANDLE	SHAZMINE	A	Inst Aid Spec Ed	C. K. McCLATCHY HIGH SCHOOL	7/1/2016	2/28/2017	STCHG TO PERM 7/1/16
WOO	PAKOU	C	Coord IIChg MgmtTrainer	INFORMATION SERVICES	7/1/2016	3/31/2017	STCHG PROB2 7/1/16
ANTONE	FLORENTINA	A	Inst Aide Child Dev	CHILD DEVELOPMENT PROGRAM	7/1/2016	6/30/2017	VWR/STCHG .875 7/1/16

NameLast	NameFirst	JobPerm	JobClass	PrimeSite	BegDate	EndDate	Comment
RESCIND							
GALLEGOS	HAZEL	A	Inst Aide Child Dev	CHILD DEVELOPMENT PROGRAM	7/1/2016	6/30/2017	RESC 39MO RR/STCHG 7/1/16
SEPARATE/RESIGN/RETIRE							
HERRERA MOO	LORENZA	A	Fd Sv Asst I	NUTRITION SERVICES DEPARTME	7/1/2016	12/23/2016	RETIRED 12/23/16
MARTIN	ROBIN	B	Dir III Assmnt Rsrch & Ev	RESEARCH & EVALUATION SERV	7/1/2015	6/30/2016	SEP/39 MO RR 6/30/16
HOWARD-SHACKELFOI	MONROE	B	Coor II Youth Srvc	YOUTH DEVELOPMENT	7/1/2016	7/29/2016	SEP/RESIGN 7/29/16
NOVOA	YOLANDA	A	Teacher Assistant Bilingu	CAROLINE WENZEL ELEMENTAR'	7/1/2016	7/20/2016	SEP/RESIGN 7/20/16
OREGEL CERVANTES	NANCY	B	Fd Sv Asst I	NUTRITION SERVICES DEPARTME	7/1/2016	7/28/2016	SEP/RESIGN OT 7/28/16
EDMONDSON	LAVIDA	A	Inst Aid Spec Ed	JOHN CABRILLO ELEMENTARY	7/1/2016	8/1/2016	SEP/RESIGN PL 8/1/16
ZUNINO	CHRISTOPHEF	B	Facilities Program Specia	FACILITIES SUPPORT SERVICES	5/23/2016	6/30/2016	SEP/RESIGN 6/30/16
HOLLOWAY	CAROLYN	B	Spec Ed Legal Tech	SPECIAL EDUCATION DEPARTME	7/1/2016	8/15/2016	SEP/RETIRE 8/15/16
GREGG	HALEY	A	Pgm Records Tech-P&C	FACILITIES SUPPORT SERVICES	9/1/2015	6/30/2016	SEP/TERM 6/30/16

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

Agenda Item 9.1c

Meeting Date: August 18, 2016

Subject: Approve Business and Financial Report: Warrants, Checks and Electronic Transfers Issued for the Period of June 2016

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

Division: Business Services

Recommendation: Approve attached list of warrants and checks.

Background/Rationale: The detailed list of warrants, checks and electronic transfers issued for the period of June 2016 are available for the Board members upon request.

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

LCAP Goal(s): Family and Community Empowerment

Documents Attached:
1. Warrants, Checks and Electronic Transfers – June 2016

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

Sacramento City Unified School District
Warrants, Checks, and Electronic Transfers
June 2016

Account	Document Numbers	Fund	Amount by Fund	Total by Account
County Accounts Payable Warrants for Operating Expenses	97-332008 - 97-333884	General (01)	$ 13,432,986.34	
		Charter (09)	$ 126,220.07	
		Adult Education (11)	$ 180,481.37	
		Child Development (12)	$ 454,672.06	
		Cafeteria (13)	$ 1,665,138.93	
		Deferred Maintenance (14)	$ 132,978.21	
		Building (21)	$ 2,649,009.55	
		Mello Roos Capital Proj (49)	$ 50,227.11	
		Self Insurance (67/68)	$ 812,480.73	
		Retiree Benefits (71)	$ 215,219.20	
		Payroll Revolving (76)	$ 34,878.84	
				$ 19,754,292.41
Alternate Cash Revolving Checks for Emergency Accounts Payable and Payroll	00001040 - 00001066	General (01)	$ 5,468.00	
		Building (21)	$ (325.00)	
		Self Insurance (67/68)	$ (358.96)	
		Retiree Benefits (71)	$ 10,124.67	
		Payroll Revolving (76)	$ 27,620.18	
				$ 42,528.89
Payroll and Payroll Vendor Warrants	97797147 - 97798498	General (01)	$ 1,209,916.34	
		Charter (09)	$ 30,964.24	
		Adult Education (11)	$ 20,655.10	
		Child Development (12)	$ 109,496.80	
		Cafeteria (13)	$ 107,579.17	
		Retiree Benefits (71)	$ 7,017.58	
		Payroll Revolving (76)	$ 2,535,511.41	
				$ 4,021,140.64
Payroll ACH Direct Deposit	ACH-00976171 - ACH-00982508	General (01)	$ 13,229,689.03	
		Charter (09)	$ 488,933.27	
		Adult Education (11)	$ 197,448.21	
		Child Development (12)	$ 674,905.78	
		Cafeteria (13)	$ 366,617.19	
		Building (21)	$ 50,160.01	
		Self Insurance (67/68)	$ 16,878.82	
		Retiree Benefits (71)	$ 27,117.99	
				$ 15,051,750.30
County Wire Transfers for Benefits, Debt Service, and Tax Payments	9700348328 - 9700348351	General (01)	$ 237,599.69	
		Retiree Benefits (71)	$ 1,272,729.50	
		Payroll Revolving (76)	$ 6,964,991.36	
				$ 8,475,320.55
Cafeteria Daily Sales Transfer to County Account	FS-029613	Cafeteria (13)	$ 92,779.75	
				$ 92,779.75
		Total Warrants, Checks, and Electronic Transfers		$ 47,437,812.54

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

Agenda Item 9.1d

Meeting Date: August 18, 2016

Subject: Approve Lease Agreement with the City of Sacramento for Argonaut Park (New Technology High School)

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

Division: Facilities Support Services

Recommendation: Approve Lease Agreement with the City of Sacramento for Argonaut Park (New Tech)

Background/Rationale: Community Members have secured a grant to provide partial funding for a skate park to be located at New Technology High School. Staff is working with the City of Sacramento to operate the facility and to insure that liability and indemnification meet the needs of both parties.

Financial Considerations: $20,000 to be donated by the District

LCAP GOAL (s): College, Career and Life Ready Graduates; Safe, Emotionally Healthy and Engaged Students; Family and Community Empowerment; Operational Excellence

Documents Attached:
1. Lease Agreement (will be provided at Board Meeting)

Estimated Time of Presentation: N/A
Submitted by: José L. Banda, Superintendent
Cathy Allen, Chief Operations Officer
Facilities Support Services
Approved by: José L. Banda

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

Agenda Item 9.1e

Meeting Date: August 18, 2016

Subject: Approve Course of Study for Integrated Math 3; MIS301, MIS302, ZIS331, ZIS332

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

Division: Curriculum and Instruction

Recommendation: Approve the courses of study for "Integrated Math 3"

Background/Rationale: SCUSD has elected the integrated pathway of mathematics to implement the CCSS-M at the high school level, which has been phased in over a three-year period: Math 1 in 2014-15; Math 2 and Math 2 Plus in 2015-16; and Math 3 and Math 3 Plus in 2016-17. The integrated pathway (Math 1, Math 2, and Math 3) is a sequence of courses that build upon the foundation established in elementary and middle school mathematics. These courses develop mathematics across multiple categories, including a blend of Number and Quantity, Algebra, Functions, Geometry, and Statistics and Probability concepts throughout all three courses.

The "plus" (+) standards are additional standards written in the CCSS-M that prepare students for advanced math courses, like AP Calculus and college-level math courses. High schools will generally offer two options for mathematics courses. In Option 1, students take Math 1, Math 2, and Math 3, followed by Pre- Calculus (or other 4th course options, e.g. Statistics or College Ready Math). In Option 2, students take Math 1, Math 2 Plus, and Math 3 Plus, followed by AP Calculus AB. Math 2 Plus and Math 3 Plus have the Pre-Calculus standards embedded within them, which prepares students to go directly to AP Calculus AB upon completion of those 2 courses. Both options meet the University of California A – G requirements, and will prepare students for college and career opportunities upon graduation. The plus courses are specifically designed for students who can move through the mathematics content at a faster pace, and who may be interested in further higher-level mathematics courses in college.

These courses meet the University of California A – G requirements, and will prepare students for college and career opportunities upon graduation.

Financial Considerations: None

LCAP Goal(s): College, Career and Life Ready Graduates

Documents Attached:
1. Course of Study for “Integrated Math 3”

Estimated Time of Presentation: N/A	
Submitted by:	Matt Turkie, Interim Assistant Superintendent of Curriculum and Instruction and Dr. Iris Taylor, Interim Chief Academic Officer
Approved by:	José L Banda, Superintendent

Sacramento City Unified School District

COURSE OF STUDY

FOR

Integrated Math 3

Course Codes:
INTEGRATED MATH 3 1P / MIS301
INTEGRATED MATH 3 2P / MIS302
INTEGRATED MATH 3 / ZIS331
INTEGRATED MATH 3 / ZIS332

Segment	High School
Length of Course	One Year
Developed by	Math Training Specialists (lead: Suzie Craig)
First Edition	Spring 2016

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

BOARD OF EDUCATION APPROVED ON:

Board of Education

Darrel Woo, President Trustee Area 6
Christina Pritchett, Vice President Trustee Area 3
Jay Hansen, 2nd Vice President, Trustee Area 1
Ellen Cochrane, Trustee Area 2
Gustavo Arroyo, Trustee Area 4
Diana Rodriguez, Trustee Area 5
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Gerardo Castillo, CBO Administrative Services
Cancy McArn, Chief Human Resources Officer
Iris Taylor, Ed.D , Interim Chief Academic Officer
Gabe Ross, Chief Communications Officer
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Doug Huscher, Interim Assistant Superintendent
Tu Moua-Carroz, Assistant Superintendent
Olga L. Simms, Assistant Superintendent
Chad Sweitzer, Assistant Superintendent

Committee

Suzie Craig, Jennifer Graziano, Gretchen McMeekin, Mikila Fetzer

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religion, sex, sexual orientation, parental, family or marital status, or association with a person or a group with one or more of these actual or perceived characteristics.

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Integrated Mathematics 2

SECTION ONE — GENERAL INFORMATION

COURSE DESCRIPTION

Integrated Math 3 is comprised of standards selected from the high school conceptual categories (Number and Quantity, Algebra, Functions, Geometry, and Statistics and Probability.) The focus of Math 3 is on expanding students' repertoire of functions to include polynomial, rational, and radical functions. They also expand their study of right-triangle trigonometry to include general triangles. In Math 3, students bring together all of their experience with functions and geometry (from Math 1, 2, and 3) to create models and solve contextual problems.

RATIONALE

SCUSD has elected the integrated pathway of mathematics to implement the CCSS-M at the high school level, which will be phased in over a three-year period: Math 1 in 2014-15; Math 2 in 2015-16; and Math 3 in 2016-17.
The integrated pathway (Math 1, Math 2, and Math 3) is a sequence of courses that build upon the foundation established in elementary and middle school mathematics. These courses develop mathematics across multiple categories, including a blend of Number and Quantity, Algebra, Functions, Geometry, and Statistics and Probability concepts throughout all three courses. Students take the CAASPP Summative Assessment from Smarter Balanced towards the end of 11th grade, which assesses standards from Math 1, Math 2, and Math 3. Students who succesfully complete the series of Math 1, Math 2, and Math 3, should be prepared for the CAASPP. This course meets the University of California A – G requirements, and will prepare students for college and career opportunities upon graduation.

COURSE GOALS

Upon completion of this course, students will be able to:

- Understand the structural similarities between the system of polynomials and the system of integers.
- Identify zeros of polynomials and make connections between zeros of polynomials and solutions of polynomial equations.
- Work extensively with a variety of function types, including rational, radical, polynomial, exponential, logarithmic, and trigonometric
- Develop the Laws of Sines and Cosines for general triangles
- Model simple periodic phenomena with trigonometric functions
- Perform simulations to model statistical data for a situation, and recognize

how randomness plays a role in the conclusions that may be drawn.
- Identify appropriate types of functions to model a situation, adjust parameters to improve the model, and compare models.

COURSE STANDARDS

CCSS-M Standards for Mathematical Practice (K-12):

1. Make Sense of Problems and Persevere in Solving Them
2. Reason Abstractly and Quantitatively
3. Construct Viable Arguments and Critique the Reasoning of Others

3.1 (CA) Students build proofs by induction and proofs by contradiction

4. Model with Mathematics
5. Use Appropriate Tools Strategically
6. Attend to Precision
7. Look For and Make Use of Structure
8. Look For and Express Regularity in Repeated Reasoning

CA CCSS-M High School Content Standards for Integrated Math 3:

Number and Quantity

The Complex Number System

- Use complex numbers in polynomial identifies and equations (N-CN.8+,9+)

Algebra

Seeing Structure in Expressions

- Interpret the structure of expressions (A-SSE.1–2)
- Write expressions in equivalent forms to solve problems (A-SSE.4)

Arithmetic with Polynomials and Rational Expressions

- Perform arithmetic operations on polynomials (A-APR.1)
- Understand the relationship between zeros and factors of polynomials (A-APR.2,3)
- Use polynomial identities to solve problems (A-APR.4,5+)
- Rewrite rational expressions (A-APR.6,7+)

Creating Equations

- Create equations that describe numbers of relationships (A-CED.1,2,3,4)

Reasoning with Equations and Inequalities

- Understand solving equations as a process of reasoning and explain the reasoning (A-REI.2)
- Represent and solve equations and inequalities graphically (A-REI.11)

Functions

Interpreting Functions

- Interpret functions that arise in applications in terms of the context (F-IF.4,5,6)
- Analyze functions using different representations (F-IF.7b,7c,7e,8,9)

Building Functions

- Build a function that models a relationship between two quantities (F-BF.1b)
- Build new functions from existing functions (F-BF.3,4a)

Linear, Quadratic, and Exponential Models

- Construct and compare linear, quadratic, and exponential models and solve problems (F-LE.4,4.1(CA),4.2(CA),4.3(CA))

Trigonometric Functions

- Extend the domain of trigonometric functions using the unit circle (F-TF.1,2,2.1(CA))
- Model periodic phenomena with trigonometric functions (F-TF.5)

Geometry

Similarity, Right Triangles, and Trigonometry

- Apply trigonometry to general triangles (G-SRT.9+,10+,11+)

Expressing Geometric Properties with Equations

- Translate between the geometric description and the equations for a conic section (G-GPE.3.1(CA))

Geometric Measurement and Dimension

- Visualize relationships between two-dimensional and three-dimensional objects (G-GMD.4)

Modeling with Geometry

- Apply geometric concepts in modeling situations (G-MG.1,2,3)

Statistics and Probability

Intepreting Cateogrical and Quantitative Data

- Summarize, represent, and interpret data on a single count or measurement variable (S-ID.4)

Making Inferences and Justifying Conclusions

- Understand and evaluate random processes underlying statistical experiments (S-IC.1,2)
- Make inferences and justify conclusions from sample surveys, experiments, and observational studies (S-IC.3,4,5,6)

Using Probability to Make Decisions

- Use probability to evaluate outcomes of decisions (S-MD.6+,7+)

To read the descriptions of the Standards for Mathematical Practice and to read the specific Math 3 Content Standards, see the CA Framework for Math 3.

INSTRUCTIONAL MATERIALS
Textbook: CCSS IP Mathematics III by Walch Education (Publisher) 2015 www.walch.com

SUPPLEMENTARY MATERIALS:
SCUSD Math 3 Curriculum Map, found at www.scusd-math.wikispaces.com/Math3

SUGGESTED AVERAGE TIME FOR COVERING MAJOR UNITS

Units	Content Standards
Unit 1: Inferences and Conclusions from Data ≈40 days	S-ID.4 S-IC.1-6 S-MD.6-7
Unit 2A Polynomials Relationships ≈40 days	A-SSE.1-4 A-REI.11 A-APR.1-5 N-CN.8-9 F-IF.7c
Unit 2B: Rational and Radical Relationships ≈20 days	A-SSE.1–2 A-REI.1,2,11 A-APR.6,7
Unit 3: Trigonometry of General Triangles and Trigonometric Functions ≈25 days	F-TF.1,2, **2.1(CA)**,5 G-SRT.9-11
Unit 4A: Mathematical Modeling of Inverse, Logarithmic and Trigonometric Functions ≈25 days	F-BF.4a F-LE.4 **F-LE.4.1, 4.2, 4.3 (CA)** F-IF.4-8
Unit 4B: Mathematical Modeling and Choosing a Model ≈35 days	A-CED 1-4 F-BF 1b,3 F-IF 4-7,9 G-GMD.4 G-MG 1-3

TEACHER RESOURCES

- http://www.corestandards.org/
- www.walchconnect.com
- www.scusd-math.wikispaces.com/Math3
- www.learnzillion.com
- www.illustrativemathematics.org
- www.map.mathshell.org
- https://www.engageny.org/

RECOMMENDED STUDENT RESOURCES

- www.walchconnect.com
- See “Recommended Resources” in the Walch textbook (Teacher Resource books) for each lesson. *This is a list of websites that can be used as additional resources. Some websites are games; others provide additional examples and/or explanations. The links for these resources are live in the PDF version of the Teacher Resource.*

SECTION TWO — COURSE UNITS

See our SCUSD Curriculum Map for Math 3 to access links to documents, tasks, and resources related to the lessons within each unit. Our curriculum map is available here.

UNIT 1: Inferences and Conclusions from Data

Unit 1 focuses on interpreting categorical and quantitative data, performing and understanding statistical experiments, and utilizing probability in evaluating outcomes and decisions. Students will gather data using a variety of methods, analyze and make inferences using data, and use approximate normal distributions to make decisions.

Standards Addressed
CCSS-M Standards in Unit 1: S-ID.4; S-IC.1-6; S-MD.6-7

Instructional Objectives
Students will use technology and other tools to:

- Understand normal and uniform distribution, and explore the graphs of statistical data in a variety of contexts.
- Calculate probabilities, mean, and standard deviation for given data sets, and interpret their meaning in terms of the data/context provided.
- Calculate and utilize z-scores for data that is normally distributed, and interpret the results in terms of a real-world context.
- Understand and explain the impact of a sample population on statistics, and the importance of a sample being representative of the population
- Use different methods to gather a random sample from a population, e.g. using a deck of cards or a random number generator.
- Evaluate the reasonableness of a data collection method to account for sampling bias.
- Create a model to simulate a real life situation, and use that model to make decisions.
- Understand the purposes of and explain the differences between a sample survey, experiment, and observational study.
- Calculate the standard error or proportion, standard error of mean, and margin of error in order to make predictions about the population.
- Create and implement a simulation for a given real-world situation.
- Apply an understanding of probability to real-world situations in order to assess the fairness of a given situation

Suggested Activities:

In the following assignment, "Unfair Profiling", students will implement a simulation based on given data to justify a claim about unfair police demographic profiling. In this assignment, students will design a simulation in which they will identify the treatment, model the trial using a graphing calculator or random number generator, calculate the sample mean and interpret its results, and justify a claim based on the simulation results.

Suggested Assessments:

Formative Assessment Strategies

- Use informal formative assessment strategies on a daily basis, for example, in the form of exit tickets, individual whiteboards, and/or student engagement in small group and whole group discussions
- Use appropriate problems from the textbook lessons (including the Problem-Based Task) in class and for homework
- Use links to the online tasks and other resources from our district curriculum map to assess students during the unit

Summative Assessment Strategies

- Unit 1 Assessment from Walch Textbook; **or**
- *Online*: CCSS IP Math 3 Unit 1 Assessment from www.walchconnect.com; **or**
- Customized online assessment on Unit 1 standards from https://scusd.illuminateed.com

UNIT 2A: Polynomial Relationships

Unit 2A focuses on polynomial functions (operations, proving identities, solving, and graphing.) Students will deepen their understanding of the set of polynomials, and will understand how polynomial identities help with factoring and expanding polynomials, leading to the binomial theorem. They will identify and analyze key features of polynomial graphs and learn how the degree and sign of the leading coefficient can be used to determine end behavior of a graph.

Standards Addressed
CCSS-M Standards in Unit 2A: A-SSE.1-4; A-REI.11; A-APR.1-5; N-CN.8-9; F-IF.7c

Instructional Objectives
Students will be able to:

- Add, subtrct, and multiply polynomials
- Prove polynomial identities (including complex polynomial identities), and use the binomial theorem to expand a polynomial
- Graph polynomial functions from mathematical and real-world contexts; interpret key features of the graph in terms of the context
- Find the sum of a finite and infinite geometric series, related to a mathematical or real-world context

Suggested Activities
In the following assignment, "Which Refinancing Option is Best?", students find the sum for an amortized loan, in order to decide whether to recommend a 30-year fixed mortgage or a 15-year fixed mortgage. Students will calculate the monthly interest rate, use the summation formula for a finite geometric series to estimate a monthly mortgage payment for each option, and make a recommendation for refinancing based on their calculations.

Suggested Assessment
Formative Assessment Strategies

- Use informal formative assessment strategies on a daily basis, for example, in the form of exit tickets, individual whiteboards, and/or student engagement in small group and whole group discussions
- Use appropriate problems from the textbook lessons (including the Problem-Based Task) in class and for homework
- Use links to the online tasks and other resources from our district curriculum map to assess students during the unit

Summative Assessment Strategies

- Unit 2A Assessment from Walch Textbook; **or**
- *Online*: CCSS IP Math 3 Unit 2A Assessment from www.walchconnect.com;

- **or** Customized online assessment on Unit 2A standards from https://scusd.illuminateed.com

UNIT 2B: Rational and Radical Relationships

In Unit 2B, students perform operations with rational expressions, and solve both rational and radical equations. Students explore rational expressions as a system similar to rational numbers, and find sums, differences, products, and quotients. Students will identify rational expressions that represent real world situations, and they will use rational expressions to make sense of and solve real-world problems.

Standards Addressed
CCSS-M Standards in Unit 2B: A-SSE.1–2; A-REI.1,2,11; A-APR.6,7

Instructional Objectives
Students will be able to:
- Add, subtract, multiply, and divide rational expressions
- Solve rational and radical equations, in mathematical and real-world context

Suggested Activities
In the following assignment, "Snow Removal", students will create a rational equation from a real-world scenario regarding the amount of time it takes for two people to complete a snow removal job (compared to each individual working alone). Students will solve the equation by hand or using technology, and interpret their results in terms of the context.

Suggested Assessment:
Formative Assessment Strategies
- Use informal formative assessment strategies on a daily basis, for example, in the form of exit tickets, individual whiteboards, and/or student engagement in small group and whole group discussions
- Use appropriate problems from the textbook lessons (including the Problem-Based Task) in class and for homework
- Use links to the online tasks and other resources from our district curriculum map to assess students during the unit

Summative Assessment Strategies
- Unit 2B Assessment from Walch Textbook; **or**
- *Online* CCSS IP Math 3 Unit 2B Assessment from www.walchconnect.com; **or**
- Customized online assessment on Unit 2B standards from https://scusd.illuminateed.com

UNIT 3: Trigonometry of General Triangles and Trigonometric Functions

In Unit 3, students will explore graphs of trigonometric functions in connection to the unit circle. They will understand radian measure and explain the connection between the unit circle and graphing trig functions on a coordinate plane. Students will prove non-right triangle trig laws (Law of Sines and Law of Cosines) and apply them to real-world scenarios. Students will use periodic trig functions (sine, cosine, and tangent) to model data and analyze amplitude, frequency, and midline.

Standards Addressed
CCSS-M Standards in Unit 3: F-TF.1,2,**2.1(CA)**,5; G-SRT.9-11

Instructional Objectives
Students will be able to:

- Understand the definition of radians and their relationship to the unit circle
- Use the unit circle to understanding special angles and trigonometric functions
- Prove the Law of Sines and Cosines, and apply them to real-world contexts in order to solve problems involving triangles
- Analyze the graphs trigonometric functions in mathematical and real-world contexts, and interpret key features of the graph (e.g. amplitude, frequency, midline) in terms of the situation that it models

Suggested Activities
In the following assignment, "Spring Displacement", students will analyze the graph of a trigonometric function that models the motion of a spring over time, and use it to create a new graph that has twice the amplitude and half the period.

Suggested Assessment:
Formative Assessment Strategies

- Use informal formative assessment strategies on a daily basis, for example, in the form of exit tickets, individual whiteboards, and/or student engagement in small group and whole group discussions
- Use appropriate problems from the textbook lessons (including the Problem-Based Task) in class and for homework
- Use links to the online tasks and other resources from our district curriculum map to assess students during the unit

Summative Assessment Strategies

- Unit 3 Assessment from Walch Textbook; **or**
- *Online* CCSS IP Math 3 Unit 3 Assessment from www.walchconnect.com;

- Customized online assessment on Unit 3 standards from https://scusd.illuminateed.com

UNIT 4A: Mathematical Modeling of Inverse, Logarithmic, and Trigonometric Functions

Unit 4A focuses on creating models using logarithmic and trigonometric functions. Students will understand the key features of inverse, log and trig graphs, with the understanding of logarithms coming from the exploration of the inverse of exponential functions. Students will comfortably manipulate logarithmic expressions and equations in order to solve real world situations. They will graph exponential and logarithmic functions showing intercepts and end behavior, and graph trigonometric functions showing period, amplitude, and midline.

Standards Addressed
CCSS-M Standards in Unit 4A: F-BF.4a; F-LE.4; F-IF.4-8

Instructional Objectives
Students will be able to:

- Determine inverses of quadratic functions and other functions, and use them to solve problems
- Model logarithmic functions as inverses (including natural logarithms)
- Graph logarithmic functions in a mathematical and real-world context, and interpret the graph in terms of a situation that it models
- Graph trigonometric functions to model a situation

Suggested Activities
In the following assignment, "When Will it Beep?", students will apply their understanding of inverses in order to solve a problem about when a smoke detector will stop beeping. Students will use the given half-life equation in order to write an inverse logarithmic equation, and calculate the amount of time it would take for the smoke detector to stop beeping. Students will make predictions and draw conclusions about the scenario.

Suggested Assessment:
Formative Assessment Strategies

- Use informal formative assessment strategies on a daily basis, for example, in the form of exit tickets, individual whiteboards, and/or student engagement in small group and whole group discussions
- Use appropriate problems from the textbook lessons (including the Problem-Based Task) in class and for homework
- Use links to the online tasks and other resources from our district curriculum map to assess students during the unit

Summative Assessment Strategies

- Unit 4A Assessment from Walch Textbook; **or**
- *Online* CCSS IP Math 3 Unit 4A Assessment from www.walchconnect.com;

UNIT 4B: Mathematical Modeling and Choosing a Model

Unit 4B focuses on using function families to generate models that fit real-world situations. Students will create equations and understand the constraints surrounding models arising from linear, quadratic, and simple rational and exponential situations. They will explore transformations of parent graphs, and make generalizations about them across many different types of functions. Students will compare properties within functions, including recognizing whether a function is even or odd. Function types included in this section are: linear, exponential, quadratic, trigonometric, logarithmic, square root, cube root, absolute value, step, and piecewise. Finally, students will apply geometric methods to identify cross sections, describe objects, and solve design problems.

Standards Addressed
CCSS-M Standards in Unit 4B: A-CED 1-4; F-BF 1b,3; F-IF 4-7,9; G-GMD.4; G-MG 1-3

Instructional Objectives
Students will be able to:

- Create equations (all function types) and represent and interpret constraints, for a real-world context
- Transform parent graphs, recognize odd and even functions, and combine functions together
- Read and identify key features of real-world situation graphs
- Choose an appropriate model for a given situation (e.g. linear, exponential, quadratic, piecewise, step, absolute value, square root, and cube root functions)
- Apply geometric methods to identify cross sections, describe objects, and solve design problems

Suggested Activities
In the following assignment, "Exploring Social Media Growth", students will look at data presented on a graph and in a table, to determine which kinds of functions could be used to model the data. Students will create equations for the data, and compare and interpret the equations in terms of the context.

Suggested Assessment:
Formative Assessment Strategies

- Use informal formative assessment strategies on a daily basis, for example, in the form of exit tickets, individual whiteboards, and/or student engagement in small group and whole group discussions

- Use appropriate problems from the textbook lessons (including the Problem-Based Task) in class and for homework
- Use links to the online tasks and other resources from our district curriculum map to assess students during the unit

Summative Assessment Strategies

- Unit 4B Assessment from Walch Textbook; **or**
- *Online* CCSS IP Math 3 Unit 4B Assessment from www.walchconnect.com; **or**
- Customized online assessment on Unit 4B standards from https://scusd.illuminateed.com

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

Agenda Item 9.1f

Meeting Date: August 18, 2016

Subject: Approve Course of Study for Integrated Math 3 Plus; MIS303, MIS304

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

Division: Curriculum and Instruction

Recommendation: Approve the courses of study for "Integrated Math 3 Plus"

Background/Rationale: SCUSD has elected the integrated pathway of mathematics to implement the CCSS-M at the high school level, which has been phased in over a three-year period: Math 1 in 2014-15; Math 2 and Math 2 Plus in 2015-16; and Math 3 and Math 3 Plus in 2016-17. The integrated pathway (Math 1, Math 2, and Math 3) is a sequence of courses that build upon the foundation established in elementary and middle school mathematics. These courses develop mathematics across multiple categories, including a blend of Number and Quantity, Algebra, Functions, Geometry, and Statistics and Probability concepts throughout all three courses.

The "plus" (+) standards are additional standards written in the CCSS-M that prepare students for advanced math courses, like AP Calculus and college-level math courses. High schools will generally offer two options for mathematics courses. In Option 1, students take Math 1, Math 2, and Math 3, followed by Pre- Calculus (or other 4th course options, e.g. Statistics or College Ready Math). In Option 2, students take Math 1, Math 2 Plus, and Math 3 Plus, followed by AP Calculus AB. Math 2 Plus and Math 3 Plus have the Pre-Calculus standards embedded within them, which prepares students to go directly to AP Calculus AB upon completion of those 2 courses. Both options meet the University of California A – G requirements, and will prepare students for college and career opportunities upon graduation. The plus courses are specifically designed for students who can move through the mathematics content at a faster pace, and who may be interested in further higher-level mathematics courses in college.

These courses meet the University of California A – G requirements, and will prepare students for college and career opportunities upon graduation.

Financial Considerations: None

LCAP Goal(s): College, Career and Life Ready Graduates

Documents Attached:
1. Courses of Study for “Integrated Math 3 Plus”

Estimated Time of Presentation: N/A	
Submitted by:	Matt Turkie, Interim Assistant Superintendent of Curriculum and Instruction and Dr. Iris Taylor, Interim Chief Academic Officer
Approved by:	José L Banda, Superintendent

Sacramento City Unified School District

COURSE OF STUDY

FOR

Integrated Math 3 Plus

Course Codes:
INTEGRATED MATH 3 Plus 1P / MIS303
INTEGRATED MATH 3 Plus 2P / MIS304

Segment	High School
Length of Course	One Year
Developed by	Math Training Specialists (lead: Suzie Craig)
First Edition	Spring 2016

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

BOARD OF EDUCATION APPROVED ON:

Board of Education

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Christina Pritchett, Vice President Trustee Area 3
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Ellen Cochrane, Trustee Area 2
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Diana Rodriguez, Trustee Area 5
Jessie Ryan, Trustee Area 7
Elizabeth Barry, Student Board Member

Administration

José L. Banda, Superintendent
Lisa Allen, Interim Deputy Superintendent
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Cancy McArn, Chief Human Resources Officer
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Integrated Mathematics 2

SECTION ONE — GENERAL INFORMATION

COURSE DESCRIPTION

Integrated Math 3 Plus includes all of the standards and lessons from Math 3, with additional Pre-Calculus "plus" standards embedded throughout the course. Students who successfully complete Math 2 Plus and Math 3 Plus will have learned all of the Pre-Calculus standards, and would be prepared to take AP Calculus AB the following year.

Integrated Math 3 Plus is comprised of standards selected from the high school conceptual categories (Number and Quantity, Algebra, Functions, Geometry, and Statistics and Probability.) The focus of Math 3 Plus is on expanding students' repertoire of functions to include polynomial, rational, and radical functions. They also expand their study of right-triangle trigonometry to include general triangles. Students will bring together all of their experience with functions and geometry (from Math 1, 2, and 3) to create models and solve contextual problems. Additionally, students in Math 3 Plus will work with vector and matrix quantities, graph rational functions, graph polar coordinates and curves, prove trigonometric identities, and understand the inverse relationship between exponents and logarithms and use it solve problems.

RATIONALE

SCUSD has elected the integrated pathway of mathematics to implement the CCSS-M at the high school level, which will be phased in over a three-year period: Math 1 in 2014-15; Math 2 and Math 2 Plus in 2015-16; and Math 3 and Math 3 Plus in 2016-17. The integrated pathway (Math 1, Math 2, and Math 3) is a sequence of courses that build upon the foundation established in elementary and middle school mathematics. The “plus” (+) standards are additional standards written in the CCSS-M that prepare students for advanced math courses, like AP Calculus and college-level math courses. High schools will generally offer two options for mathematics courses. In Option 1, students take Math 1, Math 2, and Math 3, followed by Pre- Calculus (or other 4th course options, e.g. Statistics or College Ready Math). In Option 2, students take Math 1, Math 2 Plus, and Math 3 Plus, followed by AP Calculus AB. Math 2 Plus and Math 3 Plus have the Pre-Calculus standards embedded within them, which prepares students to go directly to AP Calculus AB upon completion of those 2 courses. Both options meet the University of California A – G requirements, and will prepare students for college and career opportunities upon graduation. This course is specifically designed for students who can move through the mathematics content at a faster pace, and who may be interested in further higher-level mathematics courses in college.

COURSE GOALS

Upon completion of this course, students will be able to:

- Understand the structural similarities between the system of polynomials and the system of integers.
- Identify zeros of polynomials and make connections between zeros of polynomials and solutions of polynomial equations.
- Work extensively with a variety of function types, including rational, radical, polynomial, exponential, logarithmic, and trigonometric
- Develop the Laws of Sines and Cosines for general triangles
- Model simple periodic phenomena with trigonometric functions
- Perform simulations to model statistical data for a situation, and recognize how randomness plays a role in the conclusions that may be drawn.
- Identify appropriate types of functions to model a situation, adjust parameters to improve the model, and compare models.
- (+) Work extensively with vector and matrix quantities
- (+) Graph rational functions, graph polar coordinates and curves
- (+) Prove trigonometric identities, and understand the inverse relationship between exponents and logarithms and use it solve problems.

COURSE STANDARDS

CCSS-M Standards for Mathematical Practice (K-12):

1. Make Sense of Problems and Persevere in Solving Them
2. Reason Abstractly and Quantitatively
3. Construct Viable Arguments and Critique the Reasoning of Others

   3.1 (CA) Students build proofs by induction and proofs by contradiction
4. Model with Mathematics
5. Use Appropriate Tools Strategically
6. Attend to Precision
7. Look For and Make Use of Structure
8. Look For and Express Regularity in Repeated Reasoning

CA CCSS-M High School Content Standards for Integrated Math 3 Plus:

Number and Quantity

The Complex Number System

- Represent complex numbers and their operations on the complex plane (N-CN.4+)
- Use complex numbers in polynomial identifies and equations (N-CN.8+,9+)

Vector and Matrix Quantities

- Perform operations on matrices and use matrices in applications (+ N-VM.6 - 12)

Algebra

Seeing Structure in Expressions

- Interpret the structure of expressions (A-SSE.1–2)
- Write expressions in equivalent forms to solve problems (A-SSE.4)

Arithmetic with Polynomials and Rational Expressions

- Perform arithmetic operations on polynomials (A-APR.1)
- Understand the relationship between zeros and factors of polynomials (A-APR.2,3)
- Use polynomial identities to solve problems (A-APR.4,5+)
- Rewrite rational expressions (A-APR.6,7+)

Creating Equations

- Create equations that describe numbers of relationships (A-CED.1,2,3,4)

Reasoning with Equations and Inequalities

- Understand solving equations as a process of reasoning and explain the reasoning (A-REI.2)
- Solve systems of equations (+A-REI.8,9)
- Represent and solve equations and inequalities graphically (A-REI.11)

Functions

Interpreting Functions

- Interpret functions that arise in applications in terms of the context (F-IF.4,5,6)
- Analyze functions using different representations (F-IF.7b,7c,7d+,7e,8,9,10(CA) 11(CA))

Building Functions

- Build a function that models a relationship between two quantities (F-BF.1b,1c+)
- Build new functions from existing functions (F-BF.3,4a,4b+,4c+,5+)

Linear, Quadratic, and Exponential Models

- Construct and compare linear, quadratic, and exponential models and solve problems (F-LE.4,4.1(CA),4.2(CA),4.3(CA))

Trigonometric Functions

- Extend the domain of trigonometric functions using the unit circle (F-TF.1,2,2.1(CA),3+,4+)
- Model periodic phenomena with trigonometric functions (F-TF.56+,7+)
- Prove and apply trigonometric identities (F-TF.9+,10+(CA))

Geometry

Similarity, Right Triangles, and Trigonometry

- Apply trigonometry to general triangles (G-SRT.9+,10+,11+)

Expressing Geometric Properties with Equations

- Translate between the geometric description and the equations for a conic section (G-GPE.3.1(CA))

Geometric Measurement and Dimension

- Visualize relationships between two-dimensional and three-dimensional objects (G-GMD.4)

Modeling with Geometry

- Apply geometric concepts in modeling situations (G-MG.1,2,3)

Statistics and Probability

Intepreting Cateogrical and Quantitative Data

- Summarize, represent, and interpret data on a single count or measurement variable (S-ID.4)

Making Inferences and Justifying Conclusions

- Understand and evaluate random processes underlying statistical experiments (S-IC.1,2)
- Make inferences and justify conclusions from sample surveys, experiments, and observational studies (S-IC.3,4,5,6)

Using Probability to Make Decisions

- Use probability to evaluate outcomes of decisions (S-MD.6+,7+)

To read the descriptions of the Standards for Mathematical Practice and to read the specific Math 3 Content Standards, see the CA Framework for Math 3.

INSTRUCTIONAL MATERIALS

Textbook: CCSS IP Mathematics III by Walch Education (Publisher) 2015 www.walch.com **and** CCSS IP Honors Supplement for SCUSD Mathematics III by Walch Education (Publisher) 2016

SUPPLEMENTARY MATERIALS:

SCUSD Math 3 Curriculum Map *and* SCUSD Math 3+ Yeat-At-A-Glance, found at www.scusd-math.wikispaces.com/Math3

SUGGESTED AVERAGE TIME FOR COVERING MAJOR UNITS

Units	Content Standards
Unit 1: Inferences and Conclusions from Data ≈40 days	S-ID.4 S-IC.1-6 S-MD.6-7
Unit 2A Polynomials Relationships ≈40 days	A-SSE.1-4 A-REI.11 A-APR.1-5 N-CN.8-9 F-IF.7c *(+)N-VM.6 – 12* *(+)A-REI.8,9*
Unit 2B: Rational and Radical Relationships ≈20 days	A-SSE.1–2 A-REI.1,2,11 A-APR.6,7 *(+)F-IF.7d*
Unit 3: Trigonometry of General Triangles and Trigonometric Functions ≈25 days	F-TF.1,2, **2.1(CA)**,5 G-SRT.9-11 *(+)F-IF.10,11 (CA)* *(+)F-TF.3,4,6,7,9,10* *(+)F-BF.4d*
Unit 4A: Mathematical Modeling of Inverse, Logarithmic and Trigonometric Functions ≈25 days	F-BF.4a F-LE.4 **F-LE.4.1, 4.2, 4.3 (CA)** F-IF.4-8 *(+)F-BF.1c,4b,4c,5*
Unit 4B: Mathematical Modeling and Choosing a Model ≈35 days	A-CED 1-4 F-BF 1b,3 F-IF 4-7,9 G-GMD.4 G-MG 1-3

TEACHER RESOURCES

- http://www.corestandards.org/
- www.walchconnect.com
- www.scusd-math.wikispaces.com/Math3
- www.learnzillion.com
- www.illustrativemathematics.org
- www.map.mathshell.org
- https://www.engageny.org/

RECOMMENDED STUDENT RESOURCES

- www.walchconnect.com
- See “Recommended Resources” in the Walch textbook (Teacher Resource books) for each lesson. *This is a list of websites that can be used as additional resources. Some websites are games; others provide additional examples and/or explanations. The links for these resources are live in the PDF version of the Teacher Resource.*

SECTION TWO — COURSE UNITS

See our SCUSD Curriculum Map for Math 3 to access links to documents, tasks, and resources related to the lessons within each unit. Our curriculum map is available here.

UNIT 1: Inferences and Conclusions from Data

Unit 1 focuses on interpreting categorical and quantitative data, performing and understanding statistical experiments, and utilizing probability in evaluating outcomes and decisions. Students will gather data using a variety of methods, analyze and make inferences using data, and use approximate normal distributions to make decisions.

Standards Addressed
CCSS-M Standards in Unit 1: S-ID.4; S-IC.1-6; S-MD.6-7

Instructional Objectives
Students will use technology and other tools to:

- Understand normal and uniform distribution, and explore the graphs of statistical data in a variety of contexts.
- Calculate probabilities, mean, and standard deviation for given data sets, and interpret their meaning in terms of the data/context provided.
- Calculate and utilize z-scores for data that is normally distributed, and interpret the results in terms of a real-world context.
- Understand and explain the impact of a sample population on statistics, and the importance of a sample being representative of the population
- Use different methods to gather a random sample from a population, e.g. using a deck of cards or a random number generator.
- Evaluate the reasonableness of a data collection method to account for sampling bias.
- Create a model to simulate a real life situation, and use that model to make decisions.
- Understand the purposes of and explain the differences between a sample survey, experiment, and observational study.
- Calculate the standard error or proportion, standard error of mean, and margin of error in order to make predictions about the population.
- Create and implement a simulation for a given real-world situation.
- Apply an understanding of probability to real-world situations in order to assess the fairness of a given situation

Suggested Activities:

In the following assignment, "Unfair Profiling", students will implement a simulation based on given data to justify a claim about unfair police demographic profiling. In this assignment, students will design a simulation in which they will identify the treatment, model the trial using a graphing calculator or random number generator, calculate the sample mean and interpret its results, and justify a claim based on the simulation results.

Suggested Assessments:

Formative Assessment Strategies

- Use informal formative assessment strategies on a daily basis, for example, in the form of exit tickets, individual whiteboards, and/or student engagement in small group and whole group discussions
- Use appropriate problems from the textbook lessons (including the Problem-Based Task) in class and for homework
- Use links to the online tasks and other resources from our district curriculum map to assess students during the unit

Summative Assessment Strategies

- Unit 1 Assessment from Walch Textbook; **or**
- *Online*: CCSS IP Math 3 Unit 1 Assessment from www.walchconnect.com; **or**
- Customized online assessment on Unit 1 standards from https://scusd.illuminateed.com

UNIT 2A: Polynomial Relationships

Unit 2A focuses on polynomial functions (operations, proving identities, solving, and graphing.) Students will deepen their understanding of the set of polynomials, and will understand how polynomial identities help with factoring and expanding polynomials, leading to the binomial theorem. They will identify and analyze key features of polynomial graphs and learn how the degree and sign of the leading coefficient can be used to determine end behavior of a graph.
The honors lessons in this unit focus on vector and matrix quantities. Students will understand the definition of a vector, perform operations with vectors (add, subtract, and multiply by a scalar), and solve problems involving velocity and other quantities that can be represented by vectors. Students will use matrices to represent data, perform operations on matrices (add, subtract, and multiply), and use matrices to represent and solve a system of linear equations.

Standards Addressed
CCSS-M Standards in Unit 2A:
A-SSE.1-4; A-REI.11; A-APR.1-5; N-CN.8-9; F-IF.7c, *(+)N-VM.6 – 12; (+)A-REI.8,9*

Instructional Objectives
Students will be able to:

- Add, subtrct, and multiply polynomials
- Prove polynomial identities (including complex polynomial identities), and use the binomial theorem to expand a polynomial
- Graph polynomial functions from mathematical and real-world contexts; interpret key features of the graph in terms of the context
- Find the sum of a finite and infinite geometric series, related to a mathematical or real-world context
- (+) Use operations with matrices to solve problems
- (+) Find the inverse of a matrix and use it to solve a system of equations

Suggested Activities
In the following assignment, "Which Refinancing Option is Best?", students find the sum for an amortized loan, in order to decide whether to recommend a 30-year fixed mortgage or a 15-year fixed mortgage. Students will calculate the monthly interest rate, use the summation formula for a finite geometric series to estimate a monthly mortgage payment for each option, and make a recommendation for refinancing based on their calculations.

Suggested Assessment
Formative Assessment Strategies

- Use informal formative assessment strategies on a daily basis, for example, in the form of exit tickets, individual whiteboards, and/or student engagement in small group and whole group discussions

- Use appropriate problems from the textbook lessons (including the Problem-Based Task) in class and for homework
- Use links to the online tasks and other resources from our district curriculum map to assess students during the unit

Summative Assessment Strategies

- Unit 2A Assessment from Walch Textbook; **or**
- *Online*: CCSS IP Math 3 Unit 2A Assessment from www.walchconnect.com;
- **or** Customized online assessment on Unit 2A standards from https://scusd.illuminateed.com

UNIT 2B: Rational and Radical Relationships

In Unit 2B, students perform operations with rational expressions, and solve both rational and radical equations. Students explore rational expressions as a system similar to rational numbers, and find sums, differences, products, and quotients. Students will identify rational expressions that represent real world situations, and they will use rational expressions to make sense of and solve real-world problems. *The honors lesson in this unit focuses on graphing rational functions, identifying zeros and asymptotes, and showing end behavior.*

Standards Addressed
CCSS-M Standards in Unit 2B: A-SSE.1–2; A-REI.1,2,11; A-APR.6,7; *(+)F-IF.7d*

Instructional Objectives
Students will be able to:

- Add, subtract, multiply, and divide rational expressions
- Solve rational and radical equations, in mathematical and real-world context
- (+) Graph rational functions and identify key features

Suggested Activities
In the following assignment, "Snow Removal", students will create a rational equation from a real-world scenario regarding the amount of time it takes for two people to complete a snow removal job (compared to each individual working alone). Students will solve the equation by hand or using technology, and interpret their results in terms of the context.

Suggested Assessment:
Formative Assessment Strategies

- Use informal formative assessment strategies on a daily basis, for example, in the form of exit tickets, individual whiteboards, and/or student engagement in small group and whole group discussions
- Use appropriate problems from the textbook lessons (including the Problem-Based Task) in class and for homework
- Use links to the online tasks and other resources from our district curriculum map to assess students during the unit

Summative Assessment Strategies

- Unit 2B Assessment from Walch Textbook; **or**
- *Online* CCSS IP Math 3 Unit 2B Assessment from www.walchconnect.com; **or**
- Customized online assessment on Unit 2B standards from https://scusd.illuminateed.com

UNIT 3: Trigonometry of General Triangles and Trigonometric Functions

In Unit 3, students will explore graphs of trigonometric functions in connection to the unit circle. They will understand radian measure and explain the connection between the unit circle and graphing trig functions on a coordinate plane. Students will prove non-right triangle trig laws (Law of Sines and Law of Cosines) and apply them to real-world scenarios. Students will use periodic trig functions (sine, cosine, and tangent) to model data and analyze amplitude, frequency, and midline. *The honors lessons in this unit focus on graphing polar coordinates and curves, using the unit circle, using trig inverse functions, and proving trigonometric identities. Students will convert between polar and rectangular coordinate systems and understand and graph functions defined parametrically. Students will use special triangles and the unit circle to determine trigonometric values of certain angles, prove addition and subtraction formulas for sine, cosine, and tangent and use them to solve problems, and prove the half angle and double angle identities for sine and cosine and use them to solve problems. Students will use inverse functions to solve trigonometric equations that arise in modeling contexts, and will produce an invertible function from a non-invertible function by restricting the domain.*

Standards Addressed

CCSS-M Standards in Unit 3: F-TF.1,2,**2.1(CA)**,5; G-SRT.9-11; *(+)F-IF.10,11* ***(CA);*** *(+)F-TF.3,4,6,7,9,10; (+)F-BF.4d*

Instructional Objectives

Students will be able to:

- Understand the definition of radians and their relationship to the unit circle
- Use the unit circle to understanding special angles and trigonometric functions
- Prove the Law of Sines and Cosines, and apply them to real-world contexts in order to solve problems involving triangles
- Analyze the graphs trigonometric functions in mathematical and real-world contexts, and interpret key features of the graph (e.g. amplitude, frequency, midline) in terms of the situation that it models
- (+) Graph and interpret parametric equations and polar coordinates and curves
- (+) Prove trigonometric identities and use them to solve problems
- (+) Restrict the domain to find inverse trigonometric functions
- (+) Use inverse trig functions to solve problems

Suggested Activities

In the following assignment, "Spring Displacement", students will analyze the graph of a trigonometric function that models the motion of a spring over time, and use it to create a new graph that has twice the amplitude and half the period.

Suggested Assessment:

Formative Assessment Strategies

- Use informal formative assessment strategies on a daily basis, for example, in the form of exit tickets, individual whiteboards, and/or student engagement in small group and whole group discussions
- Use appropriate problems from the textbook lessons (including the Problem-Based Task) in class and for homework
- Use links to the online tasks and other resources from our district curriculum map to assess students during the unit

Summative Assessment Strategies

- Unit 3 Assessment from Walch Textbook; **or**
- *Online* CCSS IP Math 3 Unit 3 Assessment from www.walchconnect.com;
- Customized online assessment on Unit 3 standards from https://scusd.illuminateed.com

UNIT 4A: Mathematical Modeling of Inverse, Logarithmic, and Trigonometric Functions

Unit 4A focuses on creating models using logarithmic and trigonometric functions. Students will understand the key features of inverse, log and trig graphs, with the understanding of logarithms coming from the exploration of the inverse of exponential functions. Students will comfortably manipulate logarithmic expressions and equations in order to solve real world situations. They will graph exponential and logarithmic functions showing intercepts and end behavior, and graph trigonometric functions showing period, amplitude, and midline. *The honors lessons in this unit focus on composing functions and working with inverses of functions. Students will compose functions, for example if T(y) is the temperature in the atmosphere as a function of height, and h(t) is the height of a weather balloon as a function of time, then T(h(t)) is the temperature at the location of the weather balloon as a function of time. Students will verify by composition that one function is the inverse of another, they will read values of an inverse function from a graph or a table, and they will understand the inverse relationship between exponents and logarithms and use the relationships to solve problems.*

Standards Addressed
CCSS-M Standards in Unit 4A: F-BF.4a; F-LE.4; F-IF.4-8; *(+)F-BF.1c,4b,4c,5*

Instructional Objectives
Students will be able to:

- Determine inverses of quadratic functions and other functions, and use them to solve problems
- Model logarithmic functions as inverses (including natural logarithms)
- Graph logarithmic functions in a mathematical and real-world context, and interpret the graph in terms of a situation that it models
- Graph trigonometric functions to model a situation
- (+) Compose functions, and verify function inverses by composition
- (+) Find inverse functions in various forms, and use them to solve problems

Suggested Activities
In the following assignment, "When Will it Beep?", students will apply their understanding of inverses in order to solve a problem about when a smoke detector will stop beeping. Students will use the given half-life equation in order to write an inverse logarithmic equation, and calculate the amount of time it would take for the smoke detector to stop beeping. Students will make predictions and draw conclusions about the scenario.

Suggested Assessment:

Formative Assessment Strategies

- Use informal formative assessment strategies on a daily basis, for example, in the form of exit tickets, individual whiteboards, and/or student engagement in small group and whole group discussions
- Use appropriate problems from the textbook lessons (including the Problem-Based Task) in class and for homework
- Use links to the online tasks and other resources from our district curriculum map to assess students during the unit

Summative Assessment Strategies

- Unit 4A Assessment from Walch Textbook; **or**
- *Online* CCSS IP Math 3 Unit 4A Assessment from www.walchconnect.com;

UNIT 4B: Mathematical Modeling and Choosing a Model

Unit 4B focuses on using function families to generate models that fit real-world situations. Students will create equations and understand the constraints surrounding models arising from linear, quadratic, and simple rational and exponential situations. They will explore transformations of parent graphs, and make generalizations about them across many different types of functions. Students will compare properties within functions, including recognizing whether a function is even or odd. Function types included in this section are: linear, exponential, quadratic, trigonometric, logarithmic, square root, cube root, absolute value, step, and piecewise. Finally, students will apply geometric methods to identify cross sections, describe objects, and solve design problems.

Standards Addressed
CCSS-M Standards in Unit 4B: A-CED 1-4; F-BF 1b,3; F-IF 4-7,9; G-GMD.4; G-MG 1-3

Instructional Objectives
Students will be able to:

- Create equations (all function types) and represent and interpret constraints, for a real-world context
- Transform parent graphs, recognize odd and even functions, and combine functions together
- Read and identify key features of real-world situation graphs
- Choose an appropriate model for a given situation (e.g. linear, exponential, quadratic, piecewise, step, absolute value, square root, and cube root functions)
- Apply geometric methods to identify cross sections, describe objects, and solve design problems

Suggested Activities
In the following assignment, "Exploring Social Media Growth", students will look at data presented on a graph and in a table, to determine which kinds of functions could be used to model the data. Students will create equations for the data, and compare and interpret the equations in terms of the context.

Suggested Assessment:
Formative Assessment Strategies

- Use informal formative assessment strategies on a daily basis, for example, in the form of exit tickets, individual whiteboards, and/or student engagement in small group and whole group discussions
- Use appropriate problems from the textbook lessons (including the Problem-Based Task) in class and for homework

- Use links to the online tasks and other resources from our district curriculum map to assess students during the unit

Summative Assessment Strategies

- Unit 4B Assessment from Walch Textbook; **or**
- *Online* CCSS IP Math 3 Unit 4B Assessment from www.walchconnect.com; **or**
- Customized online assessment on Unit 4B standards from https://scusd.illuminateed.com

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

Agenda Item 9.1g

Meeting Date: August 18, 2016

Subject: Approve Courses of study for Men's Leadership Academy; MLS101, MLS102

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

Division: Curriculum and Instruction

Recommendation: Approve the course of study for "Men's Leadership Academy"

Background/Rationale: The Sacramento City Unified School District (SCUSD) Men's Leadership Academy (MLA) curriculum was designed with the purpose of empowering young men of color to become transformative resisters against injustice and oppression. Traditionally taught as a yearlong course, the curriculum focuses on identity development and the development of critical consciousness. It is centered on the Social Justice Youth Development (SJYD) model, which encourages students to study problems and struggles that affect them and their communities through an empowerment lens. Through SJYD, students become experts on issues of power, privilege and responsibility while identifying the associated structural inequities so that they can educate others. Students are then supported as they become agents of change to address such inequities and undo unjust policies and structures. The Men's Leadership Academy course has been a-g approved in the g elective category.

Financial Considerations: None

LCAP Goal(s): College, Career and Life Ready Graduates

Documents Attached:
1. Courses of Study for "Men's Leadership Academy"

Estimated Time of Presentation:	N/A
Submitted by:	Matt Turkie, Interim Assistant Superintendent of Curriculum and Instruction and Dr. Iris Taylor, Interim Chief Academic Officer
Approved by:	José L Banda, Superintendent

Sacramento City Unified School District

COURSE OF STUDY

FOR

Men's Leadership Academy

Segment	High School
Length of Course	One Year
Developed by	Marcus L. Strother
First Edition	Fall, 2016

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

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Unit 11……... Social Entrepreneurship……11b

COURSE DESCRIPTION

Men's Leadership Academy encourages students to engage in meaningful conversations and activities around race, culture, class, and gender—challenging others' and themselves to think with a humanizing and socially conscious lens. It serves as a critical component of the MLA program, which consists of a rigorous course supplemented with academic retreats, life/career coaching, technical skills training, opportunities for civic engagement and educational field trips (including college/university tours, job shadowing and more). The program thus supports students in their personal development, academic achievement, and college planning and preparation.

RATIONALE

The Sacramento City Unified School District (SCUSD) Men's Leadership Academy (MLA) curriculum was designed with the purpose of empowering young men of color to become transformative resisters against injustice and oppression. Traditionally taught as a yearlong course, the curriculum focuses on identity development and the development of critical consciousness. It is centered on the Social Justice Youth Development (SJYD) model, which encourages students to study problems and struggles that affect them and their communities through an empowerment lens. Through SJYD, students become experts on issues of power, privilege and responsibility while identifying the associated structural inequities so that they can educate others. Students are then supported as they become agents of change to address such inequities and undo unjust policies and structures.

COURSE GOALS

Upon completion of this course, students will be able to:

- Graduate from high school.
- Gain College and career experience.
- Develop a college or career path.
- Be proficient in technology.
- Gain exposure to social entrepreneurship.

- Be introduced to tools and strategies for self-awareness in order to maintain social and emotional well-being.
- Learn, evaluate and practice good decision making.
- Learn how to use history to know where they come from, where they stand and where they can go.
- Develop levels of Social/Critical Consciousness (Social Conscience).
- Be the agents of change within their communities.
- Learn about physical health from a holistic point of view.
- Understand the importance of solidarity and camaraderie based on the theme of 'Brothers Keepers.'

CALIFORNIA COMMON CORE LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS STANDARDS FOR 9 -12TH GRADE

Reading Informational Text grades 9 -10

CCR-Info 1 – Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CCR-Info 2 – Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
CCR-Info 3 – Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
CCR-Info 4 – Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). (See grade 9–10 Language standards 4–6 for additional expectations.) CA
CCR-Info 5 – Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). a. Analyze the use of text features (e.g., graphics, headers, captions) in functional workplace documents. CA
CCR-Info 6 – Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
CCR-Info 7 – Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
CCR-Info 8 – Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
CCR-Info 9 – Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.
CCR-Info 10 – By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.

Reading Informational Text grades 11-12

CCR-Info 1 – Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CCR-Info 2 – Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

CCR-Info 3 – Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
CCR-Info 4 – Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). (See grade 11–12 Language standards 4–6 for additional expectations.) CA
CCR-Info 5 – Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. a. Analyze the use of text features (e.g., graphics, headers, captions) in public documents. CA
CCR-Info 6 – Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.
CCR-Info 7 – Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
CCR-Info 8 – Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).
CCR-Info 9 – Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.
CCR-Info 10 – By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.

Reading Literature 9-10

CCSS.ELA-Literacy.RL.9-10.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CCSS.ELA-Literacy.RL.9-10.2
Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
CCSS.ELA-Literacy.RL.9-10.3
Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Craft and Structure:
CCSS.ELA-Literacy.RL.9-10.4
Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
CCSS.ELA-Literacy.RL.9-10.5
Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
CCSS.ELA-Literacy.RL.9-10.6
Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

Integration of Knowledge and Ideas:
CCSS.ELA-Literacy.RL.9-10.7
Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).
CCSS.ELA-Literacy.RL.9-10.8
(RL.9-10.8 not applicable to literature)
CCSS.ELA-Literacy.RL.9-10.9
Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

Reading Literature 11-12

CCSS.ELA-Literacy.RL.11-12.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
CCSS.ELA-Literacy.RL.11-12.2
Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
CCSS.ELA-Literacy.RL.11-12.3
Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

Craft and Structure:
CCSS.ELA-Literacy.RL.11-12.4
Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
CCSS.ELA-Literacy.RL.11-12.5
Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
CCSS.ELA-Literacy.RL.11-12.6
Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

Integration of Knowledge and Ideas:
CCSS.ELA-Literacy.RL.11-12.7
Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
CCSS.ELA-Literacy.RL.11-12.8
(RL.11-12.8 not applicable to literature)
CCSS.ELA-Literacy.RL.11-12.9
Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

Range of Reading and Level of Text Complexity:
CCSS.ELA-Literacy.RL.11-12.10

By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.**Language 9-10**

Conventions of Standard English:
CCSS.ELA-Literacy.L.9-10.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCSS.ELA-Literacy.L.9-10.1.a
Use parallel structure.*
CCSS.ELA-Literacy.L.9-10.1.b
Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
CCSS.ELA-Literacy.L.9-10.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCSS.ELA-Literacy.L.9-10.2.a
Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
CCSS.ELA-Literacy.L.9-10.2.b
Use a colon to introduce a list or quotation.
CCSS.ELA-Literacy.L.9-10.2.c
Spell correctly.

Knowledge of Language:
CCSS.ELA-Literacy.L.9-10.3
Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CCSS.ELA-Literacy.L.9-10.3.a
Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, Turabian's *Manual for Writers*) appropriate for the discipline and writing type.

Vocabulary Acquisition and Use:
CCSS.ELA-Literacy.L.9-10.4
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9-10 reading and content*, choosing flexibly from a range of strategies.
CCSS.ELA-Literacy.L.9-10.4.a
Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CCSS.ELA-Literacy.L.9-10.4.b
Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).
CCSS.ELA-Literacy.L.9-10.4.c
Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
CCSS.ELA-Literacy.L.9-10.4.d
Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CCSS.ELA-Literacy.L.9-10.5
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCSS.ELA-Literacy.L.9-10.5.a
Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
CCSS.ELA-Literacy.L.9-10.5.b
Analyze nuances in the meaning of words with similar denotations.
CCSS.ELA-Literacy.L.9-10.6
Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Language 11-12

Conventions of Standard English:
CCSS.ELA-Literacy.L.11-12.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCSS.ELA-Literacy.L.11-12.1.a
Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
CCSS.ELA-Literacy.L.11-12.1.b
Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage*) as needed.
CCSS.ELA-Literacy.L.11-12.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCSS.ELA-Literacy.L.11-12.2.a
Observe hyphenation conventions.
CCSS.ELA-Literacy.L.11-12.2.b
Spell correctly.

Knowledge of Language:
CCSS.ELA-Literacy.L.11-12.3
Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CCSS.ELA-Literacy.L.11-12.3.a
Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

Vocabulary Acquisition and Use:
CCSS.ELA-Literacy.L.11-12.4
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11-12 reading and content*, choosing flexibly from a range of strategies.
CCSS.ELA-Literacy.L.11-12.4.a
Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CCSS.ELA-Literacy.L.11-12.4.b
Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*).
CCSS.ELA-Literacy.L.11-12.4.c
Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
CCSS.ELA-Literacy.L.11-12.4.d
Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CCSS.ELA-Literacy.L.11-12.5
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
CCSS.ELA-Literacy.L.11-12.5.a
Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
CCSS.ELA-Literacy.L.11-12.5.b
Analyze nuances in the meaning of words with similar denotations.
CCSS.ELA-Literacy.L.11-12.6
Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Writing Standards grades 9-10

CCW1 – Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e. Provide a concluding statement or section that follows from and supports the argument presented.
CCW2 – Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
a. Introduce a topic or thesis statement; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. CA
b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

CCW3 – Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
CCW4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
CCW5 – Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
CCW6 – Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
CCW7 – Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
CCW8 – Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation including footnotes and endnotes. CA
CCW9 – Draw evidence from literary or informational texts to support analysis, reflection, and research.
a. Apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").
b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").
CCW10 – Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Writing Standards grades 11-12

CCW1 – Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing**.**
e. Provide a concluding statement or section that follows from and supports the argument presented.
f. Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy). CA
CCW2 – Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
a. Introduce a topic or thesis statement; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. CA
b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
CCW3 – Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
CCW4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
CCW5 – Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
CCW6 – Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
CCW7 – Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
CCW8 – Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation including footnotes and endnotes. CA
CCW9 – Draw evidence from literary or informational texts to support analysis, reflection, and research.
a. Apply grades 11–12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").
b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]").
CCW10 – Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

SPEAKING AND LISTENING STANDARDS GRADE 9-10

CCSL1 – Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
CCSL2 – Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
CCSL3 – Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
CCSL4 – Present information, findings, and supporting evidence clearly, concisely, and logically (using appropriate eye contact, adequate volume, and clear pronunciation) such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose (e.g., argument, narrative, informative, response to literature presentations), audience, and task. CA
a. Plan and deliver an informative/explanatory presentation that: presents evidence in support of a thesis, conveys information from primary and secondary sources coherently, uses domain specific vocabulary, and provides a conclusion that summarizes the main points. (9th or 10th grade) CA
b. Plan, memorize, and present a recitation (e.g., poem, selection from a speech or dramatic soliloquy) that: conveys the meaning of the selection and includes appropriate performance techniques (e.g., tone, rate, voice modulation) to achieve the desired aesthetic effect. (9th or 10th grade) CA
CCSL5 – Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
CCSL6 – Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.)

SPEAKING AND LISTENING STANDARDS GRADE 11-12

CCSL1 – Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CCSL2 – Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
CCSL3 – Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
CCSL4 - Present information, findings, and supporting evidence (e.g., reflective, historical investigation, response to literature presentations), conveying a clear and distinct perspective and a logical argument, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and

the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. Use appropriate eye contact, adequate volume, and clear pronunciation. CA
a. Plan and deliver a reflective narrative that: explores the significance of a personal experience, event, or concern; uses sensory language to convey a vivid picture; includes appropriate narrative techniques (e.g., dialogue, pacing, description); and draws comparisons between the specific incident and broader themes. (11th or 12th grade) CA **b.** Plan and present an argument that: supports a precise claim; provides a logical sequence for claims, counterclaims, and evidence; uses rhetorical devices to support assertions (e.g., analogy, appeal to logic through reasoning, appeal to emotion or ethical belief); uses varied syntax to link major sections of the presentation to create cohesion and clarity; and provides a concluding statement that supports the argument presented. (11th or 12th grade) CA
CCSL5 – Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
CCSL6 – Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)

READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES GRADE 9-10

CCRH1 – Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
CCRH2 – Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
CCRH3 – Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
CCRH4 – Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
CCRH5 – Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
CCRH6 – Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
CCRH7 – Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
CCRH8 – Assess the extent to which the reasoning and evidence in a text support the author's claims.
CCRH9 – Compare and contrast treatments of the same topic in several primary and secondary sources.
CCRH10 – By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES GRADE 11-12

CCRH1 – Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
CCRH2 – Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
CCRH3 – Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
CCRH4 – Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
CCRH5 – Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
CCRH6 – Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
CCRH7 – Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

CCRH8 – Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
CCRH9 – Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
CCRH10 – By the end of grade 12, read and comprehend history/social studies texts in the grades 11–12 text complexity band independently and proficiently.

INSTRUCTIONAL MATERIALS

Men's Leadership Academy Curriculum

How Successful People Lead – John Maxwell
Between the World and Me – Ta-Nahesi Coates
Reach – 40 Black Men Speak on Living, Leading and Succeeding – Ben Jealous and Trabian Shorters

SUGGESTED AVERAGE TIME FOR COVERING MAJOR UNITS

Unit 1 Introduction to the MLA Program……..1 week

Unit 2 Emotional Well-Being…….....1 week

Unit 3 Developing Critical Consciousness…… 4 weeks

Unit 4 Moving towards High School Graduation…….……1 week

Unit 5 College and Career Readiness…….....3 weeks

Unit 6 Developing a College and Career Path…….……..2 weeks

Unit 7 History and Legacy…….5 weeks

Unit 8 Physical Health……... 2 weeks

Unit 9 Good Decision Making……...2 weeks

Unit 10 Becoming Agents of Change…….....5 weeks

Unit 11 Social Entrepreneurship…….....5 weeks

Men's Leadership Academy

Sacramento City Unified School District

Title: Men's Leadership Academy
Transcript abbreviations:
Length of course: Full Year
Subject area: College-Preparatory Elective ("g") / Interdisciplinary
Grade levels: 9th, 10th, 11th, 12th
Course learning environment: Classroom Based

Course Description

Course overview:
Men's Leadership Academy encourages students to engage in meaningful conversations and activities around race, culture, class, and gender, challenging others and themselves to think with a humanizing and socially conscious lens. It serves as a critical component of the Men's Leadership Academy program, which consists of a rigorous course supplemented with academic retreats, life/career coaching, technical skills training, opportunities for civic engagement and educational field trips (including college/university tours, job shadowing and more). The program thus supports students in their personal development, academic achievement, and college planning and preparation.

The Sacramento City Unified School District Men's Leadership Academy curriculum was designed with the purpose of empowering young men to become transformative resisters against injustice and oppression. Traditionally taught as a year-long course, the curriculum focuses on identity development and the development of critical consciousness. It is centered on the Social Justice Youth Development model, which encourages students to study problems and struggles that affect them and their communities through an empowerment lens. Through the Social Justice Youth Model, students become experts on issues of power, privilege and responsibility while identifying the associated structural inequities so that they can educate others. Students are then supported as they become agents of change to address such inequities and undo unjust policies and structures. Additionally, students write frequently, critically, reflectively, persuasively and discuss real world issues.

1. Introduction to Men's Leadership Academy-Leadership

Instructional Objectives

In this unit, students will define leadership and create leadership goals for themselves and their class for the year. They will learn about S.M.A.R.T. goals and use this process to write their own goals. Students will examine different leadership styles using textbook definitions, extensive research and case study. They will research real world leaders and determine their leadership styles, strengths and weakness of each as seen in the decisions made. Student will have group discussions about the leadership decisions and how leadership styles influence those decisions.

They will evaluate these decisions and present their findings to the class as well as write about their personal leadership style and how it influences the decisions they make.

- Students will know about the MLA program's vision and objectives
- Students will know about each other
- Students will be able to co-create a social contract for developing an empowering space for each other
- Students will be able to engage in a variety of activities to learn more about their classmates and the vision of the MLA program

Suggested Activities

- Introduction to MLA presentation.
- MLA course syllabus.
- Developing and setting classroom rituals and routines.
- Social contract activity to establish classroom environment (teacher and students develop a contract together regarding what they view as an empowering space for learning).
- A series of ice-breakers or community-building activities to develop trust among MLA students.
- Short reading (autobiographical content) to prompt students to write about themselves.
- Self-reflective journaling.
- Developing a classroom motto (focus on empowerment).

Instructional Assignment

A guided classroom discussion will be held to explore the question of who teaches us about our racial and ethnic histories? Why is it important to know and be able to tell the stories of our own racial and ethnic histories?

Students will write a 500 word autobiographical essay in which they reflect on how race, gender, sexual orientation, culture and/or class have shaped their identity.

Students will read Level 1 of "How Successful People Lead" - John Maxwell

2. Emotional Well-Being-Feedback
Instructional Objectives

Students will learn how to give constructive feedback. Students will also learn how to evaluate ideas for their strengths and weaknesses. Students will need to evaluate and give feedback to other presentations on a weekly basis. This assessment relates to the goals of the class because it focuses on verbal communication skills as well as the ability to evaluate issues and give constructive feedback.

- Students will be able to engage in problem-solving scenarios where they address the emotional well-being of others and link to the necessary support services.
- Students will be able to develop their navigational and social capitals.
- Students will know about the local and community-based support services and resources that exist for students' well-being.
- Students will know about the importance of supportive relationships.

- Students will know about possible support services pertaining to their own lives.

Suggested Activities

- Self-assessment of emotional well-being with follow-up intervention or opportunities (if needed) - needs to be developed by MLA.
- Resources list of support agencies and organizations.
- Lessons on emotional well-being and positive relationships (supportive relationships).
- Readings or lessons on navigational capital and social capital (Yosso).
- Assignments or activities where students learn about the local organizations or support services in their communities.
- Field trips (organizations, homeless shelters, school-tour of services, etc.)
- Guest speaker from local organizations.
- Resource community/ school fair.

Instructional Assignment

We begin with using Julian Weisglass' definition of Leadership, which is taking responsibility for that which matters most (1998). Each student will write a critical analysis journal entry about how the speech shows what matters most to the leader.

Students will read Level 1 of "How Successful People Lead" - John Maxwell

3. Developing Critical Consciousness-Writing
Instructional Objectives

Students will learn how to write in three important ways: Critically, reflectively and persuasively. Students will learn the difference between each style of writing and when to appropriately use each. Students will learn about organization, clarity and the use of evidence when writing in any style.

- Students will be able to critically examine various texts through a critical lens
- Students will be able to research/analyze a particular issue pertaining to social injustice and inequity and present their findings.
- Students will be able to develop an action-plan for their continuing efforts
- Students will be able to write in three different ways: Critically, reflectively and persuasively

Suggested Activities

- Lessons introducing key terminology and concepts (race, ethnicity, institutional racism, class, sexism, patriarchy, gender, homophobia, etc.)

- Critical reading of various texts (articles, literature, film, art, audio podcasts, music videos, rap lyrics.)
- Google Image searches of communities and/or races (to view disparities and stereotypes/racism)
- Examination of key issues (education, prison, health, etc.) through a critical lens (statistics, readings, film, etc.)
- Examination of case studies that prompt students to think critically
- Socratic Seminars
- Self-reflective writing (examining their own roles in social inequity and injustice) - Student debates
- "Tour of the city" (analysis of resource gaps and communities)

Instructional Assignment

What motivates enslavement? Is it economic interest or a fundamental belief of superiority? Students will read excerpts from Malcolm X and Gandhi. Ghandi's work will explore class perspectives and denouncing privilege. Malcolm X speeches and text will be used to explore civil rights vs. rights for humans. The students will be able to describe the acts of civil disobedience as a form of transformational resistance, rather than self-defeating resistance. The students will write a critical analysis of Tatum's Chapter 1, "Why Are All the Black Kids Sitting Together in the Cafeteria?" will be held in the classroom in a Socratic Seminar. The students will write a persuasive argument essay on the prompt: Where do students see Tatum's arguments in action in their own schooling?

Students will read Level 2 of "How Successful People Lead" - John Maxwell

4. Moving Towards High School Graduation-Reflection
Instructional Objectives

Students will learn about effective reflection and self-assessment. Students will think critically about their progress in class and the events throughout the course of their high school career.

- Students will be able to read their transcripts to monitor their progress for high school graduation
- Students will be able to engage in conversations about the importance of education and of setting larger goals
- Students will be able to write a reflective essay on their strengths and weaknesses as a students

Suggested Activities

- Activities and lessons on Sacramento City Unified high school graduation requirements (w/transcript overview)
- S.M.A.R.T. goal development session—having students create S.M.A.R.T. goals regarding their graduation goal
- Counselor workshops/presentations on high school graduation requirements (and A-G requirements)

- One-on-one or small group progress checks (where students monitor their own progress towards high school graduation)
- On-Going counselor/teacher monitoring of students grades (2-3 times a semester)

Instructional Assignment

- Student S.M.A.R.T. goal assessment of graduation progress at the end of each semester (self-reflection)
- Post-high school goals art assignment/exhibit
- High School graduation progress plan/portfolio
- Self-reflective journals (answering essential questions)

Students will read Level 2 of "How Successful People Lead" - John Maxwell

5. College and Career Readiness-Planning
Instructional Objectives

Students will plan different school and community projects/events that are focused on college and career preparation. They will focus and implement a project planning process to ensure that they are thinking about all the different aspects of organizing an event. Students will work to delegate task appropriately, as well as anticipate potential problems and plan solutions to those potential setbacks before they occur.

- Students will be able to present their post-high school plans to others
- Students will know the various requirements needed for college acceptance (A-G requirements, testing, etc.)
- Students will know how to set S.M.A.R.T. goals and monitor their progress
- Students will know the requirements and job duties about a career of interest
- Students will know the requirements and important information about a college of interest
- Students will be able to write reflectively about themselves

Suggested Activities

- Counselor workshops/presentations on A-G requirements (w/transcript overview)
- One-on-one or small group progress checks (where students monitor their own progress towards college admittance)
- Activities and lessons on A-G and testing requirements for four-year colleges
- Activities and lessons on career objectives: career-interest inventory, student self-reflective journaling, etc.
- Film clips (College board, etc.)
- Statistics on graduation rates, etc. (a critical reading of education and young men of color)
- Field trip to colleges (public and private) and local community businesses (focus on social entrepreneurship)

- Guest speakers (college and career)
- Parent Workshops on high school graduation requirements and college admissions requirements
- On-Going counselor/teacher monitoring of students grades (2-3 times a semester)
- Self-assessments for internship interests (11th and 12th graders)

Instructional Assignment

- Career & College research project and fair: Student will create a brochure or multimedia presentation on a career of interest (requirements, salary, education needed, etc.) Students will complete this same work for the college of their choosing and present it to the class.
- In groups, students will plan and implement a school/community event using a project planning format. This event will help students gain knowledge of college and career opportunities that are available in the community and beyond. They will be responsible for every aspect of the event including budgeting, personnel, marketing , facility request, communication, and implementation. After the event, they will evaluate the planning process and identify changes that they think are necessary to improve both the process and the results for future events. They will also reflect and write about what they learned about themselves and their ability to work in a group.

Students will read Level 3 of 'How Successful People Lead" - John Maxwell

6. Developing a College and Career Path-Planning
Instructional Objectives

Students will write a detailed self alignment plan for their college and career path. This document will have many sections needed for the successful planning of their college or career path. The assessment of their plan will help students gain structure as it relates to the goals of the class because it will help students plan the many details associated with planning for their college or career path and the potential issues that may arise.

- Students will be able to present their clearly laid-out post-high school plans to others
- Students will be able to engage in internships and mentoring opportunities, in order to develop their leadership potential and their college/career paths
- Students will be able to present their clearly laid-out post-high school plans to others

Suggested Activities

- S.M.A.R.T. Goal development regarding college and/or career goals
- Self-reflective journals
- College and career research/inventories (from previous units)
- Assignment/Culminating Project on students' post-high school plans (with presentation component)

- Student assessment of interests and matching to (1) Internships (for 11th and 12th graders) and mentorships (for 9th and 10th graders)
- Structured and non-structured activities for students and mentors such as day-long retreats, dinners, events, etc. (ongoing for the rest of the year)
- Skills assessment and evaluative feedback

Instructional Assignment

- S.M.A.R.T. goals—career and college
- Self-reflective journals (answering essential questions)
- Student written report on post-high school plans (college and career) with detailed information and S.M.A.R.T. goal development for goal completion (with presentation)

Students will read Level 3 of "How Successful People Lead" - John Maxwell

7. Social Entrepreneurship-Creative Problem Solving/Writing
Instructional Objectives

Students will learn about creativity. Students will learn about effective brainstorming and effective business proposal writing.

- Students will be able to work in collaboration with others (small groups) to design a social entrepreneurship project aimed at improving their communities
- Students will be able to identify models and examples of social entrepreneurs in their communities and schools
- Students will be able to utilize their ideas and voices to advocate for themselves and their communities

Suggested Activities

- "Tour of the City" examining community equity and access
- Historical examination of community issues
- Lessons focusing on defining and providing examples of social entrepreneurship
- Research assignments (i.e., scavenger hunt) on local business/ examples of social entrepreneurship
- MLA student Social Entrepreneurship project
- Commercials or PSA's (multimedia presentations of their projects)
- "Elevator Speech" assignment
- Project Presentation Night (with invited guests)
- Lessons or activities focusing on use of technology or have technology as a means to present work (ongoing throughout the year)
- Engagement with multimedia technologies
- Guest speakers/Social entrepreneurs focusing on careers in technology
- Technology based mentors and internship opportunities

- Field trips to organizations or companies focusing on technology

Instructional Assignment

- Students will be grouped by different levels and given the task of developing their own company. Students will need to develop and write a plan for a company name, budget, branding design and perspective growth outcome based on supply and demand. This will be written into a business proposal. Students will then present their company to our school "Shark Tank" to see if they can get potential investors. Based on the outcomes of investment, the students will need to think creatively to find solutions to any real concerns and then plan around how they will find solutions. The students will be tasked with writing reflectively about their business proposal and how they will prepare more critically for future proposals.

Students will read Level 5 "How Successful People Lead" - John Maxwell

8. Becoming Agents of Change-Writing
Instructional Objectives

Students will write critically, reflectively and persuasively. Students will know the difference between each style of writing and when to appropriately use each. Students will learn about organization, clarity and use if evidence when writing in any style. The importance of effective writing in business, education and groups will be discussed.

- Students will develop their sense of agency by carrying out short-term and long-term action plans that work towards viable solutions to the challenges students see in their schools and communities
- Students will be able to carry out their action-plan
- Students will know how to develop an action-plan and work in groups/as a team
- Students will know about their local organizations, politicians, etc. in order to form partnerships or coalitions to work for positive change

Suggested Activities

- Solutions-based assignments
- Activities and assignments for developing short-term and long-term action plans on how to implement possible solutions for an issue(s) students identified in previous unit (action-research project) AND carrying it out
- Class assignments linking students to local organizations
- Presentations to community members, politicians, staff/administrators, etc. (both their action-research and their action plans)
- Carrying out their action-plans

Instructional Assignments

- Action-plan drafts
- Short-term and Long-term action plans final drafts (carried out)
- Showcase event where students are able to inform the community about local issues or concerns (examples: Presentation to school board or other public forums).
- Students will write a persuasive essay, create a persuasive poster and an electronic advertisement. Student will write a critical essay on a leadership topic. Students will write reflectively in short journal assignments and longer essay assignments. Students will write a reflective essay focusing in on their leadership growth and development in preparation for their year-end legacy assignment.

Students will read Level 5 of "How Successful People Lead" - John Maxwell

9. Creative Problem Solving
Instructional Objectives

This unit will focus on creativity and problem solving for real work situations. Students will work to identify the core issues of any situation and look at problems from others perspectives. They will learn how to build off of their peer's ideas in order to find a more creative and effective solution to the problem. This will be done through real work and hypothetical situational analysis of issues. Students will work in groups to brainstorm, develop and implement proposed solutions and meet with appropriate personnel to present their solutions and persuade other of the viability of their ideas.

- Students will be able to engage in various conversations about poor decision- making and overcoming challenges
- Students will be able to evaluate their own progress towards their goals (SMART goals, etc.)
- Students will learn how to research and solve a community problem

Suggested Activities

- S.M.A.R.T. Goal development workshops (revisiting goals on college and career goals) Lessons focusing on life-skills (communication, healthy relationships, conflict resolution, time management, etc.)
- Self-evaluation of plans and behaviors, and feedback from MLA staff
- Decision-Making activities with Mentors
- Readings on decision-making and youth; for example: Solórzano's "Transformative Resistance" article/reading
- Workshops engaging students in decision-making activities and role-playing

- Guest speakers highlighting importance of good decision-making and creative problem solving
- Self-reflection journaling throughout
- Lessons on Developing Problem-Solving Skills

Instructional Assignment

Students will go out into classrooms and identify an issue that is important in their school or community. They will work in groups to research the problem and brainstorm potential solutions that are viable, affordable and realistic. Students will create a plan to fix the problem and present that plan to a panel of experts in the field. This panel can include community members, school administration, district personnel and /or parents and other students. If approved, they will implement their plan and follow through the process. If not approved, they will evaluate the reasons it was not approved and make the changes to resubmit their plan for approval.

Students will read Level 5 of "How Successful People Lead" - John Maxwell

10. Physical Health-Service Learning Leadership
Instructional Objectives

Students will learn the importance of serving others, their school, their community and their world. This will all be done through a service learning project around physical health and the world around us.

- Students will know about socio-economic disparities in physical health
- Students will know about particular health-related issues in their community, like diabetes, hypertension, etc.
- Students will be able to understand ways to prevent certain health issues and to work towards being healthy individuals
- Students will be able to engage others (school and/or community) with information on how to live healthy lives

Suggested Activities

- Health statistics, based on demographics
- Examination of physical health through a critical lens (statistics, readings, film, etc.) Socratic Seminars
- Self-reflective writing
- Student debates
- “Tour of the city” (analysis of food/health resources across communities)
- Guest speakers (food justice)
- Films (Unnatural Causes, SuperSize Me, Food Inc., etc.)
- Food journals
- Lessons on healthy eating, taking care of one’s body, etc.

- Examination of family history of health
- S.M.A.R.T. goals based on physical health

Instructional Assignment

- Self-reflective journals (answering essential questions)
- Large-class discussions or Socratic Seminars
- Individual or Group Presentations
- Food Journal will be kept by all students that will document daily eating habits. The students will develop a food plan that will allow for them to begin eating healthier based on the documented intake of certain foods, i.e. sugars, breads and water.
- Students will work in groups to develop a service project that will benefit others, their school, their community and the world. Students will plan and implement the service project and follow through to learn of its value. They will write a media release to bring attention to their project. This will be an ongoing unit throughout the course.

Students will read Level 4 of "How Successful People Lead" - John Maxwell

11. History and Legacy-Communication and Writing
Instructional Objectives

Students will learn the skills necessary to being a confident public speaker. These skills include: projection, articulation, eye contact, body language and confidence. They will learn how to write a speech, use a microphone and digital recording. Students will watch and evaluate famous historical speeches both political and non-political. Students will practice each of the public speaking skills necessary in increasingly difficult situations beginning with peer and culminating in a large group speech. Students will research and be taught effective speech writing and will practice writing their own persuasive speeches.

- Students will be able to explore their own histories and learn about their ancestors
- Students will be able to engage with family or community in a series of assignments related to their identity
- Students will be able to complete a family tree
- Students will be able to combat negative stereotypes through the use of technology and social media
- Students will know some of their history and information about their ancestors (family and race/ethnic group)
- Students will explore about geography
- Students will know about the history of their communities and neighborhoods
- Students will know about negative stereotypes and assumptions regarding young men of color

Suggested Activities

- History lessons on legacy of students' ancestors (Mesoamerica, Chicano Movement, African Diaspora, etc.)—tailored to students in the class
- Student research projects on their ancestors or historical moments

- "Knowing Your Ancestors" assignment (Family tree assignment)
- Homework assignments having students interview/engage with family and/or community
- Documentary film or multimedia projects where students demonstrate Family Tree or research findings
- Personalized lessons focused identity: race, class, gender, sexuality, immigration status, etc. Focused on students exploring their own identities (self-reflection)
- Exploration of history and legacy (past and present); examining race and ethnicity in today's context - Film analysis
- Lessons on geography
- Lessons and activities on stereotypes and the impact of social media (Google searches of ethnicities/races/etc.)
- Confronting stereotypes head-on
- Lessons on technology and multimedia use
- Guest speakers
- Field Trips (mural walks, etc.)
- Scavenger Hunt assignment

Instructional Assignment

- Quizzes and exams on content
- Self-reflective journaling answering Essential Questions
- Geography assignments
- Socratic Seminars
- Family Tree written piece and visual with presentation
- Art project capturing students' multiple identities (w/presentation)
- Social media campaign (multimedia) where students confront stereotypes head on and present to various community and school members
- Students will write and give a persuasive speech. They will present their speech using a microphone to a live audience and will have their speech videotaped. Students will be evaluated by both their peers and through self-evaluation while watching their own performance on the effectiveness of their presentation, as well as how well they used public speaking skills. Their speech will be evaluated for its content and the arguments made and justified in their writing.

Students will read Level 4 of "How Successful People Lead" - John Maxwell

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

Agenda Item 9.1h

Meeting Date: August 18, 2016

Subject: Approve Minutes of the June 28, 2016, Special 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 June 28, 2016, Special Board of Education Meeting.

Background/Rationale: None

Financial Considerations: None

LCAP Goal(s): Family and Community Empowerment

Documents Attached:
1. Minutes of the June 28, 2016, Special Board of Education 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
SPECIAL MEETING MINUTES

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 Board Member

Tuesday, June 28, 2016
5:30 p.m.

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

MINUTES
2015/16-26

1.0 OPEN SESSION / CALL TO ORDER / ROLL CALL/PLEDGE OF ALLEGIANCE

The meeting was called to order at 5:41 p.m. by President Pritchett, and roll was taken. The Pledge of Allegiance was led by Mr. Alex Visaya.

Members Present:
President Christina Pritchett
Second Vice President Jessie Ryan
Ellen Cochrane
Diana Rodriguez (left at 10:35 p.m.)
Darrel Woo

Members Absent:
Vice President Jay Hansen (arrived at 6:25 p.m.)
Gustavo Arroyo (arrived at 7:00 p.m.)

A quorum was reached.

2.0 CONSENT AGENDA

2.1a Approve Grants, Entitlements and Other Income Agreements, Ratification of Other Agreements, Approval of Bid Awards, Change Notices and Notices of Completion (Gerardo Castillo, CPA)

2.1b Approve Consolidated Application (ConApp) 2016-17 Spring Report (Dr. Iris Taylor and Lisa Hayes)

2.1c Approve Facilities Committee Recommendation on Next Steps for the Thomas Jefferson School Site (Cathy Allen)

2.1d Approve Facilities Committee Recommendation on Next Steps for the Old Marshall School Site (Cathy Allen)

2.1e Approval of Joint Venture and License Agreement Between Sacramento City Unified School District and River Oak Center for Children for Space at the Fruit Ridge Elementary School Site (Cathy Allen)

2.1f Approve Resolution No. 2897: Encouraging California's State Legislature, Governor, Senators Feinstein and Boxer and Representative Matsui to Support Measures to Deter and Reduce Gun Violence in the State of California (Ellen Cochrane)

2.1g Approve Minutes of the June 2, 2016, Board of Education Meeting (José L. Banda)

A motion was made by Member Woo to approve the Consent Agenda. This was seconded by Member Cochrane and unanimously approved.

3.0 BOARD WORKSHOP/STRATEGIC PLAN AND OTHER INITIATIVES

3.1 Adopt 2016-17 Local Control and Accountability Plan (Dr. Al Rogers) ***Action***

The presentation was given by Chief Strategy Officer Al Rogers, LCAP/SPSA Coordinator Cathy Morrison, and Student Outcomes Coordinator Sara Petrowski. They gave a brief review of legal requirements and a recap of what they have heard and learned from the Board. They highlighted the minor revisions included in the LCAP since the public hearing at the last Board meeting and shared a preview of the potential updates to the LCAP from the California Department of Education for next year.

Public Comment:
Alex Visaya asked how funds were best spent for student needs in the past two years. He asked if each school site improved services to all students including those on free and reduced lunch, foster youth, homeless students, and especially students with disabilities. He spoke about the importance of transparency in decision making and community stakeholder engagement. He said budget details showing the types of expenditures are needed. He also spoke about Consolidated Application requirements for low socioeconomic status (SES) students.
Frank DeYoung, of Hollywood Park Elementary School, said he is on the LCAP Committee but does not speak tonight as an LCAP Committee member. He has concerns with transparency and the use of supplemental funds to settle collective bargaining agreements. He also feels that the outreach for LCAP this year regressed as there were fewer respondents to the survey and most of those that did respond were white. More of the focus was spent on outreach for the Strategic Plan.
Jason Weiner, a member of the LCAP Advisory Committee, spoke about the many recommendations that the Committee was able to make on the draft LCAP; many of those were incorporated into further

drafts seen by the Board. He thanked the Board and staff. He made the following four suggestions for the future: to ensure that budget information is not delayed in its release to the community and in this process; to consider a multi-year term for the parent advisory committees and to stagger those terms; to integrate the LCAP with budget, data, and strategic plan processes and document; and to ensure that the supplemental concentration money is spent on students.

Board Member Comments:

Member Rodriguez agreed with the comments on transparency and was concerned that the LCAP was only provided as a computer link for this Item. She thanked Mr. Weiner for his recommendations. She is also concerned to hear that the LCAP Committee members are not being apprised of the budget.

Second Vice President Ryan thanked the Parent Advisory Committee (PAC) members. She is concerned to hear that we had a drop in level of survey participation and that the process was less seamless this year. She spoke of the idea to better align our selection of PAC members with the budget process and regarding the ability to give timely feedback. She feels a debrief, to which Ms. Morrison alluded, should be conducted with PAC by beginning conversations next month. She likes the suggestion of tiered terms. She spoke of the importance of integrating the budget with the LCAP. She is glad the staff said they will be monitoring upcoming Board of Education meetings and asked Ms. Morrison if they will be offering recommendations for strengthening the proposed template and if they are talking to PAC members about this. Dr. Rogers said yes, they will take every opportunity presented to weigh in as well as to get guidance and feedback from PAC. Second Vice President Ryan suggested putting a meeting on the calendar with some of our key PAC members to have them take a look at proposed draft template changes. She asked if initial feedback on the three year proposal has been good. Ms. Morrison and Dr. Rogers gave an update on this. Second Vice President Ryan said she is happy to forward comments to the State Board of Education. She also spoke about concerns regarding supplemental concentration dollars. Dr. Rogers responded. Second Vice President Ryan mentioned a Public Advocates lawsuit with Los Angeles having to do with concerns around funding for the benefit of all students versus the targeted populations listed out in LCFF. She spoke about looking at part of collaborative time to build in modules that we know will lift student achievement for our populations most in need. She asked what we have done to address the dearth of bilingual educators. Ms. Morrison and Dr. Rogers replied that we have not as yet created a standard that can inform site level expenditures for bilingual staff. Second Vice President Ryan said that she would like to see some guidelines shared with the school sites. Superintendent Banda commented on the bilingual staffing issue. He spoke about a grant that was available to a couple schools last year to provide professional development to all staff in this area. There are now five schools involved, and there is another grant that will expand this even further. He thanked the LCAP Committee and addressed concerns around the budget. Part of the challenge has been running the LCAP process at the same time as the Strategic Plan, and we are hearing clearly that we need to be mindful of transparency and processes and engagement. We will continue to improve in these areas. We have the tools now to monitor and make sure we are reaching every segment of our community. The Superintendent also said that budget alignment with the Strategic Plan will continue to be a problem unless the timeline is redone. We could not release the budget information as we were waiting on the May Revision. We will look at this also. He thanked the staff for their efforts in getting this done.

Member Woo thanked the LCAP Committee and the Superintendent for his comments. He concurs with the comments of other Board members. As we go into next year, he would like to see a list of all the comments we received regarding production of the LCAP and all comments heard today, with staff addressing each one.

President Pritchett thanked staff and told parents and community members engaged in this process how much she appreciates the time they have dedicated. She likes the multi-tier idea for community members. She agrees with Board comments heard and hopes that they are implemented in the process going forward. She asked for a motion to approve the Item. A motion was made by Second Vice President Ryan and seconded by Member Woo. The motion passed unanimously with Member Rodriguez away from the dais.

3.2 Adopt Proposed Fiscal Year 2016-17 Budget for All Funds (Gerardo Castillo, CPA) ***Action***

Chief Business Officer Gerardo Castillo and Budget Director Michael Smith presented. Mr. Castillo noted that there was a public hearing on this Item at the June 16th Board meeting; prior to that a budget workshop was held. They ask tonight for approval in order to have spending authority for the 2016-17 fiscal year. They went over the additional general fund revenues and expenses, a summary of the general fund, multi-year projections, the Local Control Funding Formula (LCFF), a summary of other funds, and next steps.

Public Comment:
None.

Board Member Comments:
Vice President Hansen asked if Other Post-Employment Benefits (OPEB) is for all employees or one group. Mr. Castillo replied that it is for all employees. Vice President Hansen asked how much of the $20 million dollars in the books and supplies line will go toward new textbooks. Mr. Castillo answered that $1 million is for book replacement. Interim Chief Academic Officer Dr. Iris Taylor gave further explanation that the $1 million for textbooks is in alignment with the Williams Act. Vice President Hansen asked on what the balance is spent. Mr. Castillo said the balance includes technology; any item under the California School Accounting Manual (CSAM) that costs less than $5,000 is coded under books and supplies. This includes custodial staff among other things. Vice President Hansen feels that books should be separated out of this amount. Mr. Castillo said this can be done and that the school sites get an additional allocation for books as well. Mr. Smith noted that library books are also purchased outside of the $1 million.

Second Vice President Ryan is happy the budget materialized s it did, but recognizes that all projection indicates we will face an economic downturn and has concerns about long term fiscal stability. She asked if the healthcare benefit cost increase of six percent is in line with what we see in neighboring districts and what our increases were in the prior two years. Mr. Castillo said we are significantly higher than not only surrounding districts but at the State level as well. Many other districts have benefit caps or require that employees cover a percentage of the cost. He further explained that the six percent is an average of all providers; one is actually coming in at 10.7 percent. Second Vice President Ryan said she is happy with the District's continued investment in City Year. She asked about $200,000 for VAPA musical instruments. Dr. Taylor said this amount is to maintain some existing programs and includes stipends for teachers; $35,000 of this amount is for instrument replacement and repair. Second Vice President Ryan then asked about the $500,000 for technology kiosks. Mr. Castillo said it is to give more access to parents so they can register for things on-line at the school sites. Chief Information Officer Elliot Lopez gave additional information. Second Vice President Ryan has concerns with training. Second Vice President Ryan spoke about legislation that will bring resources to the District in the coming year and other funding.

Member Woo asked if the technology kiosks are to supplement parent resource centers. Mr. Lopez answered that the intent is to ensure that we have consistent resources available across all District schools. Member Woo asked if there is an income threshold beyond which parent volunteers will not be able to utilize free fingerprinting services. Mr. Castillo said the $20,000 in fingerprinting funds will be allocated to the Family Resource Center at the Serna Center. From there the Area Assistant Superintendents will work with the individual school sites to make it equitable and accessible to all schools. Fingerprinting is already free at some schools through Title I, but we cannot supplement. Member Woo concurs with Second Vice President Ryan regarding the funding of City Year. He asked Mr. Smith a question about LCFF information that was included in the presentation. Mr. Smith explained the percentages regarding the increase of LCFF. Regarding funding shorted to the District based on Proposition 98, Member Woo asked, since there will still be income coming in, has the Governor signaled what will be taking the place of LCFF money? Or will we go back to the Proposition 98 formula? Mr. Castillo said that the LCFF is set up for year 2020-21. We hear of a lot of one time revenues that we have received even this year, but we do not have a new, coming proposal.

Member Rodriguez spoke about information from Sacramento County Office of Education in which it was mentioned that systematically throughout the years we are to expect that we will receive less and less funding to implement LCFF. She spoke about the amount set aside for OPEB. She spoke about the books and supplies line and asked that Board members receive a detail report of the 5300 account so that they understand what funds are there and how they are being distributed and the CSAM description of books and supplies. Member Rodriguez is not comfortable with deficit spending listed in years 2017-18 and 2018-19. She asked Mr. Castillo if he felt comfortable with the Board bringing suggestions on how to manage expenditures. He replied that we do not feel comfortable in bringing deficit spending to the Board but it is a reality based on assumptions. We have time to make corrections and adjustments and we believe our budget is on the conservative side. When there is deficit spending, the sooner decisions are made, the less painful are the cuts. What is different this year compared to last year also is that we have a fund balance that can help us. Member Rodriguez does not want to rely on a fund balance.

President Pritchett asked how much has been set aside for textbooks in the past. Mr. Castillo said that it has been $1 million each year. President Pritchett asked how these funds will resolve the problem of sites using worn out textbooks. Dr. Taylor explained the way the State now funds textbooks compared to the past. She does not know the timeframe for the $1 million set aside for textbooks; this amount was really to maintain or replace consumables. As materials go out of adoption it is understood that replenishment will have to come out of District funds. With LCFF we will have to reassess how we fund textbook adoptions moving forward. President Pritchett clarified that the textbooks in poor condition that a West Campus High School teacher recently brought in during public comment may not be replaced. Dr. Taylor said yes because we have to look at the whole scope of our materials and the state of all of our materials and then prioritize what needs to be replaced. President Pritchett asked if one time funds can be used to assess the most desperate schools. Mr. Castillo said the acquisition of textbooks is a good use of one time funds. President Pritchett asked him to look into it for the Board. She also asked how much is spent annually on fingerprinting for each parent and how many parents are fingerprinted every year. An answer was not readily available, but will be provided. Superintendent Banda said we are reviewing fingerprinting for volunteers that cannot afford the fee. President Pritchett asked that we start a communication plan once we have that implemented.

Member Arroyo asked what is the assessment of what materials are needed and when they will be needed. Dr. Taylor said that Library Textbook Services has done an inventory to see what the prioritized list is, but this is not just about replacing damaged or old materials; it is also about adoptions of new materials. An adoption cannot be done for just particular schools, and the price is

huge, so huge that we must look at storing away funding over time to allow for adoptions. Dr. Taylor also explained how when the State shifted funds away from funding that is strictly for textbooks, districts are not now required to adopt and decisions need to be made at a local level. The next adoption would be English Language Arts because those standards are now six years in the making, and we have only done a Math adoption to align to the Common Core State standards. What we have done, to allow for implementation, is to supplement our existing materials with Common Core aligned materials. Next would be a Science adoption and then History. This order should drive our adoption of new materials. Member Arroyo said it is good to know this is a one or two year process so that people can be informed and understand. Dr. Taylor spoke about the need to have electronic materials as well. Superintendent Banda said we have been exploring electronic books and software to track books. Elliot Lopez commented on this and explained the long term strategy.

President Pritchett asked for a motion to approve. Member Arroyo motioned to approve the Item, and Second Vice President Ryan seconded. Item 3.2 was unanimously approved.

3.3 Adopt Strategic Plan 2016-2021 (Dr. Al Rogers) ***Action***

The presentation was given by Chief Strategy Officer Al Rogers, LCAP/SPSA Coordinator Cathy Morrison, Student Outcomes Coordinator Sara Petrowski, and Will Jarrell of Pivot Learning Partners. They gave a reflection, project purpose and outcomes, and spoke about the previous strategic plan and the updated one. They also spoke about the following: college, career and life ready students; safe, emotionally healthy and engaged students; family and community empowerment; operational excellence; core values; measuring and reporting progress; proposed key performance indicators; next steps; a final reflection; and more next steps.

Public Comment:
Angela Sutherland, a parent at Hollywood Park Elementary School, commented on College, Career, and Life Ready graduates, specifically the goal for expand and improve interventions and academic supports for all students in order to close the achievement gap. She said that Multi-Tiered System of Support (MTSS) cannot be used as a way to delay services for students with disabilities who may need special education interventions. She feels it is important to not only focus on the disproportional representation of subgroups but also think about the under identification and misidentification of students. She also commented on all that is involved in MTSS.
Alex Visaya stated that he believes in the Strategic Plan and that the LCAP is sketched in stone. He feels the Strategic plan should move forward under Dr. Rogers.

Board Member Comments:
Member Cochrane thanked the team for tying the Strategic Plan to the LCAP with notations. She suggested this might be useful to do with the budget, i.e., to tie the LCAP to the budget. She said community members are excited about the data dashboard. She asked how community members can follow the money. Dr. Rogers replied yes, the data dashboard can follow the money. Member Cochrane asked that Ms. Sutherland's question be answered. Dr. Rogers answered the question on MTSS and explained that the Strategic Plan is not meant to show the action plan of every item but that the LCAP is closer to that. Member Cochrane asked Dr. Rogers to come back to the Board with bullet points of accomplishments.

Member Woo asked a question about key performance indicators (KPI). He asked if there will be baseline data. He said he is excited about the plan and moving forward with it.

Member Rodriguez thanked the team for their efforts of trying to put in some measurables, but noted that there is no connectivity with key performance indicators to the Strategic Plan. She would like it to be more simple and digestible. She explained more about what she was hoping for and said that this is something she cannot support.

Second Vice President Ryan thanked the team and spoke about specific concerns regarding a drop in high school graduation rates. Dr. Rogers addressed the comments saying that we are working with each high school individually and explained how we are tracking and engaging students. Second Vice President Ryan spoke more about her concerns in this area and said she would like to see the next steps. Dr. Rogers spoke about the process for Strategic Plan design and implementation. He noted teacher and principal involvement in the Strategic Plan and gave examples. Second Vice President Ryan spoke about her experience at a Strategic Plan presentation and also spoke about parent feedback. When this is passed tonight, she would like to see it go back into the community to show parents what was adopted and how it will be enacted.

Superintendent Banda said he is very pleased where we landed with our goals; that it is a reflection of what we heard from parents and community members. He appreciates all the input and the work it took to get that input as we want this to be a living document and not something that just goes on a shelf. He likes the idea of going back and connecting with the community again. He let the Board know that upon approval, a large part of the work still remains to be done. The next step would be to start looking at metrics and details to develop plans for the school sites. We would then have them develop their plans so they align with the work we are doing.

Member Arroyo commented on what he understands as the purpose of the Strategic Plan. What he is hearing is a back and forth between a feeling that it is too vague versus too prescriptive. He encourages seeing the plan as a conceptual model. He sees it as a tool leading to details that will come afterward. It is meant to give direction from the Superintendent to Cabinet to Directors, etc., so that they know what is a priority. Regarding questions about how we will operationalize each segment, that is what we do at the bi-monthly Board meetings and workshops. First there must be a general agreement on priorities. Three key things he sees that need to be done on this Strategic Plan are values, what are we here to do, and what is our intent. As an example he spoke of the huge gaps being heard over the past few months in Special Education. The Superintendent has been doing detailed work with the department and bringing that back to him. The Strategic Plan is a first phase to give us a network of where we want to go via our values and intent. The challenge he wanted to see met, and he feels they succeeded, was to ensure that every stakeholder that could be brought in has a voice in the plan.

Vice President Hansen thanked the presenters. He is happy that operational excellence was added and asked for more information about the data dashboard. Dr. Rogers responded with an explanation and gave an update. Vice President Hansen asked if it will be ready by September 1st. Dr. Rogers said yes.

Superintendent Banda commented on the data aspect and gave some background and an update.

Second Vice President Ryan made a motion to adopt the Strategic Plan with the understanding that we will go back into the community to present the data dashboard as a tool to help inform and empower our parents and to also discuss next steps and operationalize this work at the site level and furthermore have a commitment to make this a monthly standing item on Board meeting agendas moving forward so that we are consistently as a Board and a staff holding ourselves accountable to making progress towards meeting the goals of the Strategic Plan. Vice President Hansen asked if we would have this as

a standing item at every Board meeting. Second Vice President Ryan clarified that it would be once per month and that it can be brief in content but will keep the Board consistently asking about progress being made and measuring intermediate benchmark along the way. Vice President Hansen then seconded the motion, and it was approved 6 to 1 with Member Rodriguez voting no.

3.4 Approve Continuous Improvement of Special Education Services: 2016-2017 Annual Service Plan and Annual Budget Plan (Dr. Iris Taylor and Becky Bryant) ***Action***

Director of Special Education Becky Bryant gave the presentation. She went over the 2016-2017 Annual Service and Budget Plan and also answered Board questions that came up at the last regular Board meeting on June 16th. These questions were regarding establishment of Special Day Classes (SDC) and how transportation is provided to those sites. She requested Board approval for the Item.

Public Comment:
Angela Sutherland, a parent at Hollywood Park Elementary School with a daughter currently in an SDC class who will be going into a general education class next year, spoke about comments made at the last Board meeting that there is a capacity issue with the number of Program Specialists. Recommendations were made at that time to increase the number; however the budget plan shows that the number has not been adjusted. She also said inclusive practices sites have not increased and more SDC classes have been added. She is concerned that inclusive practices are not being increased.

Board Member Comments:
Second Vice President Ryan asked Ms. Bryant to answer Ms. Sutherland's question about the increase in SDC classes rather than inclusive practices. She also asked if we are able to serve more students through inclusive practices this year and in the subsequent budget year compared to years past. Ms. Bryant said there is currently no plan in the budget to increase the capacity for inclusive practices for the 2016-17 school year. We have an increase of students in SDC classes which necessitated the opening of additional classes. Ms. Bryant explained that what is required in order to increase inclusive practices are more resources. In addition, there are structural things within the implementation currently that continue to need work, such as how we ensure that all teachers attend Individualized Education Plan (IEP) meetings for example. Noting that research seems to indicate inclusive practices increases student achievement, Second Vice President Ryan asked if they have done a cost analysis between the service model and cost for a student in an inclusive model versus the SDC class. Ms. Bryant replied that she has been asked by Cabinet to come up with a comprehensive plan which she will be working on in the coming months. Superintendent Banda commented that it is a matter of resources and the Special Education budget; we currently spend upwards of $96 million dollars. We whole heartedly believe in inclusive practices, but in order to get there we will have to look at how we can be more efficient and streamlined. In addition to the research Ms. Bryant will do, we also plan to do an audit of the program. Second Vice President Ryan asked for a timeline. Superintendent Banda said that the audit will be done in the fall. We won't be able to implement anything this year, but will be able to develop the plan to address concerns that have been brought up by parents. Second Vice President Ryan expressed concern about current students. She hopes we are doing an audit this fall, we get recommendations, and adjust our plan accordingly moving forward to hopefully prioritize resources so that we are developing a fully fleshed plan for better meeting the needs of our Special Education students. She asked if this is for the 2017-18 school year and was told yes it is. Lastly she said that communications with our Special Education population and their families have continued to be a challenge and that at some sites this is happening at a superior level to others. The leadership of administrators and teachers at some sites in being a part of the IEP plans is uneven.

Therefore, as part of the audit, she suggests finding out how we can identify a few of the star performing sites and ask them to do some train-the-trainer modeling of best practices for other sites.

Member Woo asked a question on transferring from unrestricted to restricted accounts regarding Special Education transportation revenue. He asked where in the Special Education expenditures the unrestricted monies will be spent. Ms. Bryant said it is spread throughout the categories. Most of the expenditures are for special education teacher and aide positions that are multi-funded through state funds we receive, part of federal grant funding, or part of District contribution. Member Woo noted that about two-thirds of Special Education funding is coming from unrestricted, or general, funds. Mr. Castillo said that is correct and that Special Education students also earn Average Daily Attendance (ADA). For 2016-17 we expect they will earn about $19 million dollars in ADA. Member Woo asked if our Special Education expenditures would be reduced if the number of special education students were reduced by ten percent. Ms. Bryant said it would depend on the type of students, the need, and how many students we were serving. Member Woo asked if the Special Education budget includes independent charters in the District. Ms. Bryant said dependent charters are part of the Special Education Local Plan Areas (SELPA) but our independent charters are not except for Sol Aureus charter school. Member Woo noted that our 76 schools with programs bear the financial burden. Ms. Bryant noted that most of the independent charters do not operate SDC classes. Ms. Bryant said there is a factor, or charge, and they may have assumed or devoted a different service delivery model to how they provide their services.

Member Rodriguez noted that independent charter schools operate differently and that they can buy services from the District to help with special education needs. We also have many of the private schools that reside in our SELPA that use our services for Title 1 out of our Title 1 budget. Member Rodriguez thanked Superintendent Banda for highlighting a study on Special Education and making it a priority.

President Pritchett thanked the Board for their comments and Ms. Bryant for her hard work. She asked for a motion to approve. A motion was made by Member Woo which was seconded by Vice President Hansen. The motion was approved unanimously.

4.0 PARCEL TAX PUBLIC HEARING AND RESOLUTION

4.1 Public Hearing on Parcel Tax Resolution No. 2896: Resolution of the Board of Education of the Sacramento City Unified School District Calling an Election for Voter Approval of an Education Parcel Tax, Establishing Specifications of the Election Order, and Requesting Consolidation with the Statewide General Election on November 8, 2016 (Jessie Ryan) ***Information***

a. Open public hearing
b. Close public hearing

President Pritchett opened the public hearing. Second Vice President Ryan began by acknowledging and thanking her committee members who helped form the resolution. She said both Member Rodriguez and Member Woo met consistently to flesh out the proposal. There was also staff support. She explained the parcel tax that they hope to put on the November ballot. Voters were polled and many hours of input from community members and stakeholder groups were heard on how to best use a finite amount of resources. We are

looking at ways to generate new revenue to fund things we value most. She said they would like to move forward, and she believes that it tackles what we know works in terms of the wrap around student supports necessary to help lift student achievement for all populations. It also tackles some of the areas of need and priorities for families across the District that motivate and inspire students to stay in school. Vice President Ryan then turned the presentation over to Superintendent Banda. He said this parcel tax is what the schools and students need in order to secure the stream of extra funding for programs that otherwise might be cut during an economic downturn, including the arts. He spoke of programs and services that are outside of the core mission but are vitally important to our students and community. The parcel tax aligns with the whole child approach to public education and to our work around equity.

Public Comment:
The following speakers spoke in favor of Resolution 2896:
Jim Scheible, representing the Sacramento City Charter Leaders.
Rebecca Gonzales, a former parent in the District and employee of the National Association of Social Workers, California chapter.
Francisca Garcia, representing the Parent Teacher Home Visit Project National.
Jim Kedduy, Vice President of Children Now.
Rachel Iskow, a parent in the District and Executive Director of Mutual Housing.
Carl Pinkston, representing the Black Parallel School Board.
Jason Weiner, a Leonardo da Vinci parent and representative of Sacramento Area Congregations Together (ACT).
Donielle Prince, a member of Sacramento ACT.
Nailah El-Amin, a member of Sacramento ACT.
Rashad Baadqir, a member of Sacramento ACT.
Amani Peer-Baadqir, a student at C. K. McClatchy High School.
Markton Ross, Chair of the Diocese of Sacramento Black Catholic Ministry.
Liz Guillen

Board Member Comments:
Vice President Hansen expressed his support for this Item which asks for property owners to voluntarily tax themselves. He noted that it has a six year sunset. He asked to make one amendment to the fourth Whereas from the bottom. He asked it that the words "at risk" be stricken and have it just say "all funds are spent equitably for the benefit of students in our local district".

Second Vice President Ryan thanked the community members that came to comment and give support. Her hope is we show success for students most in need and then secure additional resources to grow the programs beyond the six years we have before us if we are successful in passing this parcel tax. She shared that fellow Board members provided excellent input on the resolution, including Committee Members Woo and Rodriguez, especially in looking at how we could construct a Citizens' Oversight Committee to ensure accountability and a forum for community voice to put this forward in the best possible fashion for the benefit of students most in need. She said we are not to the point where we are taking amendments in reading through the resolution, and has a somewhat counter adjustment to Vice President Hansen's suggested amendment, but believes we are at an excellent position to do something that will be incredibly positive for students that deserve an opportunity to exceed in life.

Member Rodriguez is in favor of the resolution and in favor of the language to stay in as is as she wants to ensure that we have equitable distribution for our children. She is disappointed, however,

that the Strategic Plan item approved tonight is missing some things, specifically to lower the expulsion rate and to provide more Art and Music classes that we really want to do in this plan. She explained further why she voted no on the Strategic Plan item, and expressed her wish that the Strategic Plan had been held back. She encouraged staff and the Board to not make haste in decisions in the future.

Member Cochrane stated that she supports the resolution as written but asked Second Vice President Ryan to specifically address why those two words are in the resolution. Second Vice President Ryan replied that the language "at risk" mirrors the language in our 75 word ballot statement as well. In talking about students that are at risk of falling behind or dropping out, there are traditionally underserved students. She is comfortable with changing the language to be "students most in need".

Member Woo shared that the language "at risk" was a topic of great discussion among the three Committee members. They wanted to make sure that it is put out to the public that the intent of the parcel tax funding in part will go to those who need it the greatest. He feels it is important to either leave it in or include language that generally reflects that. He supports this parcel tax.

President Pritchett thanked Second Vice President Ryan, Member Rodriguez, and Member Woo. She also thanked Sacramento ACT. She said to keep equity in mind, and she closed the public hearing.

4.2 Approve Parcel Tax Resolution No. 2896 (Jessie Ryan) ***Action***

Second Vice President Ryan read the resolution.

Public Comment:
None.

Board Member Comments:
Vice President Hansen said that he spoke to legal counsel and has reconsidered his prior motion.

President Pritchett asked Vice President Hansen to read the ballot sheet, which he did.

Member Woo urged leaving the 75 words on the ballot sheet as is unless the Chair has thoughts on the matter.

Vice President Hansen discussed the wording further; he wants to make sure it is clear what is being put forward.

Member Woo asked Legal Counsel Jerry Behrens for his opinion on which of the two documents, the resolution or the ballot sheet, have greater legal significance. Mr. Behrens replied that the voters are not going to see the resolution, they will see Exhibits A and B. They will focus and rely on the 75 words.

Based on discussion with Mr. Behrens, Vice President Hansen withdrew his amendment.

Member Arroyo asked for clarification on what voters will see. Mr. Behrens responded that they will see the long form if they want to, which is Exhibit A to the resolution, but most likely they will simply focus on the short form Exhibit B, and they will not see the resolution. Member Arroyo asked, in terms of ensuring proper implementation and if one has a question, grievance, or challenge, will they do it based on Exhibit B (what they voted on) or the resolution voted on by the Board. Mr. Behrens replied

that they will be relying on Exhibit B. The resolution whereas on page two states "all funds raised in these qualified special taxes are spent equitably and for the benefit of at risk students in our local district". He said if the Board wanted to be consistent with the 75 words, they could consider "for the benefit of the students most in need in our local district". Member Arroyo asked for more clarification on what voters would base possible challenges. Mr. Behrens answered that the voters, if they approve it, will rely on Exhibits A and B, not on the resolution. Member Arroyo asked then what the role of the resolution is. Mr. Behrens said the resolution is to give direction to put certain matters on the ballot and other legal requirements. The resolution implements the attachments to go forward to the electorate. Member Arroyo clarified that there is then no challenge by using the resolution to either argue or undo. Mr. Behrens said they could point out the inconsistency, but the electorate is going to rely on Exhibits A and B.

Member Rodriguez moved Resolution 2896 as written for approval. Second Vice President Ryan seconded.

Member Woo noted that while counsel has spoken and referred to Exhibit B as the tax language that will be on the ballot, his exhibit is marked as Exhibit C, but he understands it to be Exhibit B because it follows Exhibit A. Mr. Behrens said Exhibit C should have the same 75 words or so as Exhibit B. It is a form to be given to the Sacramento County Office of Education to publish the notice as required by law. It is the same text.

President Pritchett said there is a motion by Member Rodriguez and second by Second Vice President Ryan. She asked for votes, and the motion passed unanimously.

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

Public Comment:
Jim Scheible, a teacher at Sacramento High School, thanked Member Rodriguez for including PS 7 Elementary School Fourth grade students in a recent visit with author Rasheed Wallace. He spoke about the recent death of a Sacramento High School student from a gunshot wound suffered in his home and thanked the Board and District for all their support during the aftermath of this tragic event.

The Board then moved into Closed Session at 9:33 p.m.

6.0 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.

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

7.0 RECONVENE INTO OPEN SESSION AND ADJOURNMENT

The meeting reconvened into Open Session and then adjourned at 10:42 p.m.

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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 24 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 24 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: August 18, 2016

Subject: Approve Resolution No. 2899: Supporting Proposition 55, Tax Extension to Fund Education and Healthcare

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

Division: Board Office

Recommendation: Approve Resolution No. 2899: Resolution in Support of Proposition 55, The Children's Education and Health Care Protection Act of 2016

Background/Rationale: Proposition 30 was passed in 2012 to help public education recover some of the funds lost during the recession by allowing districts to hire more teachers, faculty, and education support professionals; brought additional books and supplies directly to the classroom; reopened school libraries; and improved student access to community college courses, while at the same time helping to stabilize California's budget. Proposition 55, the Children's Education and Health Care Protection Act is not a tax increase, but extends the current income tax rates on the wealthiest Californians and only affects the top 2% of earners in the state. It will automatically expire after 12 years.

Financial Considerations: N/A

LCAP Goal(s): College, Career and Life Ready Graduates

Documents Attached:
1. Resolution No. 2899

Estimated Time of Presentation: 5 minutes
Submitted by: Board President Christina Pritchett
Approved by: José L. Banda, Superintendent

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

RESOLUTION NO. 2899

The Children's Education and Health Care Protection Act of 2016

WHEREAS, Proposition 30, passed in 2012, helped public education recover some of the funds it lost during the recession by allowing districts to hire more teachers, faculty and education support professionals; brought additional books and supplies directly to the classroom; re-opened school libraries; and improved student access to community college courses, while at the same time helped to stabilize California's budget; and

WHEREAS, California continues to lag far behind the rest of the country in education funding, ranking 46th in per-student spending. Governor Brown's 2016-17 budget forecasts show that unless we extend the tax on the wealthiest Californians, our schools and colleges will come up $4 billion short in the first year, and the state budget will face a nearly $4 billion deficit.; and

WHEREAS, our students cannot afford another round of drastic cuts that would mean less money each year for lowering class sizes, providing a well-rounded education, supporting professional development, keeping school libraries open, and ensuring students have access to higher education; and

WHEREAS, Proposition 55, the Children's Education and Health Care Protection Act is not a tax increase, but maintains the current income tax rates on the wealthiest Californians and only affects the top 2% of earners in the state and will automatically expire after 12 years; and

WHEREAS, Proposition 55 is expected to raise $8-11 billion a year that will go directly into a special fund that supports K-12 schools and community colleges. By helping the state maintain and fund critical resources for public education, the measure also provided funding for other essential services like health care for low-income children and seniors. Up to $2 billion a year will go to health care for low-income children and their families; and

WHEREAS, Proposition 55 includes strict accountability provisions and will not permit any of the funds to go towards bureaucracy or administrative costs. The funds will be used to help students by reducing class sizes, updating textbooks, hiring new educators, and keeping tuition costs from skyrocketing. The money is also subject to audits by the State Controller; and

NOW, THEREFORE, BE IT RESOLVED that the Sacramento City Unified School District Board of Education supports Proposition 55, the Children's Education and Health Care Protection Act of 2016, as a balanced and responsible solution that continues the much needed investment in public education and other vital services our community wants and deserves.

PASSED AND ADOPTED by the Sacramento City Unified School District Board of Education on this 18th day of August, 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 10.2

Meeting Date: August 18, 2016

Subject: Approve AB 1200 Disclosure of Cost and Ratification of the Tentative Agreements with Bargaining Units - Service Employees International Union, Local 1021 (SEIU), United Professional Educators (UPE), and Unrepresented Management and Confidential Employees.

- ☐ 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 AB 1200 Disclosure of Cost and Ratification of the Tentative Agreement with Bargaining Units - Service Employees International Union, Local 1021 (SEIU), United Professional Educators (UPE), and Unrepresented Management and Confidential Employees.

Background/Rationale: Government Code section 3547.5 requires public school districts to provide, at a meeting of their governing boards, with a summary and costs of negotiated agreements with exclusive representatives before they are implemented. A format for such disclosures has been established by the Superintendent of Public Instruction. The disclosures for each tentative agreement, referenced below, are attached.

Financial Considerations: See attachment A

LCAP Goal(s): Safe, Emotionally Healthy and Engaged Students

Documents Attached:
1. Executive Summary
2. Attachment A - Sacramento County Office of Education – Public Disclosure of Collective Bargaining Agreements
3. Attachment B -Tentative Agreements (signed copies to be provided at the Board Meeting)

Estimated Time of Presentation: 5 minutes
Submitted by: Cancy McArn, Chief Human Resources Officer &
Gerardo Castillo, Chief Business Office
Approved by: José L. Banda, Superintendent

Board of Education Executive Summary

Human Resources Services

Approve AB 1200 Disclosure of Cost and Ratification of the Tentative Agreements with Bargaining Units – Service Employees International Union, Local 1021 (SEIU), United Professional Educators (UPE), and Unrepresented Management and Confidential Employees

August 18, 2016 Board Meeting

I. OVERVIEW / HISTORY

Government Code §3547.5 requires districts to provide the Board of Education, as well as the public, with a summary and costs of negotiated agreements with exclusive representatives before they are implemented. The AB 1200 Disclosure provides a summary of the major provisions of the terms of the negotiated tentative agreement. In addition, the cost of the terms for the years of the agreement must also be presented to the public prior to the final approval.

II. DRIVING GOVERNANCE

- Board Policy – Administrative Regulation 4243.1 – Public Notice – Personnel Negotiations – Before entering into a negotiated agreement, the Board shall disclose, at a public meeting, the major provisions of the agreement, including but not limited to the costs that would be incurred by the district under the agreement for the current and subsequent fiscal years.
- Government Code 3547.5 – Before a public school employer enters into a written agreement with an exclusive representative covering matters within the scope of representation, the major provisions of the agreement, including, but not limited to, the costs that would be incurred by the public school employer under the agreement for the current and subsequent fiscal years, shall be disclosed at a public meeting of the public school employer in a format established for this purpose by the Superintendent of Public Instruction.
- Government Code 3540.2 – A school district that has a qualified or negative certification pursuant to Section 42131 of the Education Code shall allow the county office of education in which the school district is located at least 10 working days to review and comment on any proposed agreement made between the exclusive representative and the public school employer.

III. BUDGET

See Attachment A: Sacramento County Office of Education, Public Disclosure of Collective Bargaining Agreement

IV. GOALS, OBJECTIVES, AND MEASURES

Service Employees International Union, Local 1021 ("SEIU") and the Sacramento City

Unified School District ("District"), collectively referred to as the "Parties" negotiated in good faith to reach a Tentative Agreement ("TA") on the 2015-16 re-opener, as set forth in Attachment B.

United Professional Educators ("UPE") and the Sacramento City Unified School District ("District"), collectively referred to as the "Parties" negotiated in good faith to reach a Tentative Agreement ("TA") on the 2015-16 re-opener, as set forth in Attachment B.

V. MAJOR INITIATIVES

Service Employees International Union, Local 1021 ("SEIU")

The key provisions of the Tentative Agreement with SEIU are summarized as follows:

Compensation

- The SEIU salary schedules will increase by an additional two and one-half percent (2.5%) effective January 1, 2016.
- Create a new section in the contract to allow for work schedules to be adjusted as necessary to implement the Collaborative Time model and structure. There is no intent to implement new split shifts or change, amend or replace any existing language related to work schedules or hours.
- Reduce the District's unfunded liability by allowing unit members to cash out vacation in lieu of utilizing them. Increase the maximum number of days for cash out from five (5) days to eight (8) days per school year.
- Reduce the number of Emergency Day allowances from 3 days to 2 days per school year.
- Reduce the number of Imminent Death allowances from 3 days to 1 day per school year.

United Professional Educator ("UPE")

The key provisions of the Tentative Agreement with UPE are summarized as follows:

Compensation

- The UPE salary schedules will increase by an additional two and one-half percent (2.5%) effective January 1, 2016.
- UPE members will collaborate to develop yearlong professional learning plans for their school sites/departments. These yearlong plans will include focus areas

for collaboration that align with the Local Control and Accountability Plan and must be developed through a collaborative process with teachers. Amongst the focus areas for collaboration, these will include a delineated plan for professional learning in order to support the newly developed Collaborative Time structure.

- Reduce the District's unfunded liability by allowing unit members to cash out vacation in lieu of utilizing them. Increase the maximum number of days for cash out from ten (10) days to eleven (11) days per school year.
- Reduce the number of Emergency Day allowances from 3 days to 2 days per school year.
- The current contract will remain in effect beyond its expiration date, in the event that a successor contract cannot be agreed to.

Unrepresented Management and Confidential Employees

The key provisions are summarized as follows:

Compensation

- The Unrepresented Management and Confidential salary schedules will increase by two and one-half percent (2.5%) effective July 1, 2015.
- The Unrepresented Management and Confidential salary schedules will increase by an additional two and one-half percent (2.5%) effective July 1, 2016.
- Reduce the number of Emergency Day allowances from 3 days to 1 day per school year.

VI. RESULTS

Good faith bargaining between the Parties resulted in a signed TA between each of the bargaining units (SEIU and UPE) and the District.

VII. LESSONS LEARNED / NEXT STEPS

Approve AB 1200 Disclosure of Cost and Ratification of the Tentative Agreements for each of the following SEIU, UPE, and Unrepresented Management and Confidential employees.

SACRAMENTO COUNTY OFFICE OF EDUCATION

PUBLIC DISCLOSURE OF COLLECTIVE BARGAINING AGREEMENT

In Accordance with AB 1200 (Chapter 1213/1991), GC 3547.5, and CCR, Title V, Section 15449

Name of School District: Sacramento City Unified School

Name of Bargaining Unit: Service Employees International Union (SEIU)

Certificated, Classified, Other: Classified

The proposed agreement covers the period beginning: January 1, 2016 (date) **and ending:** June 30, 2016 (date)

The Governing Board will act upon the agreement on: Potentially August 18, 2016 (date)

Note: This form, along with a copy of the proposed agreement, must be submitted to the County Office at least ten (10) working days prior to the date the Governing Board will take action.

A. Proposed Change in Compensation - Includes all General Fund - Unrestricted and Restricted

	Compensation	Annual	Fiscal Impact of Proposed Agreement		
		Cost Prior to	Year 1	Year 2	Year 3
		Proposed Agreement	Increase (Decrease)	Increase (Decrease)	Increase (Decrease)
		FY 15/16	FY 15/16	FY 16/17	FY 17/18
1	Salary Schedule (This is to include Step and Columns, which is also reported separately in Item 6)	$42,829,074.81	$0.00	$1,606,090.31	$0.00
			0.00%	3.75%	0.00%
2	Other Compensation Stipends, Bonuses, Longevity, Overtime, Differential, Callback or Standby Pay, etc.	Included Above	Included Above	Included Above	Included Above
	Description of other compensation - Setting of Counselor Grievance	0		0	0
3	Statutory Benefits - STRS, PERS, FICA WE, UI, Medicare, etc.	$8,550,199.69	$0.00	$606,074.24	$0.00
			0.00%	7.09%	0.00%
4	Health/Welfare Plans	$24,547,281.84	$0.00	$0.00	$0.00
5	Total Compensation - Add Items 1 through 4 to equal 5	$75,926,556.34	$0.00	$2,212,164.54	$0.00
			0.00%	2.91%	0.00%
6	Step and Column - Due to movement plus any changes due to settlement. This is a subset of Item No. 1	$0.00	$0.00	$0.00	$0.00
7	Total Number of Represented Employees (Use FTEs if appropriate)	1137	1137	1137	1137
8	Total Compensation Average Cost per Employee	66,777.97	0.00	1,945.62	0.00
			0.00%	2.91%	0.00%

9 . What was the negotiated percentage increase approved? For example, if the increase in "Year 1" was for less than a full year, what is the annualized percentage of that increase for "Year 1"?

The negotiated percentage increase was 2.5% effective January 1, 2016. It is equivalent to 1.25% for "Year 1". Since the payment will be done in FY 2016-17 (Year 2), the increase in "Year 1" is 0.0 % and for "Year 2" is 3.75% (1.25% + 2.5%).

10 . Were any additional steps, columns, or range added to the schedule? (If yes, please explain.)

No

11 . Please include comments and explanations as necessary. (If more room is necessary, please attach an additional sheet.)

N/A

12 . Does this bargaining unit have a negotiated cap for Health & Welfare **Yes** ☐ **No** ☒

If yes, please describe the cap amount.

B. Proposed Negotiated Changes in Noncompensation Items (I.e., class size adjustments, staff development days, teacher prep time, classified staffing rations, etc.)

N/A

C. What are the specific impacts (positive or negative) on instructional and support programs accommodate the settlement? Include the impact of changes such as staff reductions or increases, program reductions or increases, elimination or expansion of other services or programs (i.e., counselors, librarians, custodial staff, etc.)

N/A

D . What contingency language is included in the proposed agreement (e.g., reopeners, etc.)?

N/A

E. Will this agreement create, or decrease deficit financing in the current or subsequent year(s)? "Deficit Financing" is defined to exist when a fund's expenditures and other financing uses exceed its revenue and other financing sources in a given year. If yes, explain the amounts and justification for doing so.

No

F. Identify other major provisions that do not directly affect the district's costs, such as binding arbitrations, grievance procedures, etc.

N/A

G. Source of Funding for Proposed Agreement
1. Current Year

The majority of the funding source is general fund unrestricted, but it will also affect categorical funds, charter fund, child development, adult education since SEIU members work in all schools.

2. If this is a single year agreement, how will the ongoing cost of the proposed agreement be funded in subsequent years (I.e., what will allow the district to afford this contract)?

It is included in the multi-year projections.

3. If this is a multiyear agreement, what is the source of funding, including assumptions used, to fund these obligations in subsequent years? (Remember to include compounding effects in meeting obligations.)

N/A, this is one year agreement.

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Unrestricted General Fund

Enter Bargaining Unit: Service Employees International Union (SEIU)

	Column 1	Column 2	Column 3	Column 4
	Latest Board - Approved Budget Before Settlement (As of March 17, 2016, 2nd Interim Budget)	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
REVENUES				
LCFF Sources (8010-8099)	$347,098,592			$347,098,592
Remaining Revenues (8100-8799)	$29,149,082		$222,941	$29,372,023
TOTAL REVENUES	$376,247,674	$0	$222,941	$376,470,615
EXPENDITURES				
Certificated Salaries (1000-1999)	$138,183,793	$0	-$3,078,590	$135,105,203
Classified Salaries (2000-2999)	$35,822,136	$0	-$1,094,314	$34,727,822
Employee Benefits (3000-3999)	$97,930,281	$0	-$678,598	$97,251,683
Books and Supplies (4000-4999)	$8,607,822		$683,584	$9,291,406
Services, Other Operating Expenses (5000-5999)	$27,109,062		$123,896	$27,232,958
Capital Outlay (6000-6999)	$2,183,667		$130,648	$2,314,315
Other Outgo (7100-7299) (7400-7499)	$3,545,018		-$3,545,018	$0
Direct Support/Indirect Cost (7300-7399)	-$3,333,198		-$78,684	-$3,411,882
Other Adjustments				$0
TOTAL EXPENDITURES	$310,048,581	$0	-$7,537,076	$302,511,505
OPERATING SURPLUS (DEFICIT)	$66,199,093	$0	$7,760,017	$73,959,110
TRANSFERS IN & OTHER SOURCES (8910-8979)	$1,386,880	$0	$0	$1,386,880
TRANSFERS OUT & OTHER USES (7610-7699)	-$1,730,000		-$30,000	-$1,760,000
CONTRIBUTIONS (8980-8999)	-$57,637,702		-$240,000	-$57,877,702
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	$8,218,271	$0	$7,490,017	$15,708,288
BEGINNING BALANCE	$40,326,773			$40,326,773
Prior-Year Adjustments/Restatements (9793/9795)				$0
CURRENT-YEAR ENDING BALANCE	$48,545,044	$0	$7,490,017	$56,035,061
COMPONENTS OF ENDING BALANCE:				
Reserved Amounts (9711-9740)	$545,000		-$203,378	$341,622
Reserved for Economic Uncertainties (9770)	$18,763,133		$0	$18,763,133
Designated Amounts (9775-9780)	$17,080,257		$19,850,049	$36,930,306
Unappropriated Amounts (9790)	$12,156,654	$0	-$12,156,654	$0

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Restricted General Fund

Enter Bargaining Unit: Service Employees International Union (SEIU)

	Column 1	Column 2	Column 3	Column 4
	Latest Board - Approved Budget Before Settlement (As of As of March 17, 2016, 2nd Interim)	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
REVENUES				
Revenue Limit Sources (8010-8099)	$0	$0	$0	$0
Remaining Revenues (8100-8799)	$153,294,123		-$217,563	$153,076,560
TOTAL REVENUES	$153,294,123	$0	-$217,563	$153,076,560
EXPENDITURES				
Certificated Salaries (1000-1999)	$42,431,324	$0	$1,064,911	$43,496,235
Classified Salaries (2000-2999)	$19,621,045		$115,401	$19,736,446
Employee Benefits (3000-3999)	$46,475,930	$0	$141,824	$46,617,754
Books and Supplies (4000-4999)	$12,682,717		-$1,308,013	$11,374,704
Services, Other Operating Expenses (5000-5999)	$34,353,966		$1,407,691	$35,761,657
Capital Outlay (6000-6999)	$53,030,506		-$4,236,133	$48,794,373
Other Outgo (7100-7299) (7400-7499)	$0		$8,094	$8,094
Direct Support/Indirect Cost (7300-7399)	$1,804,909		$39,511	$1,844,420
Other Adjustments	$0			$0
TOTAL EXPENDITURES	$210,400,397	$0	-$2,766,714	$207,633,683
OPERATING SURPLUS (DEFICIT)	-$57,106,274	$0	$2,549,151	-$54,557,123
TRANSFERS IN & OTHER SOURCES (8910-8979)	$0			$0
TRANSFERS OUT & OTHER USES (7610-7699)	-$1,575,661		-$3,150,383	-$4,726,044
CONTRIBUTIONS (8980-8999)	$57,637,702		$240,000	$57,877,702
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	-$1,044,233	$0	-$361,232	-$1,405,465
	.			
BEGINNING BALANCE	$4,457,524			$4,457,524
Prior-Year Adjustments/Restatements (9793/9795)	$0			$0
CURRENT-YEAR ENDING BALANCE	$3,413,291	$0	-$361,232	$3,052,059
COMPONENTS OF ENDING BALANCE:				
Reserved Amounts (9711-9740)	$3,413,291	$0	-$361,232	$3,052,059
Reserved for Economic Uncertainties (9770)				$0
Designated Amounts (9775-9780)				$0
Unappropriated Amounts (9790)	$0	$0	$0	$0

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Combined General Fund

Enter Bargaining Unit: Service Employees International Union (

	Column 1	Column 2	Column 3	Column 4
	Latest Board - Approved Budget Before Settlement (As of As of March 17, 2016, 2nd Interim)	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
REVENUES				
Revenue Limit Sources (8010-8099)	$347,098,592	$0	$0	$347,098,592
Remaining Revenues (8100-8799)	$182,443,205	$0	$5,378	$182,448,583
TOTAL REVENUES	$529,541,797	$0	$5,378	$529,547,175
EXPENDITURES				
Certificated Salaries (1000-1999)	$180,615,117	$0	-$2,013,679	$178,601,438
Classified Salaries (2000-2999)	$55,443,181	$0	-$978,913	$54,464,268
Employee Benefits (3000-3999)	$144,406,211	$0	-$536,774	$143,869,437
Books and Supplies (4000-4999)	$21,290,539	$0	-$624,429	$20,666,110
Services, Other Operating Expenses (5000-5999)	$61,463,028	$0	$1,531,587	$62,994,615
Capital Outlay (6000-6999)	$55,214,173	$0	-$4,105,485	$51,108,688
Other Outgo (7100-7299) (7400-7499)	$3,545,018	$0	-$3,536,924	$8,094
Direct Support/Indirect Cost (7300-7399)	-$1,528,289	$0	-$39,173	-$1,567,462
Other Adjustments	$0	$0	$0	$0
TOTAL EXPENDITURES	$520,448,978	$0	-$10,303,790	$510,145,188
OPERATING SURPLUS (DEFICIT)	$9,092,819	$0	$10,309,168	$19,401,987
TRANSFERS IN & OTHER SOURCES (8910-8979)	$1,386,880	$0	$0	$1,386,880
TRANSFERS OUT & OTHER USES (7610-7699)	-$3,305,661	$0	-$3,180,383	-$6,486,044
CONTRIBUTIONS (8980-8999)	$0	$0	$0	$0
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	$7,174,038	$0	$7,128,785	$14,302,823
BEGINNING BALANCE	$44,784,297			$44,784,297
Prior-Year Adjustments/Restatements (9793/9795)	$0			$0
CURRENT-YEAR ENDING BALANCE	$51,958,335	$0	$7,128,785	$59,087,120
COMPONENTS OF ENDING BALANCE:	$0			
Reserved Amounts (9711-9740)	$3,958,291	$0	-$564,610	$3,393,681
Reserved for Economic Uncertainties (9770)	$18,763,133	$0	$0	$18,763,133
Designated Amounts (9775-9780)	$17,080,257	$0	$19,850,049	$36,930,306
Unappropriated Amounts - Unrestricted (9790)	$12,156,654	$0	-$12,156,654	$0
Unappropriated Amounts - Restricted (9790)	$0	$0	$0	$0
Reserve for Economic Uncertainties Percentage	3.6%			3.7%

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Adult Education Fund

Enter Bargaining Unit: Service Employees International Union (SEIU)

	Column 1	Column 2	Column 3	Column 4
	Latest Board - Approved Budget Before Settlement (As of As of March 17, 2016, 2nd Interim)	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
REVENUES				
LCFF Sources (8010-8099)	$0	$0	$0	$0
Remaining Revenues (8100-8799)	$7,259,015	$0	$0	$7,259,015
TOTAL REVENUES	$7,259,015	$0	$0	$7,259,015
EXPENDITURES				
Certificated Salaries (1000-1999)	$1,874,402	$0	$0	$1,874,402
Classified Salaries (2000-2999)	$1,326,097	$0	$0	$1,326,097
Employee Benefits (3000-3999)	$1,945,850	$0	$0	$1,945,850
Books and Supplies (4000-4999)	$283,370	$0	$0	$283,370
Services, Other Operating Expenses (5000-5999)	$2,057,733	$0	$0	$2,057,733
Capital Outlay (6000-6999)	$19,100	$0	$0	$19,100
Other Outgo (7100-7299) (7400-7499)	$0	$0	$0	$0
Direct Support/Indirect Cost (7300-7399)	$34,309	$0	$0	$34,309
Other Adjustments	$0	$0	$0	$0
TOTAL EXPENDITURES	$7,540,861	$0	$0	$7,540,861
OPERATING SURPLUS (DEFICIT)	-$281,846	$0	$0	-$281,846
TRANSFERS IN & OTHER SOURCES (8910-8979)	$230,000	$0	$0	$230,000
TRANSFERS OUT & OTHER USES (7610-7699)	$0	$0	$0	$0
CONTRIBUTIONS (8980-8999)	$0	$0	$0	$0
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	-$51,846	$0	$0	-$51,846
BEGINNING BALANCE	$51,846			$51,846
Prior-Year Adjustments/Restatements (9793/9795)	$0			$0
CURRENT-YEAR ENDING BALANCE	$0	$0	$0	$0
COMPONENTS OF ENDING BALANCE:				
Reserved Amounts (9711-9740)	$0	$0	$0	$0
Reserved for Economic Uncertainties (9770)	$0	$0	$0	$0
Board Designated Amounts (9775-9780)	$0	$0	$0	$0
Unappropriated Amounts (9790)	$0	$0	$0	$0

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Cafeteria Fund

Enter Bargaining Unit: Service Employees International Union (SEIU)

	Column 1	Column 2	Column 3	Column 4
	Latest Board - Approved Budget Before Settlement (As of As of March 17, 2016, 2nd Interim)	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
REVENUES				
LCFF Sources (8010-8099)	$0	$0	$0	$0
Remaining Revenues (8100-8799)	$21,276,988	$0	$0	$21,276,988
TOTAL REVENUES	$21,276,988	$0	$0	$21,276,988
EXPENDITURES				
Certificated Salaries (1000-1999)	$0	$0	$0	$0
Classified Salaries (2000-2999)	$6,223,040	$0	$0	$6,223,040
Employee Benefits (3000-3999)	$3,774,777	$0	$0	$3,774,777
Books and Supplies (4000-4999)	$12,212,763	$0	$0	$12,212,763
Services, Other Operating Expenses (5000-5999)	$407,595	$0	$0	$407,595
Capital Outlay (6000-6999)	$610,369	$0	$0	$610,369
Other Outgo (7100-7299) (7400-7499)	$0	$0	$0	$0
Direct Support/Indirect Cost (7300-7399)	$783,042	$0	$0	$783,042
Other Adjustments	$0	$0	$0	$0
TOTAL EXPENDITURES	$24,011,586	$0	$0	$24,011,586
OPERATING SURPLUS (DEFICIT)	-$2,734,598	$0	$0	-$2,734,598
TRANSFERS IN & OTHER SOURCES (8910-8979)	$5,588	$0	$0	$5,588
TRANSFERS OUT & OTHER USES (7610-7699)	$0	$0	$0	$0
CONTRIBUTIONS (8980-8999)	$0	$0	$0	$0
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	-$2,729,010	$0	$0	-$2,729,010
BEGINNING BALANCE	$12,014,237			$12,014,237
Prior-Year Adjustments/Restatements (9793/9795)	$0			$0
CURRENT-YEAR ENDING BALANCE	$9,285,227	$0	$0	$9,285,227
COMPONENTS OF ENDING BALANCE:	$0	$0	$0	$0
Reserved Amounts (9711-9740)	$9,064,062	$0	$0	$9,064,062
Reserved for Economic Uncertainties (9770)	$0	$0	$0	$0
Board Designated Amounts (9775-9780)	$221,165	$0	$0	$221,165
Unappropriated Amounts (9790)	$0	$0	$0	$0

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Child Development Fund

Enter Bargaining Unit: Service Employees International Union (SEIU)

	Column 1	Column 2	Column 3	Column 4
	Latest Board - Approved Budget Before Settlement (As of As of March 17, 2016, 2nd Interim)	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
REVENUES				
LCFF Sources (8010-8099)	$0	$0	$0	$0
Remaining Revenues (8100-8799)	$20,467,592	$0	$0	$20,467,592
TOTAL REVENUES	$20,467,592	$0	$0	$20,467,592
EXPENDITURES				
Certificated Salaries (1000-1999)	$6,854,400	$126,088	$0	$6,980,488
Classified Salaries (2000-2999)	$4,193,432	$0	$0	$4,193,432
Employee Benefits (3000-3999)	$7,521,406	$15,887	$0	$7,537,293
Books and Supplies (4000-4999)	$1,246,962	-$85,817	$0	$1,161,145
Services, Other Operating Expenses (5000-5999)	$539,407	-$28,000	$0	$511,407
Capital Outlay (6000-6999)	$143,970	$0	$0	$143,970
Other Outgo (7100-7299) (7400-7499)	$0	$0	$0	$0
Direct Support/Indirect Cost (7300-7399)	$710,938	$0	$0	$710,938
Other Adjustments	$0	$0	$0	$0
TOTAL EXPENDITURES	$21,210,515	$28,158	$0	$21,238,673
OPERATING SURPLUS (DEFICIT)	-$742,923	$0	$0	-$742,923
TRANSFERS IN & OTHER SOURCES (8910-8979)	$1,500,000	$0	$0	$1,500,000
TRANSFERS OUT & OTHER USES (7610-7699)	$0	$0	$0	$0
CONTRIBUTIONS (8980-8999)	$0	$0	$0	$0
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	$757,077	$0	$0	$757,077
BEGINNING BALANCE	$30,230			$0
Prior-Year Adjustments/Restatements (9793/9795)	$0			$0
CURRENT-YEAR ENDING BALANCE	$787,307	$0	$0	$787,307
COMPONENTS OF ENDING BALANCE:	$0	$0	$0	
Reserved Amounts (9711-9740)	$7,307	$0	$0	$7,307
Reserved for Economic Uncertainties (9770)	$0	$0	$0	$0
Board Designated Amounts (9775-9780)	$780,000	$0	$0	$780,000
Unappropriated Amounts (9790)	$0	$0	$0	$0
Reserve for Economic Uncertainties Percentage	$0	$0	$0	$0

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Enter Fund: Charter Fund

Enter Bargaining Unit: Service Employees International Union (SEIU)

	Column 1	Column 2	Column 3	Column 4
	Latest Board - Approved Budget Before Settlement (As of As of March 17, 2016, 2nd Interim)	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
REVENUES				
Revenue Limit Sources (8010-8099)	$16,208,817	$0	$0	$16,208,817
Remaining Revenues (8100-8799)	$2,219,450	$0	$0	$2,219,450
TOTAL REVENUES	$18,428,267	$0	$0	$18,428,267
EXPENDITURES				
Certificated Salaries (1000-1999)	$6,778,008	$0	$0	$6,778,008
Classified Salaries (2000-2999)	$964,129	$0	$0	$964,129
Employee Benefits (3000-3999)	$5,227,844	$0	$0	$5,227,844
Books and Supplies (4000-4999)	$4,031,908	$0	$0	$4,031,908
Services, Other Operating Expenses (5000-5999)	$1,992,684	$0	$0	$1,992,684
Capital Outlay (6000-6999)	$245,897	$0	$0	$245,897
Other Outgo (7100-7299) (7400-7499)	$0	$0	$0	$0
Direct Support/Indirect Cost (7300-7399)	$0	$0	$0	$0
Other Adjustments	$0	$0	$0	$0
TOTAL EXPENDITURES	$19,240,470	$0	$0	$19,240,470
OPERATING SURPLUS (DEFICIT)	-$812,203	$0	$0	-$812,203
TRANSFERS IN & OTHER SOURCES (8910-8979)	$0	$0	$0	$0
TRANSFERS OUT & OTHER USES (7610-7699)	-$1,386,880	$0	$0	-$1,386,880
CONTRIBUTIONS (8980-8999)	$0	$0	$0	$0
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	-$2,199,083	$0	$0	-$2,199,083
BEGINNING BALANCE	$3,323,158			$3,323,158
Prior-Year Adjustments/Restatements (9793/9795)	$0			$0
CURRENT-YEAR ENDING BALANCE	$1,124,075	$0	$0	$1,124,075
COMPONENTS OF ENDING BALANCE:	$0	$0	$0	$0
Reserved Amounts (9711-9740)	$277,448	$0	$0	$277,448
Reserved for Economic Uncertainties (9770)	$0	$0	$0	$0
Board Designated Amounts (9775-9780)	$846,627	$0	$0	$846,627
Unappropriated Amounts (9790)	$0	$0	$0	$0

I. IMPACT OF PROPOSED AGREEMENT ON SUBSEQUENT YEARS

Combined General Fund

Enter Bargaining Unit: Service Employees International Union (SEIU)

	2015-16	2016-17*	2017-18*
	Total Current Budget After Settlement	First Subsequent Year After Settlement	Second Subsequent Year After Settlement
REVENUES			
Revenue Limit Sources (8010-8099)	$347,098,592	$365,331,921	$372,306,182
Remaining Revenues (8100-8799)	$182,448,583	$125,700,450	$103,908,186
TOTAL REVENUES	$529,547,175	$491,032,371	$476,214,368
EXPENDITURES			
Certificated Salaries (1000-1999)	$178,601,438	$186,832,620	$188,724,514
Classified Salaries (2000-2999)	$54,464,268	$59,682,203	$60,279,025
Employee Benefits (3000-3999)	$143,869,437	$149,981,295	$157,746,382
Books and Supplies (4000-4999)	$20,666,110	$20,168,575	$15,553,464
Services, Other Operating Expenses (5000-5999)	$62,994,615	$62,883,399	$61,380,962
Capital Outlay (6000-6999)	$51,108,688	$17,060,802	$1,992,022
Other Outgo (7100-7299) (7400-7499)	$8,094	$0	$0
Direct Support/Indirect Cost (7300-7399)	-$1,567,462	-$1,600,327	-$1,600,327
Other Adjustments	$0	$0	$0
TOTAL EXPENDITURES	$510,145,188	$495,008,567	$484,076,042
OPERATING SURPLUS (DEFICIT)	$19,401,987	-$3,976,196	-$7,861,674
TRANSFERS IN & OTHER SOURCES (8910-8979)	$1,386,880	$1,438,122	$1,454,085
TRANSFERS OUT & OTHER USES (7610-7699)	-$6,486,044	-$1,730,000	-$1,730,000
CONTRIBUTIONS (8980-8999)			
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	$14,302,823	-$4,268,074	-$8,137,589
BEGINNING BALANCE	$44,784,297	$59,087,120	$54,819,046
CURRENT-YEAR ENDING BALANCE	$59,087,120	$54,819,046	$46,681,457
COMPONENTS OF ENDING BALANCE:			
Reserved Amounts (9711-9740)	$3,393,681	$987,986	$545,000
Reserved for Economic Uncertainties - Unrestricted (9770)	$18,763,133	$20,013,133	$20,013,133
Reserved for Economic Uncertainties - Restricted (9770)	$0	$0	$0
Board Designated Amounts (9775-9780)	$36,930,306	$33,817,927	$26,123,324
Unappropriated Amounts - Unrestricted (9790)	$0	$0	$0
Unappropriated Amounts - Restricted (9790)	$0	$0	$0

J. IMPACT OF PROPOSED AGREEMENT ON UNRESTRICTED RESERVES

1. State Reserve Standard

		2015-16	2016-17	2017-18
a.	Total Expenditures, Transfers Out, and Uses (Including Cost of Proposed Agreement)	$503,659,144	$493,278,567	$482,346,042
b.	State Standard Minimum Reserve Percentage for this Distirct 2% enter percentage:	2%	2%	2%
c.	State Standard Minimum Reserve Amount for this District (For districts with less than 1,001 ADA, this is the greater of Line a, times Line b, OR $50,000	$10,073,183	$9,865,571	$9,646,921

2. Budgeted Unrestricted Reserve (After Impact of Proposed Agreement)

a.	General Fund Budgeted Unrestricted Designated for Economic Uncertainties (9770)	$18,763,133	$20,013,133	$20,013,133
b.	General Fund Budgeted Unrestricted Unappropriated Amount (9790)	$0	$0	$0
c.	Special Reserve Fund (Fund 17) Budgeted Designated for Economic Uncertainties (9770)	$0	$0	$0
d.	Special Reserve Fund (Fund 17) Budgeted Unappropriate Amount (9790)	$0	$0	$0
g.	Total Available Reserves	$18,763,133	$20,013,133	$20,013,133
h.	Reserve for Economic Uncertainties Percentage	3.7%	4.1%	4.1%

3. Do unrestricted reserves meet the state minimum reserve amount?

2015-16	Yes	X	No	
2016-17	Yes	X	No	
2017-18	Yes	X	No	

4. If no, how do you plan to restore your reserves?

N/A

5. If the total amount of the adjustment in Column 2 on Page 4 does not agree with the amount of the Total Compensation Increase in Section A, Line 5, Page 1 (I.e., increase was partially budgeted), explain the variance below:

The increase is already included in the budget. Budget does not need to be revised to cover adjustment

6. Please include any additional comments and explanation of Page 4 if necessary:

The budget overall does not need to be revised.

K. SALARY NOTIFICATION REQUIREMENT

The following section is applicable and should be completed when any Salary/Benefit Negotiations are settled after the district's final budget has be adopted.

COMPARISON OF PROPOSED AGREEMENT TO CHANGE IN DISTRICT BASE REVENUE LIMIT

(a) Current-Year Base Revenue Limit (BRL) per ADA: (obtain from the County Office-provided Revenue Limit run, Form RL, Line 4)	**N/A - RL is not longer used The increase LCFF target is 54.84%**
	$ _____ (Estimated)
(b) Prior-Year Base Revenue Limit per ADA: (Form RL, Line 1)	**$ _____ (Actual)**
(c) Amount of Current-Year Increase: (a) minus (b)	**$ 0**
(d) Percentage Increase in BRL per ADA: (c) divided by (b)	**N/A %**
(e) Deficit: (Form RL, Line 9-a)	**_____ %**
(f) Percentage Increase in BRL after deficit:	**_____ %**
(g) Total Compensation Percentage Increase from Section A, Line 5, Page 1 for current year (Year 1)	**0.00%**

L. CERTIFICATION NO. 1: CERTIFICATION OF THE DISTRICTS ABILITY TO MEET THE COSTS OF COLLECTIVE BARGAINING AGREEMENT

The disclosure document must be signed by the district Superintendent and Chief Business Officer at the time of public disclosure.

In accordance with the requirements of Government Code Section 3547.5, the Superintendent and Chief Business Officer of Sacramento City Unified School District (District), hereby certify that the District can meet the costs incurred under the Collective Bargaining Agreement between the District and the SEIU Bargaining Unit, during the term of the agreement from 01/01/2016 to 06/30/2016

The budget revisions necessary to meet the costs of the agreement is each year of its term are as follows:

Budget Adjustment Categories:	Budget Adjustment Increase (Decrease)
Revenues/Other Financing Sources	No Change
Expenditures/Other Financing Uses	No Change
Ending Balance Increase (Decrease)	No Change

N/A _____ (No budget revisions necessary)

District Superintendent (Signature) — **Date**

Chief Business Officer (Signature) — **Date**

M. CERTIFICATION NO. 2

The disclosure document must be signed by the district Superintendent or designee at the time of public disclosure and by the President or Clerk of the Governing Board at the time of formal board action on the proposed agreement..

The information provided in this document summarizes the financial implications of the proposed agreement and is submitted to the Governing Board for public disclosure of the major provisions of the agreement (as provided in the "Public Disclosure of Proposed Bargaining Agreement") in accordance with the requirements of AB 1200 and Government Code Section 3547.5.

District Superintendent (Signature)	**Date**
Gerardo Castillo, CPA, CBO	**(916) 643-9055**
Contact Person	**Phone**

After public disclosure of the major provisions contained in this summary, the Governing Board at its meeting on August 18, 2016 took action to approve the proposed Agreement with the Bargaining Unit.

President (or Clerk), Governing Board (Signature)	**Date**

SACRAMENTO COUNTY OFFICE OF EDUCATION

PUBLIC DISCLOSURE OF COLLECTIVE BARGAINING AGREEMENT

In Accordance with AB 1200 (Chapter 1213/1991), GC 3547.5, and CCR, Title V, Section 15449

Name of School District: Sacramento City Unified School

Name of Bargaining Unit: United Professional Educators (UPE)

Certificated, Classified, Other: Certificated

The proposed agreement covers the period beginning: July 1, 2015 (date) **and ending:** June 30, 2016 (date)

The Governing Board will act upon the agreement on: Potentially August 18, 2016 (date)

Note: This form, along with a copy of the proposed agreement, must be submitted to the County Office at least ten (10) working days prior to the date the Governing Board will take action.

A. Proposed Change in Compensation - Includes all General Fund - Unrestricted and Restricted

	Compensation	Annual	Fiscal Impact of Proposed Agreement		
		Cost Prior to	Year 1	Year 2	Year 3
		Proposed Agreement	Increase (Decrease)	Increase (Decrease)	Increase (Decrease)
		FY 15/16	FY 15/16	FY 16/17	FY 17/18
1	Salary Schedule (This is to include Step and Columns, which is also reported separately in Item 6)	$14,582,525.00	$0.00	$546,844.69	$0.00
			0.00%	3.75%	0.00%
2	Other Compensation Stipends, Bonuses, Longevity, Overtime, Differential, Callback or Standby Pay, etc.	Included Above	Included Above	Included Above	Included Above
	Description of other compensation - Setting of Counselor Grievance	0		0	0
3	Statutory Benefits - STRS, PERS, FICA WE, UI, Medicare, etc.	$2,279,435.80	$0.00	$88,966.16	$0.00
			0.00%	3.90%	0.00%
4	Health/Welfare Plans	$1,522,478.67	$0.00	$0.00	$0.00
5	Total Compensation - Add Items 1 through 4 to equal 5	$18,384,439.47	$0.00	$635,810.85	$0.00
			0.00%	3.46%	0.00%
6	Step and Column - Due to movement plus any changes due to settlement. This is a subset of Item No. 1	$0.00	$0.00	$0.00	$0.00
7	Total Number of Represented Employees (Use FTEs if appropriate)	133	133	133	133
8	Total Compensation Average Cost per Employee	138,228.87	0.00	4,780.53	0.00
			0.00%	3.46%	0.00%

9 . What was the negotiated percentage increase approved? For example, if the increase in "Year 1" was for less than a full year, what is the annualized percentage of that increase for "Year 1"?

The negotiated percentage increase was 2.5% effective January 1, 2016. It is equivalent to 1.25% for "Year 1." Since the payment will be done in FY 2016-17 (Year 2), the increase in "Year 1" is 0.0% and for "Year 2" is 3.75% (1.25% +2.5%)

10 . Were any additional steps, columns, or range added to the schedule? (If yes, please explain.)

No

11 . Please include comments and explanations as necessary. (If more room is necessary, please attach an additional sheet.)

N/A

12 . Does this bargaining unit have a negotiated cap for Health & Welfare **Yes** [X] | [ ]

If yes, please describe the cap amount.
UPE health and welfare are for employees only. Family members are not covered in the plan.

B. Proposed Negotiated Changes in Noncompensation Items (I.e., class size adjustments, staff development days, teacher prep time, classified staffing rations, etc.)

N/A

C. What are the specific impacts (positive or negative) on instructional and support programs accommodate the settlement? Include the impact of changes such as staff reductions or increases, program reductions or increases, elimination or expansion of other services or programs (i.e., counselors, librarians, custodial staff, etc.)

N/A

D . What contingency language is included in the proposed agreement (e.g., reopeners, etc.)?

Should another bargaining unit receive an unconditional increase to the salary schedule greater than 2.5%, then the UPE salary schedules will be increase by the same unconditional amount.

E. Will this agreement create, or decrease deficit financing in the current or subsequent year(s)? "Deficit Financing" is defined to exist when a fund's expenditures and other financing uses exceed its revenue and other financing sources in a given year. If yes, explain the amounts and justification for doing so.

No

F. Identify other major provisions that do not directly affect the district's costs, such as binding arbitrations, grievance procedures, etc.

N/A

G. Source of Funding for Proposed Agreement
1. Current Year

The majority of the funding source is general fund unrestricted, but it will also affect categorical funds, charter fund, child development, adult education since UPE members work in all schools.

2. If this is a single year agreement, how will the ongoing cost of the proposed agreement be funded in subsequent years (I.e., what will allow the district to afford this contract)?

It is included in the multi-year projections.

3. If this is a multiyear agreement, what is the source of funding, including assumptions used, to fund these obligations in subsequent years? (Remember to include compounding effects in meeting obligations.)

N/A, this is one year agreement.

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Unrestricted General Fund

Enter Bargaining Unit: United Professional Educators (UPE)

	Column 1	Column 2	Column 3	Column 4
	Latest Board - Approved Budget Before Settlement (As of March 17, 2016, 2nd Interim Budget)	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
REVENUES				
LCFF Sources (8010-8099)	$347,098,592			$347,098,592
Remaining Revenues (8100-8799)	$29,149,082		$222,941	$29,372,023
TOTAL REVENUES	$376,247,674	$0	$222,941	$376,470,615
EXPENDITURES				
Certificated Salaries (1000-1999)	$138,183,793	$0	-$3,078,590	$135,105,203
Classified Salaries (2000-2999)	$35,822,136	$0	-$1,094,314	$34,727,822
Employee Benefits (3000-3999)	$97,930,281	$0	-$678,598	$97,251,683
Books and Supplies (4000-4999)	$8,607,822		$683,584	$9,291,406
Services, Other Operating Expenses (5000-5999)	$27,109,062		$123,896	$27,232,958
Capital Outlay (6000-6999)	$2,183,667		$130,648	$2,314,315
Other Outgo (7100-7299) (7400-7499)	$3,545,018		-$3,545,018	$0
Direct Support/Indirect Cost (7300-7399)	-$3,333,198		-$78,684	-$3,411,882
Other Adjustments				$0
TOTAL EXPENDITURES	$310,048,581	$0	-$7,537,076	$302,511,505
OPERATING SURPLUS (DEFICIT)	$66,199,093	$0	$7,760,017	$73,959,110
TRANSFERS IN & OTHER SOURCES (8910-8979)	$1,386,880	$0	$0	$1,386,880
TRANSFERS OUT & OTHER USES (7610-7699)	-$1,730,000		-$30,000	-$1,760,000
CONTRIBUTIONS (8980-8999)	-$57,637,702		-$240,000	-$57,877,702
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	$8,218,271	$0	$7,490,017	$15,708,288
BEGINNING BALANCE	$40,326,773			$40,326,773
Prior-Year Adjustments/Restatements (9793/9795)				$0
CURRENT-YEAR ENDING BALANCE	$48,545,044	$0	$7,490,017	$56,035,061
COMPONENTS OF ENDING BALANCE:				
Reserved Amounts (9711-9740)	$545,000		-$203,378	$341,622
Reserved for Economic Uncertainties (9770)	$18,763,133		$0	$18,763,133
Designated Amounts (9775-9780)	$17,080,257		$19,850,049	$36,930,306
Unappropriated Amounts (9790)	$12,156,654	$0	-$12,156,654	$0

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Restricted General Fund

Enter Bargaining Unit: United Professional Educators (UPE)

	Column 1	Column 2	Column 3	Column 4
	Latest Board - Approved Budget Before Settlement (As of As of March 17, 2016, 2nd Interim)	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
REVENUES				
Revenue Limit Sources (8010-8099)	$0	$0	$0	$0
Remaining Revenues (8100-8799)	$153,294,123		-$217,563	$153,076,560
TOTAL REVENUES	$153,294,123	$0	-$217,563	$153,076,560
EXPENDITURES		$0		
Certificated Salaries (1000-1999)	$42,431,324	$0	$1,064,911	$43,496,235
Classified Salaries (2000-2999)	$19,621,045		$115,401	$19,736,446
Employee Benefits (3000-3999)	$46,475,930	$0	$141,824	$46,617,754
Books and Supplies (4000-4999)	$12,682,717		-$1,308,013	$11,374,704
Services, Other Operating Expenses (5000-5999)	$34,353,966		$1,407,691	$35,761,657
Capital Outlay (6000-6999)	$53,030,506		-$4,236,133	$48,794,373
Other Outgo (7100-7299) (7400-7499)	$0		$8,094	$8,094
Direct Support/Indirect Cost (7300-7399)	$1,804,909		$39,511	$1,844,420
Other Adjustments	$0			$0
TOTAL EXPENDITURES	$210,400,397	$0	-$2,766,714	$207,633,683
OPERATING SURPLUS (DEFICIT)	-$57,106,274	$0	$2,549,151	-$54,557,123
TRANSFERS IN & OTHER SOURCES (8910-8979)	$0			$0
TRANSFERS OUT & OTHER USES (7610-7699)	-$1,575,661		-$3,150,383	-$4,726,044
CONTRIBUTIONS (8980-8999)	$57,637,702		$240,000	$57,877,702
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	-$1,044,233	$0	-$361,232	-$1,405,465
	.			
BEGINNING BALANCE	$4,457,524			$4,457,524
Prior-Year Adjustments/Restatements (9793/9795)	$0			$0
CURRENT-YEAR ENDING BALANCE	$3,413,291	$0	-$361,232	$3,052,059
COMPONENTS OF ENDING BALANCE:				
Reserved Amounts (9711-9740)	$3,413,291	$0	-$361,232	$3,052,059
Reserved for Economic Uncertainties (9770)				$0
Designated Amounts (9775-9780)				$0
Unappropriated Amounts (9790)	$0	$0	$0	$0

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Combined General Fund

Enter Bargaining Unit: United Professional Educators (UPE)

	Column 1	Column 2	Column 3	Column 4
	Latest Board - Approved Budget Before Settlement (As of As of March 17, 2016, 2nd Interim)	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
REVENUES				
Revenue Limit Sources (8010-8099)	$347,098,592	$0	$0	$347,098,592
Remaining Revenues (8100-8799)	$182,443,205	$0	$5,378	$182,448,583
TOTAL REVENUES	$529,541,797	$0	$5,378	$529,547,175
EXPENDITURES				
Certificated Salaries (1000-1999)	$180,615,117	$0	-$2,013,679	$178,601,438
Classified Salaries (2000-2999)	$55,443,181	$0	-$978,913	$54,464,268
Employee Benefits (3000-3999)	$144,406,211	$0	-$536,774	$143,869,437
Books and Supplies (4000-4999)	$21,290,539	$0	-$624,429	$20,666,110
Services, Other Operating Expenses (5000-5999)	$61,463,028	$0	$1,531,587	$62,994,615
Capital Outlay (6000-6999)	$55,214,173	$0	-$4,105,485	$51,108,688
Other Outgo (7100-7299) (7400-7499)	$3,545,018	$0	-$3,536,924	$8,094
Direct Support/Indirect Cost (7300-7399)	-$1,528,289	$0	-$39,173	-$1,567,462
Other Adjustments	$0	$0	$0	$0
TOTAL EXPENDITURES	$520,448,978	$0	-$10,303,790	$510,145,188
OPERATING SURPLUS (DEFICIT)	$9,092,819	$0	$10,309,168	$19,401,987
TRANSFERS IN & OTHER SOURCES (8910-8979)	$1,386,880	$0	$0	$1,386,880
TRANSFERS OUT & OTHER USES (7610-7699)	-$3,305,661	$0	-$3,180,383	-$6,486,044
CONTRIBUTIONS (8980-8999)	$0	$0	$0	$0
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	$7,174,038	$0	$7,128,785	$14,302,823
BEGINNING BALANCE	$44,784,297			$44,784,297
Prior-Year Adjustments/Restatements (9793/9795)	$0			$0
CURRENT-YEAR ENDING BALANCE	$51,958,335	$0	$7,128,785	$59,087,120
COMPONENTS OF ENDING BALANCE:	$0			
Reserved Amounts (9711-9740)	$3,958,291	$0	-$564,610	$3,393,681
Reserved for Economic Uncertainties (9770)	$18,763,133	$0	$0	$18,763,133
Designated Amounts (9775-9780)	$17,080,257	$0	$19,850,049	$36,930,306
Unappropriated Amounts - Unrestricted (9790)	$12,156,654	$0	-$12,156,654	$0
Unappropriated Amounts - Restricted (9790)	$0	$0	$0	$0
Reserve for Economic Uncertainties Percentage	3.6%			3.7%

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Adult Education Fund

Enter Bargaining Unit: United Professional Educators (UPE)

	Column 1	Column 2	Column 3	Column 4
	Latest Board - Approved Budget Before Settlement (As of As of March 17, 2016, 2nd Interim)	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
REVENUES				
LCFF Sources (8010-8099)	$0	$0	$0	$0
Remaining Revenues (8100-8799)	$7,259,015	$0	$0	$7,259,015
TOTAL REVENUES	$7,259,015	$0	$0	$7,259,015
EXPENDITURES				
Certificated Salaries (1000-1999)	$1,874,402	$0	$0	$1,874,402
Classified Salaries (2000-2999)	$1,326,097	$0	$0	$1,326,097
Employee Benefits (3000-3999)	$1,945,850	$0	$0	$1,945,850
Books and Supplies (4000-4999)	$283,370	$0	$0	$283,370
Services, Other Operating Expenses (5000-5999)	$2,057,733	$0	$0	$2,057,733
Capital Outlay (6000-6999)	$19,100	$0	$0	$19,100
Other Outgo (7100-7299) (7400-7499)	$0	$0	$0	$0
Direct Support/Indirect Cost (7300-7399)	$34,309	$0	$0	$34,309
Other Adjustments	$0	$0	$0	$0
TOTAL EXPENDITURES	$7,540,861	$0	$0	$7,540,861
OPERATING SURPLUS (DEFICIT)	-$281,846	$0	$0	-$281,846
TRANSFERS IN & OTHER SOURCES (8910-8979)	$230,000	$0	$0	$230,000
TRANSFERS OUT & OTHER USES (7610-7699)	$0	$0	$0	$0
CONTRIBUTIONS (8980-8999)	$0	$0	$0	$0
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	-$51,846	$0	$0	-$51,846
BEGINNING BALANCE	$51,846			$51,846
Prior-Year Adjustments/Restatements (9793/9795)	$0			$0
CURRENT-YEAR ENDING BALANCE	$0	$0	$0	$0
COMPONENTS OF ENDING BALANCE:				
Reserved Amounts (9711-9740)	$0	$0	$0	$0
Reserved for Economic Uncertainties (9770)	$0	$0	$0	$0
Board Designated Amounts (9775-9780)	$0	$0	$0	$0
Unappropriated Amounts (9790)	$0	$0	$0	$0

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Cafeteria Fund

Enter Bargaining Unit: United Professional Educators (UPE)

	Column 1	Column 2	Column 3	Column 4
	Latest Board - Approved Budget Before Settlement (As of As of March 17, 2016, 2nd Interim)	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
REVENUES				
LCFF Sources (8010-8099)	$0	$0	$0	$0
Remaining Revenues (8100-8799)	$21,276,988	$0	$0	$21,276,988
TOTAL REVENUES	$21,276,988	$0	$0	$21,276,988
EXPENDITURES				
Certificated Salaries (1000-1999)	$0	$0	$0	$0
Classified Salaries (2000-2999)	$6,223,040	$0	$0	$6,223,040
Employee Benefits (3000-3999)	$3,774,777	$0	$0	$3,774,777
Books and Supplies (4000-4999)	$12,212,763	$0	$0	$12,212,763
Services, Other Operating Expenses (5000-5999)	$407,595	$0	$0	$407,595
Capital Outlay (6000-6999)	$610,369	$0	$0	$610,369
Other Outgo (7100-7299) (7400-7499)	$0	$0	$0	$0
Direct Support/Indirect Cost (7300-7399)	$783,042	$0	$0	$783,042
Other Adjustments	$0	$0	$0	$0
TOTAL EXPENDITURES	$24,011,586	$0	$0	$24,011,586
OPERATING SURPLUS (DEFICIT)	-$2,734,598	$0	$0	-$2,734,598
TRANSFERS IN & OTHER SOURCES (8910-8979)	$5,588	$0	$0	$5,588
TRANSFERS OUT & OTHER USES (7610-7699)	$0	$0	$0	$0
CONTRIBUTIONS (8980-8999)	$0	$0	$0	$0
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	-$2,729,010	$0	$0	-$2,729,010
BEGINNING BALANCE	$12,014,237			$12,014,237
Prior-Year Adjustments/Restatements (9793/9795)	$0			$0
CURRENT-YEAR ENDING BALANCE	$9,285,227	$0	$0	$9,285,227
COMPONENTS OF ENDING BALANCE:	$0	$0	$0	$0
Reserved Amounts (9711-9740)	$9,064,062	$0	$0	$9,064,062
Reserved for Economic Uncertainties (9770)	$0	$0	$0	$0
Board Designated Amounts (9775-9780)	$221,165	$0	$0	$221,165
Unappropriated Amounts (9790)	$0	$0	$0	$0

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Child Development Fund

Enter Bargaining Unit: United Professional Educators (UPE)

	Column 1	Column 2	Column 3	Column 4
	Latest Board - Approved Budget Before Settlement (As of As of March 17, 2016, 2nd Interim)	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
REVENUES				
LCFF Sources (8010-8099)	$0	$0	$0	$0
Remaining Revenues (8100-8799)	$20,467,592	$0	$0	$20,467,592
TOTAL REVENUES	$20,467,592	$0	$0	$20,467,592
EXPENDITURES				
Certificated Salaries (1000-1999)	$6,854,400	$126,088	$0	$6,980,488
Classified Salaries (2000-2999)	$4,193,432	$0	$0	$4,193,432
Employee Benefits (3000-3999)	$7,521,406	$15,887	$0	$7,537,293
Books and Supplies (4000-4999)	$1,246,962	-$85,817	$0	$1,161,145
Services, Other Operating Expenses (5000-5999)	$539,407	-$28,000	$0	$511,407
Capital Outlay (6000-6999)	$143,970	$0	$0	$143,970
Other Outgo (7100-7299) (7400-7499)	$0	$0	$0	$0
Direct Support/Indirect Cost (7300-7399)	$710,938	$0	$0	$710,938
Other Adjustments	$0	$0	$0	$0
TOTAL EXPENDITURES	$21,210,515	$28,158	$0	$21,238,673
OPERATING SURPLUS (DEFICIT)	-$742,923	$0	$0	-$742,923
TRANSFERS IN & OTHER SOURCES (8910-8979)	$1,500,000	$0	$0	$1,500,000
TRANSFERS OUT & OTHER USES (7610-7699)	$0	$0	$0	$0
CONTRIBUTIONS (8980-8999)	$0	$0	$0	$0
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	$757,077	$0	$0	$757,077
BEGINNING BALANCE	$30,230			$0
Prior-Year Adjustments/Restatements (9793/9795)	$0			$0
CURRENT-YEAR ENDING BALANCE	$787,307	$0	$0	$787,307
COMPONENTS OF ENDING BALANCE:	$0	$0	$0	
Reserved Amounts (9711-9740)	$7,307	$0	$0	$7,307
Reserved for Economic Uncertainties (9770)	$0	$0	$0	$0
Board Designated Amounts (9775-9780)	$780,000	$0	$0	$780,000
Unappropriated Amounts (9790)	$0	$0	$0	$0
Reserve for Economic Uncertainties Percentage	$0	$0	$0	$0

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Enter Fund: Charter Fund

Enter Bargaining Unit: United Professional Educators (UPE)

	Column 1	Column 2	Column 3	Column 4
	Latest Board - Approved Budget Before Settlement (As of As of March 17, 2016, 2nd Interim)	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
REVENUES				
Revenue Limit Sources (8010-8099)	$16,208,817	$0	$0	$16,208,817
Remaining Revenues (8100-8799)	$2,219,450	$0	$0	$2,219,450
TOTAL REVENUES	$18,428,267	$0	$0	$18,428,267
EXPENDITURES				
Certificated Salaries (1000-1999)	$6,778,008	$0	$0	$6,778,008
Classified Salaries (2000-2999)	$964,129	$0	$0	$964,129
Employee Benefits (3000-3999)	$5,227,844	$0	$0	$5,227,844
Books and Supplies (4000-4999)	$4,031,908	$0	$0	$4,031,908
Services, Other Operating Expenses (5000-5999)	$1,992,684	$0	$0	$1,992,684
Capital Outlay (6000-6999)	$245,897	$0	$0	$245,897
Other Outgo (7100-7299) (7400-7499)	$0	$0	$0	$0
Direct Support/Indirect Cost (7300-7399)	$0	$0	$0	$0
Other Adjustments	$0	$0	$0	$0
TOTAL EXPENDITURES	$19,240,470	$0	$0	$19,240,470
OPERATING SURPLUS (DEFICIT)	-$812,203	$0	$0	-$812,203
TRANSFERS IN & OTHER SOURCES (8910-8979)	$0	$0	$0	$0
TRANSFERS OUT & OTHER USES (7610-7699)	-$1,386,880	$0	$0	-$1,386,880
CONTRIBUTIONS (8980-8999)	$0	$0	$0	$0
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	-$2,199,083	$0	$0	-$2,199,083
BEGINNING BALANCE	$3,323,158			$3,323,158
Prior-Year Adjustments/Restatements (9793/9795)	$0			$0
CURRENT-YEAR ENDING BALANCE	$1,124,075	$0	$0	$1,124,075
COMPONENTS OF ENDING BALANCE:	$0	$0	$0	$0
Reserved Amounts (9711-9740)	$277,448	$0	$0	$277,448
Reserved for Economic Uncertainties (9770)	$0	$0	$0	$0
Board Designated Amounts (9775-9780)	$846,627	$0	$0	$846,627
Unappropriated Amounts (9790)	$0	$0	$0	$0

I. IMPACT OF PROPOSED AGREEMENT ON SUBSEQUENT YEARS

Combined General Fund

Enter Bargaining Unit: United Professional Educators (UPE)

	2015-16	2016-17*	2017-18*
	Total Current Budget After Settlement	First Subsequent Year After Settlement	Second Subsequent Year After Settlement
REVENUES			
Revenue Limit Sources (8010-8099)	$347,098,592	$365,331,921	$372,306,182
Remaining Revenues (8100-8799)	$182,448,583	$125,700,450	$103,908,186
TOTAL REVENUES	$529,547,175	$491,032,371	$476,214,368
EXPENDITURES			
Certificated Salaries (1000-1999)	$178,601,438	$186,832,620	$188,724,514
Classified Salaries (2000-2999)	$54,464,268	$59,682,203	$60,279,025
Employee Benefits (3000-3999)	$143,869,437	$149,981,295	$157,746,382
Books and Supplies (4000-4999)	$20,666,110	$20,168,575	$15,553,464
Services, Other Operating Expenses (5000-5999)	$62,994,615	$62,883,399	$61,380,962
Capital Outlay (6000-6999)	$51,108,688	$17,060,802	$1,992,022
Other Outgo (7100-7299) (7400-7499)	$8,094	$0	$0
Direct Support/Indirect Cost (7300-7399)	-$1,567,462	-$1,600,327	-$1,600,327
Other Adjustments	$0	$0	$0
TOTAL EXPENDITURES	$510,145,188	$495,008,567	$484,076,042
OPERATING SURPLUS (DEFICIT)	$19,401,987	-$3,976,196	-$7,861,674
TRANSFERS IN & OTHER SOURCES (8910-8979)	$1,386,880	$1,438,122	$1,454,085
TRANSFERS OUT & OTHER USES (7610-7699)	-$6,486,044	-$1,730,000	-$1,730,000
CONTRIBUTIONS (8980-8999)			
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	$14,302,823	-$4,268,074	-$8,137,589
BEGINNING BALANCE	$44,784,297	$59,087,120	$54,819,046
CURRENT-YEAR ENDING BALANCE	$59,087,120	$54,819,046	$46,681,457
COMPONENTS OF ENDING BALANCE:			
Reserved Amounts (9711-9740)	$3,393,681	$987,986	$545,000
Reserved for Economic Uncertainties - Unrestricted (9770)	$18,763,133	$20,013,133	$20,013,133
Reserved for Economic Uncertainties - Restricted (9770)	$0	$0	$0
Board Designated Amounts (9775-9780)	$36,930,306	$33,817,927	$26,123,324
Unappropriated Amounts - Unrestricted (9790)	$0	$0	$0
Unappropriated Amounts - Restricted (9790)	$0	$0	$0

*** Multi year as restricted revenues are reduced, expenditures will also decrease.**

*** SCUSD's Budget Staff still working on the MYP.**

J. IMPACT OF PROPOSED AGREEMENT ON UNRESTRICTED RESERVES

1. State Reserve Standard

		2015-16	2016-17	2017-18
a.	Total Expenditures, Transfers Out, and Uses (Including Cost of Proposed Agreement)	$503,659,144	$493,278,567	$482,346,042
b.	State Standard Minimum Reserve Percentage for this Distirct 2% enter percentage:	2%	2%	2%
c.	State Standard Minimum Reserve Amount for this District (For districts with less than 1,001 ADA, this is the greater of Line a, times Line b, OR $50,000	$10,073,183	$9,865,571	$9,646,921

2. Budgeted Unrestricted Reserve (After Impact of Proposed Agreement)

a.	General Fund Budgeted Unrestricted Designated for Economic Uncertainties (9770)	$18,763,133	$20,013,133	$20,013,133
b.	General Fund Budgeted Unrestricted Unappropriated Amount (9790)	$0	$0	$0
c.	Special Reserve Fund (Fund 17) Budgeted Designated for Economic Uncertainties (9770)	$0	$0	$0
d.	Special Reserve Fund (Fund 17) Budgeted Unappropriate Amount (9790)	$0	$0	$0
g.	Total Available Reserves	$18,763,133	$20,013,133	$20,013,133
h.	Reserve for Economic Uncertainties Percentage	3.7%	4.1%	4.1%

3. Do unrestricted reserves meet the state minimum reserve amount?

2015-16	Yes	X	No	
2016-17	Yes	X	No	
2017-18	Yes	X	No	

4. If no, how do you plan to restore your reserves?

N/A

5. If the total amount of the adjustment in Column 2 on Page 4 does not agree with the amount of the Total Compensation Increase in Section A, Line 5, Page 1 (I.e., increase was partially budgeted), explain the variance below:

The increase is already included in the budget. Budget does not need to be revised to cover adjustment.

6. Please include any additional comments and explanation of Page 4 if necessary:

The budget overall does not need to be revised.

K. SALARY NOTIFICATION REQUIREMENT

The following section is applicable and should be completed when any Salary/Benefit Negotiations are settled after the district's final budget has be adopted.

COMPARISON OF PROPOSED AGREEMENT TO CHANGE IN DISTRICT BASE REVENUE LIMIT

(a) Current-Year Base Revenue Limit (BRL) per ADA: (obtain from the County Office-provided Revenue Limit run, Form RL, Line 4)	**N/A - RL is not longer used The increase LCFF target is 54.84%**
	$ _____ (Estimated)
(b) Prior-Year Base Revenue Limit per ADA: (Form RL, Line 1)	**$ _____ (Actual)**
(c) Amount of Current-Year Increase: (a) minus (b)	**$ 0**
(d) Percentage Increase in BRL per ADA: (c) divided by (b)	**N/A %**
(e) Deficit: (Form RL, Line 9-a)	**_____ %**
(f) Percentage Increase in BRL after deficit:	**_____ %**
(g) Total Compensation Percentage Increase from Section A, Line 5, Page 1 for current year (Year 1)	**0.00%**

L. CERTIFICATION NO. 1: CERTIFICATION OF THE DISTRICTS ABILITY TO MEET THE COSTS OF COLLECTIVE BARGAINING AGREEMENT

The disclosure document must be signed by the district Superintendent and Chief Business Officer at the time of public disclosure.

In accordance with the requirements of Government Code Section 3547.5, the Superintendent and Chief Business Officer of Sacramento City Unified School District (District), hereby certify that the District can meet the costs incurred under the Collective Bargaining Agreement between the District and the UPE Bargaining Unit, during the term of the agreement from 07/01/2015 to 06/30/2016

The budget revisions necessary to meet the costs of the agreement is each year of its term are as follows:

Budget Adjustment Categories:	Budget Adjustment Increase (Decrease)
Revenues/Other Financing Sources	No Change
Expenditures/Other Financing Uses	No Change
Ending Balance Increase (Decrease)	No Change

N/A _____ (No budget revisions necessary)

District Superintendent (Signature) — **Date**

Chief Business Officer (Signature) — **Date**

M. CERTIFICATION NO. 2

The disclosure document must be signed by the district Superintendent or designee at the time of public disclosure and by the President or Clerk of the Governing Board at the time of formal board action on the proposed agreement..

The information provided in this document summarizes the financial implications of the proposed agreement and is submitted to the Governing Board for public disclosure of the major provisions of the agreement (as provided in the "Public Disclosure of Proposed Bargaining Agreement") in accordance with the requirements of AB 1200 and Government Code Section 3547.5.

District Superintendent (Signature)	**Date**

Gerardo Castillo, CPA, CBO	**(916) 643-9055**
Contact Person	**Phone**

After public disclosure of the major provisions contained in this summary, the Governing Board at its meeting on August 18, 2016 took action to approve the proposed Agreement with the Bargaining Unit.

President (or Clerk), Governing Board (Signature)	**Date**

SACRAMENTO COUNTY OFFICE OF EDUCATION

PUBLIC DISCLOSURE OF COLLECTIVE BARGAINING AGREEMENT

In Accordance with AB 1200 (Chapter 1213/1991), GC 3547.5, and CCR, Title V, Section 15449

Name of School District: Sacramento City Unified School

Name of Bargaining Unit: Unrepresented Management/Supervisors and Confidential

Certificated, Classified, Other: Certificated/Classified

The proposed agreement covers the period beginning: July 1, 2015 (date) **and ending:** June 30, 2016 (date)

The Governing Board will act upon the agreement on: Potentially August 18, 2016 (date)

Note: This form, along with a copy of the proposed agreement, must be submitted to the County Office at least ten (10) working days prior to the date the Governing Board will take action.

A. Proposed Change in Compensation - Includes all General Fund - Unrestricted and Restricted

	Compensation	Annual	Fiscal Impact of Proposed Agreement		
		Cost Prior to	Year 1	Year 2	Year 3
		Proposed Agreement	Increase (Decrease)	Increase (Decrease)	Increase (Decrease)
		FY 15/16	FY 15/16	FY 16/17	FY 17/18
1	Salary Schedule (This is to include Step and Columns, which is also reported separately in Item 6)	$10,709,542.27	$267,738.56	$548,864.04	$0.00
			2.50%	5.00%	0.00%
2	Other Compensation Stipends, Bonuses, Longevity, Overtime, Differential, Callback or Standby Pay, etc.	Included Above	Included Above	Included Above	Included Above
	Description of other compensation - Setting of Counselor Grievance	0	0	0	0
3	Statutory Benefits - STRS, PERS, FICA WE, UI, Medicare, etc.	$1,990,449.29	$50,670.06	$103,873.62	$0.00
			2.55%	5.09%	0.00%
4	Health/Welfare Plans	$1,019,448.81	$0.00	$0.00	$0.00
5	Total Compensation - Add Items 1 through 4 to equal 5	$13,719,440.37	$318,408.61	$652,737.66	$0.00
			2.32%	4.65%	0.00%
6	Step and Column - Due to movement plus any changes due to settlement. This is a subset of Item No. 1	$0.00	$0.00	$0.00	$0.00
7	Total Number of Represented Employees (Use FTEs if appropriate)	116	116	116	116
8	Total Compensation Average Cost per Employee	118,271.04	2,744.90	5,627.05	0.00
			2.32%	4.65%	0.00%

9 . What was the negotiated percentage increase approved? For example, if the increase in "Year 1" was for less than a full year, what is the annualized percentage of that increase for "Year 1"?

The agreed increase was 2.5% effective July 1, 2015 and additional 2.5% effective July 1, 2016.

10 . Were any additional steps, columns, or range added to the schedule? (If yes, please explain.)

No

11 . Please include comments and explanations as necessary. (If more room is necessary, please attach an additional sheet.)

N/A

12 . Does this bargaining unit have a negotiated cap for Health & Welfare **Yes** [X] | [ ]

If yes, please describe the cap amount.
Unrepresented health and welfare are for employees only. Family members are not covered in the plan.

B. Proposed Negotiated Changes in Noncompensation Items (I.e., class size adjustments, staff development days, teacher prep time, classified staffing rations, etc.)

N/A

C. What are the specific impacts (positive or negative) on instructional and support programs accommodate the settlement? Include the impact of changes such as staff reductions or increases, program reductions or increases, elimination or expansion of other services or programs (i.e., counselors, librarians, custodial staff, etc.)

N/A

D . What contingency language is included in the proposed agreement (e.g., reopeners, etc.)?

There are not reopeners.

E. Will this agreement create, or decrease deficit financing in the current or subsequent year(s)? "Deficit Financing" is defined to exist when a fund's expenditures and other financing uses exceed its revenue and other financing sources in a given year. If yes, explain the amounts and justification for doing so.

No in the current or 2016-17, but yes in 2017-18.

F. Identify other major provisions that do not directly affect the district's costs, such as binding arbitrations, grievance procedures, etc.

N/A

G. Source of Funding for Proposed Agreement
1. Current Year

The majority of the funding source is general fund unrestricted, but it will also affect, child development, cafeteria and building funds as unreprensented members are also paid by these funding sources.

2. If this is a single year agreement, how will the ongoing cost of the proposed agreement be funded in subsequent years (I.e., what will allow the district to afford this contract)?

It is included in the multi-year projections.

3. If this is a multiyear agreement, what is the source of funding, including assumptions used, to fund these obligations in subsequent years? (Remember to include compounding effects in meeting obligations.)

The total increase of this agreement is 5% ongoing for 2016-17. The projected increase is included in the Multi Year Projection.

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Unrestricted General Fund

Enter Bargaining Unit: Unrepresented Management/Supervisors and Confid

	Column 1	Column 2	Column 3	Column 4
	Latest Board - Approved Budget Before Settlement (As of March 17, 2016, 2nd Interim Budget)	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
REVENUES				
LCFF Sources (8010-8099)	$347,098,592			$347,098,592
Remaining Revenues (8100-8799)	$29,149,082		$222,941	$29,372,023
TOTAL REVENUES	$376,247,674	$0	$222,941	$376,470,615
EXPENDITURES				
Certificated Salaries (1000-1999)	$138,183,793	$0	-$3,078,590	$135,105,203
Classified Salaries (2000-2999)	$35,822,136	$0	-$1,094,314	$34,727,822
Employee Benefits (3000-3999)	$97,930,281	$0	-$678,598	$97,251,683
Books and Supplies (4000-4999)	$8,607,822		$683,584	$9,291,406
Services, Other Operating Expenses (5000-5999)	$27,109,062		$123,896	$27,232,958
Capital Outlay (6000-6999)	$2,183,667		$130,648	$2,314,315
Other Outgo (7100-7299) (7400-7499)	$3,545,018		-$3,545,018	$0
Direct Support/Indirect Cost (7300-7399)	-$3,333,198		-$78,684	-$3,411,882
Other Adjustments				$0
TOTAL EXPENDITURES	$310,048,581	$0	-$7,537,076	$302,511,505
OPERATING SURPLUS (DEFICIT)	$66,199,093	$0	$7,760,017	$73,959,110
TRANSFERS IN & OTHER SOURCES (8910-8979)	$1,386,880	$0	$0	$1,386,880
TRANSFERS OUT & OTHER USES (7610-7699)	-$1,730,000		-$30,000	-$1,760,000
CONTRIBUTIONS (8980-8999)	-$57,637,702		-$240,000	-$57,877,702
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	$8,218,271	$0	$7,490,017	$15,708,288
BEGINNING BALANCE	$40,326,773			$40,326,773
Prior-Year Adjustments/Restatements (9793/9795)				$0
CURRENT-YEAR ENDING BALANCE	$48,545,044	$0	$7,490,017	$56,035,061
COMPONENTS OF ENDING BALANCE:				
Reserved Amounts (9711-9740)	$545,000		-$203,378	$341,622
Reserved for Economic Uncertainties (9770)	$18,763,133		$0	$18,763,133
Designated Amounts (9775-9780)	$17,080,257		$19,850,049	$36,930,306
Unappropriated Amounts (9790)	$12,156,654	$0	-$12,156,654	$0

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Restricted General Fund

Enter Bargaining Unit: Unrepresented Management/Supervisors and Confid.

	Column 1	Column 2	Column 3	Column 4
	Latest Board - Approved Budget Before Settlement (As of As of March 17, 2016, 2nd Interim)	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
REVENUES				
Revenue Limit Sources (8010-8099)	$0	$0	$0	$0
Remaining Revenues (8100-8799)	$153,294,123		-$217,563	$153,076,560
TOTAL REVENUES	$153,294,123	$0	-$217,563	$153,076,560
EXPENDITURES		$0		
Certificated Salaries (1000-1999)	$42,431,324	$0	$1,064,911	$43,496,235
Classified Salaries (2000-2999)	$19,621,045		$115,401	$19,736,446
Employee Benefits (3000-3999)	$46,475,930	$0	$141,824	$46,617,754
Books and Supplies (4000-4999)	$12,682,717		-$1,308,013	$11,374,704
Services, Other Operating Expenses (5000-5999)	$34,353,966		$1,407,691	$35,761,657
Capital Outlay (6000-6999)	$53,030,506		-$4,236,133	$48,794,373
Other Outgo (7100-7299) (7400-7499)	$0		$8,094	$8,094
Direct Support/Indirect Cost (7300-7399)	$1,804,909		$39,511	$1,844,420
Other Adjustments	$0			$0
TOTAL EXPENDITURES	$210,400,397	$0	-$2,766,714	$207,633,683
OPERATING SURPLUS (DEFICIT)	-$57,106,274	$0	$2,549,151	-$54,557,123
TRANSFERS IN & OTHER SOURCES (8910-8979)	$0			$0
TRANSFERS OUT & OTHER USES (7610-7699)	-$1,575,661		-$3,150,383	-$4,726,044
CONTRIBUTIONS (8980-8999)	$57,637,702		$240,000	$57,877,702
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	-$1,044,233	$0	-$361,232	-$1,405,465
	.			
BEGINNING BALANCE	$4,457,524			$4,457,524
Prior-Year Adjustments/Restatements (9793/9795)	$0			$0
CURRENT-YEAR ENDING BALANCE	$3,413,291	$0	-$361,232	$3,052,059
COMPONENTS OF ENDING BALANCE:				
Reserved Amounts (9711-9740)	$3,413,291	$0	-$361,232	$3,052,059
Reserved for Economic Uncertainties (9770)				$0
Designated Amounts (9775-9780)				$0
Unappropriated Amounts (9790)	$0	$0	$0	$0

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Combined General Fund

Enter Bargaining Unit: Unrepresented Management/Supervisors and Confid.

	Column 1	Column 2	Column 3	Column 4
	Latest Board - Approved Budget Before Settlement (As of As of March 17, 2016, 2nd Interim)	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
REVENUES				
Revenue Limit Sources (8010-8099)	$347,098,592	$0	$0	$347,098,592
Remaining Revenues (8100-8799)	$182,443,205	$0	$5,378	$182,448,583
TOTAL REVENUES	$529,541,797	$0	$5,378	$529,547,175
EXPENDITURES				
Certificated Salaries (1000-1999)	$180,615,117	$0	-$2,013,679	$178,601,438
Classified Salaries (2000-2999)	$55,443,181	$0	-$978,913	$54,464,268
Employee Benefits (3000-3999)	$144,406,211	$0	-$536,774	$143,869,437
Books and Supplies (4000-4999)	$21,290,539	$0	-$624,429	$20,666,110
Services, Other Operating Expenses (5000-5999)	$61,463,028	$0	$1,531,587	$62,994,615
Capital Outlay (6000-6999)	$55,214,173	$0	-$4,105,485	$51,108,688
Other Outgo (7100-7299) (7400-7499)	$3,545,018	$0	-$3,536,924	$8,094
Direct Support/Indirect Cost (7300-7399)	-$1,528,289	$0	-$39,173	-$1,567,462
Other Adjustments	$0	$0	$0	$0
TOTAL EXPENDITURES	$520,448,978	$0	-$10,303,790	$510,145,188
OPERATING SURPLUS (DEFICIT)	$9,092,819	$0	$10,309,168	$19,401,987
TRANSFERS IN & OTHER SOURCES (8910-8979)	$1,386,880	$0	$0	$1,386,880
TRANSFERS OUT & OTHER USES (7610-7699)	-$3,305,661	$0	-$3,180,383	-$6,486,044
CONTRIBUTIONS (8980-8999)	$0	$0	$0	$0
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	$7,174,038	$0	$7,128,785	$14,302,823
BEGINNING BALANCE	$44,784,297			$44,784,297
Prior-Year Adjustments/Restatements (9793/9795)	$0			$0
CURRENT-YEAR ENDING BALANCE	$51,958,335	$0	$7,128,785	$59,087,120
COMPONENTS OF ENDING BALANCE:	$0			
Reserved Amounts (9711-9740)	$3,958,291	$0	-$564,610	$3,393,681
Reserved for Economic Uncertainties (9770)	$18,763,133	$0	$0	$18,763,133
Designated Amounts (9775-9780)	$17,080,257	$0	$19,850,049	$36,930,306
Unappropriated Amounts - Unrestricted (9790)	$12,156,654	$0	-$12,156,654	$0
Unappropriated Amounts - Restricted (9790)	$0	$0	$0	$0

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Adult Education Fund

Enter Bargaining Unit: Unrepresented Management/Supervisors and Confid.

	Column 1	Column 2	Column 3	Column 4
	Latest Board - Approved Budget Before Settlement (As of As of March 17, 2016, 2nd Interim)	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
REVENUES				
LCFF Sources (8010-8099)	$0	$0	$0	$0
Remaining Revenues (8100-8799)	$7,259,015	$0	$0	$7,259,015
TOTAL REVENUES	$7,259,015	$0	$0	$7,259,015
EXPENDITURES				
Certificated Salaries (1000-1999)	$1,874,402	$0	$0	$1,874,402
Classified Salaries (2000-2999)	$1,326,097	$0	$0	$1,326,097
Employee Benefits (3000-3999)	$1,945,850	$0	$0	$1,945,850
Books and Supplies (4000-4999)	$283,370	$0	$0	$283,370
Services, Other Operating Expenses (5000-5999)	$2,057,733	$0	$0	$2,057,733
Capital Outlay (6000-6999)	$19,100	$0	$0	$19,100
Other Outgo (7100-7299) (7400-7499)	$0	$0	$0	$0
Direct Support/Indirect Cost (7300-7399)	$34,309	$0	$0	$34,309
Other Adjustments	$0	$0	$0	$0
TOTAL EXPENDITURES	$7,540,861	$0	$0	$7,540,861
OPERATING SURPLUS (DEFICIT)	-$281,846	$0	$0	-$281,846
TRANSFERS IN & OTHER SOURCES (8910-8979)	$230,000	$0	$0	$230,000
TRANSFERS OUT & OTHER USES (7610-7699)	$0	$0	$0	$0
CONTRIBUTIONS (8980-8999)	$0	$0	$0	$0
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	-$51,846	$0	$0	-$51,846
BEGINNING BALANCE	$51,846			$51,846
Prior-Year Adjustments/Restatements (9793/9795)	$0			$0
CURRENT-YEAR ENDING BALANCE	$0	$0	$0	$0
COMPONENTS OF ENDING BALANCE:				
Reserved Amounts (9711-9740)	$0	$0	$0	$0
Reserved for Economic Uncertainties (9770)	$0	$0	$0	$0
Board Designated Amounts (9775-9780)	$0	$0	$0	$0
Unappropriated Amounts (9790)	$0	$0	$0	$0

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Cafeteria Fund

Enter Bargaining Unit: Unrepresented Management/Supervisors and Confid.

	Column 1	Column 2	Column 3	Column 4
	Latest Board - Approved Budget Before Settlement (As of As of March 17, 2016, 2nd Interim)	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
REVENUES				
LCFF Sources (8010-8099)	$0	$0	$0	$0
Remaining Revenues (8100-8799)	$21,276,988	$0	$0	$21,276,988
TOTAL REVENUES	$21,276,988	$0	$0	$21,276,988
EXPENDITURES				
Certificated Salaries (1000-1999)	$0	$0	$0	$0
Classified Salaries (2000-2999)	$6,223,040	$0	$0	$6,223,040
Employee Benefits (3000-3999)	$3,774,777	$0	$0	$3,774,777
Books and Supplies (4000-4999)	$12,212,763	$0	$0	$12,212,763
Services, Other Operating Expenses (5000-5999)	$407,595	$0	$0	$407,595
Capital Outlay (6000-6999)	$610,369	$0	$0	$610,369
Other Outgo (7100-7299) (7400-7499)	$0	$0	$0	$0
Direct Support/Indirect Cost (7300-7399)	$783,042	$0	$0	$783,042
Other Adjustments	$0	$0	$0	$0
TOTAL EXPENDITURES	$24,011,586	$0	$0	$24,011,586
OPERATING SURPLUS (DEFICIT)	-$2,734,598	$0	$0	-$2,734,598
TRANSFERS IN & OTHER SOURCES (8910-8979)	$5,588	$0	$0	$5,588
TRANSFERS OUT & OTHER USES (7610-7699)	$0	$0	$0	$0
CONTRIBUTIONS (8980-8999)	$0	$0	$0	$0
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	-$2,729,010	$0	$0	-$2,729,010
BEGINNING BALANCE	$12,014,237			$12,014,237
Prior-Year Adjustments/Restatements (9793/9795)	$0			$0
CURRENT-YEAR ENDING BALANCE	$9,285,227	$0	$0	$9,285,227
COMPONENTS OF ENDING BALANCE:	$0	$0	$0	$0
Reserved Amounts (9711-9740)	$9,064,062	$0	$0	$9,064,062
Reserved for Economic Uncertainties (9770)	$0	$0	$0	$0
Board Designated Amounts (9775-9780)	$221,165	$0	$0	$221,165
Unappropriated Amounts (9790)	$0	$0	$0	$0

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Child Development Fund

Enter Bargaining Unit: Unrepresented Management/Supervisors and Confid.

	Column 1	Column 2	Column 3	Column 4
	Latest Board - Approved Budget Before Settlement (As of As of March 17, 2016, 2nd Interim)	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
REVENUES				
LCFF Sources (8010-8099)	$0	$0	$0	$0
Remaining Revenues (8100-8799)	$20,467,592	$0	$0	$20,467,592
TOTAL REVENUES	$20,467,592	$0	$0	$20,467,592
EXPENDITURES				
Certificated Salaries (1000-1999)	$6,854,400	$126,088	$0	$6,980,488
Classified Salaries (2000-2999)	$4,193,432	$0	$0	$4,193,432
Employee Benefits (3000-3999)	$7,521,406	$15,887	$0	$7,537,293
Books and Supplies (4000-4999)	$1,246,962	-$85,817	$0	$1,161,145
Services, Other Operating Expenses (5000-5999)	$539,407	-$28,000	$0	$511,407
Capital Outlay (6000-6999)	$143,970	$0	$0	$143,970
Other Outgo (7100-7299) (7400-7499)	$0	$0	$0	$0
Direct Support/Indirect Cost (7300-7399)	$710,938	$0	$0	$710,938
Other Adjustments	$0	$0	$0	$0
TOTAL EXPENDITURES	$21,210,515	$28,158	$0	$21,238,673
OPERATING SURPLUS (DEFICIT)	-$742,923	$0	$0	-$742,923
TRANSFERS IN & OTHER SOURCES (8910-8979)	$1,500,000	$0	$0	$1,500,000
TRANSFERS OUT & OTHER USES (7610-7699)	$0	$0	$0	$0
CONTRIBUTIONS (8980-8999)	$0	$0	$0	$0
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	$757,077	$0	$0	$757,077
BEGINNING BALANCE	$30,230			$0
Prior-Year Adjustments/Restatements (9793/9795)	$0			$0
CURRENT-YEAR ENDING BALANCE	$787,307	$0	$0	$787,307
COMPONENTS OF ENDING BALANCE:	$0	$0	$0	
Reserved Amounts (9711-9740)	$7,307	$0	$0	$7,307
Reserved for Economic Uncertainties (9770)	$0	$0	$0	$0
Board Designated Amounts (9775-9780)	$780,000	$0	$0	$780,000
Unappropriated Amounts (9790)	$0	$0	$0	$0
Reserve for Economic Uncertainties Percentage	$0	$0	$0	$0

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Enter Fund: Charter Fund

Enter Bargaining Unit: Unrepresented Management/Supervisors and Confid.

	Column 1	Column 2	Column 3	Column 4
	Latest Board - Approved Budget Before Settlement (As of As of March 17, 2016, 2nd Interim)	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
REVENUES				
Revenue Limit Sources (8010-8099)	$16,208,817	$0	$0	$16,208,817
Remaining Revenues (8100-8799)	$2,219,450	$0	$0	$2,219,450
TOTAL REVENUES	$18,428,267	$0	$0	$18,428,267
EXPENDITURES				
Certificated Salaries (1000-1999)	$6,778,008	$0	$0	$6,778,008
Classified Salaries (2000-2999)	$964,129	$0	$0	$964,129
Employee Benefits (3000-3999)	$5,227,844	$0	$0	$5,227,844
Books and Supplies (4000-4999)	$4,031,908	$0	$0	$4,031,908
Services, Other Operating Expenses (5000-5999)	$1,992,684	$0	$0	$1,992,684
Capital Outlay (6000-6999)	$245,897	$0	$0	$245,897
Other Outgo (7100-7299) (7400-7499)	$0	$0	$0	$0
Direct Support/Indirect Cost (7300-7399)	$0	$0	$0	$0
Other Adjustments	$0	$0	$0	$0
TOTAL EXPENDITURES	$19,240,470	$0	$0	$19,240,470
OPERATING SURPLUS (DEFICIT)	-$812,203	$0	$0	-$812,203
TRANSFERS IN & OTHER SOURCES (8910-8979)	$0	$0	$0	$0
TRANSFERS OUT & OTHER USES (7610-7699)	-$1,386,880	$0	$0	-$1,386,880
CONTRIBUTIONS (8980-8999)	$0	$0	$0	$0
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	-$2,199,083	$0	$0	-$2,199,083
BEGINNING BALANCE	$3,323,158			$3,323,158
Prior-Year Adjustments/Restatements (9793/9795)	$0			$0
CURRENT-YEAR ENDING BALANCE	$1,124,075	$0	$0	$1,124,075
COMPONENTS OF ENDING BALANCE:	$0	$0	$0	$0
Reserved Amounts (9711-9740)	$277,448	$0	$0	$277,448
Reserved for Economic Uncertainties (9770)	$0	$0	$0	$0
Board Designated Amounts (9775-9780)	$846,627	$0	$0	$846,627
Unappropriated Amounts (9790)	$0	$0	$0	$0

I. IMPACT OF PROPOSED AGREEMENT ON SUBSEQUENT YEARS

Combined General Fund

Enter Bargaining Unit: Unrepresented Management/Supervisors and Confid.

	2015-16	2016-17*	2017-18*
	Total Current Budget After Settlement	First Subsequent Year After Settlement	Second Subsequent Year After Settlement
REVENUES			
Revenue Limit Sources (8010-8099)	$347,098,592	$365,331,921	$372,306,182
Remaining Revenues (8100-8799)	$182,448,583	$125,700,450	$103,908,186
TOTAL REVENUES	$529,547,175	$491,032,371	$476,214,368
EXPENDITURES			
Certificated Salaries (1000-1999)	$178,601,438	$186,832,620	$188,724,514
Classified Salaries (2000-2999)	$54,464,268	$59,682,203	$60,279,025
Employee Benefits (3000-3999)	$143,869,437	$149,981,295	$157,746,382
Books and Supplies (4000-4999)	$20,666,110	$20,168,575	$15,553,464
Services, Other Operating Expenses (5000-5999)	$62,994,615	$62,883,399	$61,380,962
Capital Outlay (6000-6999)	$51,108,688	$17,060,802	$1,992,022
Other Outgo (7100-7299) (7400-7499)	$8,094	$0	$0
Direct Support/Indirect Cost (7300-7399)	-$1,567,462	-$1,600,327	-$1,600,327
Other Adjustments	$0	$0	$0
TOTAL EXPENDITURES	$510,145,188	$495,008,567	$484,076,042
OPERATING SURPLUS (DEFICIT)	$19,401,987	-$3,976,196	-$7,861,674
TRANSFERS IN & OTHER SOURCES (8910-8979)	$1,386,880	$1,438,122	$1,454,085
TRANSFERS OUT & OTHER USES (7610-7699)	-$6,486,044	-$1,730,000	-$1,730,000
CONTRIBUTIONS (8980-8999)			
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	$14,302,823	-$4,268,074	-$8,137,589
BEGINNING BALANCE	$44,784,297	$59,087,120	$54,819,046
CURRENT-YEAR ENDING BALANCE	$59,087,120	$54,819,046	$46,681,457
COMPONENTS OF ENDING BALANCE:			
Reserved Amounts (9711-9740)	$3,393,681	$987,986	$545,000
Reserved for Economic Uncertainties - Unrestricted (9770)	$18,763,133	$20,013,133	$20,013,133
Reserved for Economic Uncertainties - Restricted (9770)	$0	$0	$0
Board Designated Amounts (9775-9780)	$36,930,306	$33,817,927	$26,123,324
Unappropriated Amounts - Unrestricted (9790)	$0	$0	$0
Unappropriated Amounts - Restricted (9790)	$0	$0	$0

*** Multi year as restricted revenues are reduced, expenditures will also decrease.**

J. IMPACT OF PROPOSED AGREEMENT ON UNRESTRICTED RESERVES

1. State Reserve Standard

		2015-16	2016-17	2017-18
a.	Total Expenditures, Transfers Out, and Uses (Including Cost of Proposed Agreement)	$503,659,144	$493,278,567	$482,346,042
b.	State Standard Minimum Reserve Percentage for this Distirct 2% enter percentage:	2%	2%	2%
c.	State Standard Minimum Reserve Amount for this District (For districts with less than 1,001 ADA, this is the greater of Line a, times Line b, OR $50,000	$10,073,183	$9,865,571	$9,646,921

2. Budgeted Unrestricted Reserve (After Impact of Proposed Agreement)

a.	General Fund Budgeted Unrestricted Designated for Economic Uncertainties (9770)	$18,763,133	$20,013,133	$20,013,133
b.	General Fund Budgeted Unrestricted Unappropriated Amount (9790)	$0	$0	$0
c.	Special Reserve Fund (Fund 17) Budgeted Designated for Economic Uncertainties (9770)	$0	$0	$0
d.	Special Reserve Fund (Fund 17) Budgeted Unappropriate Amount (9790)	$0	$0	$0
g.	Total Available Reserves	$18,763,133	$20,013,133	$20,013,133
h.	Reserve for Economic Uncertainties Percentage	3.7%	4.1%	4.1%

3. Do unrestricted reserves meet the state minimum reserve amount?

2015-16	Yes	X	No	
2016-17	Yes	X	No	
2017-18	Yes	X	No	

4. If no, how do you plan to restore your reserves?

N/A

5. If the total amount of the adjustment in Column 2 on Page 4 does not agree with the amount of the Total Compensation Increase in Section A, Line 5, Page 1 (I.e., increase was partially budgeted), explain the variance below:

The increase is already included in the budget. Budget does not need to be revised to cover adjustment.

6. Please include any additional comments and explanation of Page 4 if necessary:

The budget overall does not need to be revised.

K. SALARY NOTIFICATION REQUIREMENT

The following section is applicable and should be completed when any Salary/Benefit Negotiations are settled after the district's final budget has be adopted.

COMPARISON OF PROPOSED AGREEMENT TO CHANGE IN DISTRICT BASE REVENUE LIMIT

(a) Current-Year Base Revenue Limit (BRL) per ADA: (obtain from the County Office-provided Revenue Limit run, Form RL, Line 4)	**N/A - RL is not longer used The increase LCFF target is 54.84%**
	$ _____ (Estimated)
(b) Prior-Year Base Revenue Limit per ADA: (Form RL, Line 1)	**$ _____ (Actual)**
(c) Amount of Current-Year Increase: (a) minus (b)	**$ 0**
(d) Percentage Increase in BRL per ADA: (c) divided by (b)	**N/A %**
(e) Deficit: (Form RL, Line 9-a)	**_____ %**
(f) Percentage Increase in BRL after deficit:	**_____ %**
(g) Total Compensation Percentage Increase from Section A, Line 5, Page 1 for current year (Year 1)	**2.32%**

L. CERTIFICATION NO. 1: CERTIFICATION OF THE DISTRICTS ABILITY TO MEET THE COSTS OF COLLECTIVE BARGAINING AGREEMENT

The disclosure document must be signed by the district Superintendent and Chief Business Officer at the time of public disclosure.

In accordance with the requirements of Government Code Section 3547.5, the Superintendent and Chief Business Officer of Sacramento City Unified School District (District), hereby certify that the District can meet the costs incurred under the Collective Bargaining Agreement between the District and the Unrepresented Management/Supervisors and Confidential Unit, during the term of the agreement from 07/01/2015 to 06/30/2016

The budget revisions necessary to meet the costs of the agreement is each year of its term are as follows:

Budget Adjustment Categories:	Budget Adjustment Increase (Decrease)
Revenues/Other Financing Sources	No change
Expenditures/Other Financing Uses	No change
Ending Balance Increase (Decrease)	No change

N/A _____ (No budget revisions necessary)

District Superintendent (Signature) — **Date**

Chief Business Officer (Signature) — **Date**

M. CERTIFICATION NO. 2

The disclosure document must be signed by the district Superintendent or designee at the time of public disclosure and by the President or Clerk of the Governing Board at the time of formal board action on the proposed agreement..

The information provided in this document summarizes the financial implications of the proposed agreement and is submitted to the Governing Board for public disclosure of the major provisions of the agreement (as provided in the "Public Disclosure of Proposed Bargaining Agreement") in accordance with the requirements of AB 1200 and Government Code Section 3547.5.

District Superintendent (Signature)	**Date**

Gerardo Castillo, CPA, CBO	**(916) 643-9055**
Contact Person	**Phone**

After public disclosure of the major provisions contained in this summary, the Governing Board at its meeting on August 18, 2016 took action to approve the proposed Agreement with the Bargaining Unit.

President (or Clerk), Governing Board (Signature)	**Date**

Agreement Between
Service Employees International Union (SEIU), Local 1021
And
Sacramento City Unified School District

This Tentative Agreement "TA" is made and entered into on August 10, 2016 between Sacramento City Unified School District ("District") and the Service Employees International Union, Local 1021 ("SEIU"), collectively referred to herein as the "Parties." The Parties reach this Tentative Agreement as part of their previously agreed upon reopener for the 2015-16 school year.

Except as expressly provided herein, the current collective bargaining agreement between the parties ("CBA"), including all terms and conditions of the parties' current collective bargaining agreement not otherwise modified by this Tentative Agreement, shall be continued without modification through June 30, 2017.

Article 6 – Compensation

Effective January 1, 2016, SEIU salary schedules will increase by an additional two and one-half percent (2.5%), in exchange for this additional salary increase SEIU Local 1021 agrees that certain members of the SEIU Local 1021 bargaining unit shall have their daily work schedules adjusted as necessary in order to implement the Collaborative Time model and structure starting the 2016-17 school year. There is no intent to implement new split shifts or change, amend or replace any existing language related to work schedules or hours. This salary increase also provides for the reduction of the District's unfunded liabilities by decreasing the number of emergency days and imminent death days currently available to unit members, plus increasing the number of vacation days that may be cashed out annually.

Article 8 – Hours

The Parties agree to create a new section in Article 8, Section 8.3.3.5 to read as follows:

Section 8.3.3.5: Those probationary or permanent classified employees whose schedules must be adjusted in order to implement the Collaborative Time Model may have an adjustable work schedule during the week to support the structure of the District's implementation of Collaborative Time starting the 2016-17 school year and beyond. For example, an employee's work day may be extended during the week to allow for an early release on collaborative Thursdays that same week. No affected employee shall experience a reduction in total hours per week, nor shall any affected employee be compelled to take a longer lunch break or accept a split shift.

Article 11 – Vacations

The Parties agree to work collaboratively to identify options in addressing the current vacation accruals beyond the contract limit and to minimize the District's unfunded liability.

The Parties agree to amend Article 11 Section 11.2.3 as follows:

Employees with accumulated vacation shall be allowed to cash out up to eight (8) days each year. Employees desiring to cash out vacation may do so by providing written notification to Payroll by completing the Request for Vacation Cash Out Form. Requests received by Payroll by October 1 will be reimbursed by November 30 and requests received by Payroll by May 1 will be reimbursed by June 30."

Article 12 – Leaves

In order to reduce the amount of available emergency days, the Parties agree to reduce the Emergency Days granted per school year from three (3) to two (2) days; therefore, the Parties agree to amend Article 12 Section 12.6 to read as follows:

A maximum absence of two (2) days with full pay during any one (1) school year shall be authorized for the sudden and unexpected illness or injury requiring the presence of the permanent or probationary employee for emergency care or attendance of an ill or injured member of the immediate family. Each instance of emergency leave may be for one (1) or two (2) days up to a maximum of two (2) days per school year.

The Parties further agree to reduce the Imminent Death Days granted per school year from three (3) to one (1) day; therefore, the Parties agree to amend Article 12 Section 12.7.1 to read as follows:

One (1) day per year of full pay shall be granted to each probationary and permanent employee in case of the serious illness or accident, with death imminent, of each member of the immediate family. In the event that death does not occur, the necessity of this type of absence shall be verified by a written and signed statement of the attending physician, specifically stating that death was imminent.

The tentative agreement shall not be effective until and unless it has been ratified by SEIU and approved by the District's Board of Education. The SEIU and District bargaining team acknowledge that by their signatures below they are entering into a good faith commitment to support this Agreement and take whatever actions are necessary to obtain the approval of the parties they represent.

For the District:	For SEIU:
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
Date: August_____, 2016	Date: August_____, 2016

TENTATIVE AGREEMENT BETWEEN
UNITED PROFESSIONAL EDUCATORS (UPE)
AND
SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

The Sacramento City Unified School District (DISTRICT) and the United Profession Educators (UPE) have previously met and negotiated in good faith over the 2015-2016 reopener negotiations. The Parties tentative agreement was ratified by UPE and subsequently approved by the DISTRICT's Governing Board on June 16, 2016. Pursuant to the terms of that agreement, the parties have re-engaged to negotiate a further modification to the agreement concerning Article 7, Salary and Health Benefits, as follows:

AGREEMENT

In preparation for the 2016-2017 school year, the District and UPE agree that UPE members will collaborate to develop yearlong professional learning plans for their school sites/departments. These yearlong plans will include focus areas for collaboration that align with the Local Control and Accountability Plan and must be developed through a collaborative process with teachers. Amongst the focus areas for collaboration, these will include a delineated plan for professional learning in order to support the newly developed Collaborative Time structure (*See* attached Template). Each yearlong plan will be shared with the Area Assistant Superintendents.

Both Parties recognize that additional conversations with UPE are necessary regarding central office UPE members' delineated plans and the coordination with site plans.

The Parties agree to amend and revise Article 6 – Leaves of Absences as follows:

Section 4. Emergency Leave
All employees shall be eligible for emergency leave with full compensation for the sudden, or unexpected illness, or injury of a member of the employee's immediate family, or in the case of necessary surgery for a member of the immediate family, subject to the following:

a. The extent of emergency leave granted shall be no more than two work days during the employee's annual work schedule and is not cumulative from year to year;

b. Emergency leave shall be reported as soon as possible on the regular employee absence reporting form.

The Parties further agree to amend and revise Article 8 – Work Year as follows:

Section 3 (a). Vacation Accruals for Twelve Month Employees
Employees with accumulated vacation shall be allowed to cash out up to eleven (11) days during each fiscal/school year. Employees desiring to cash out vacation may do so by providing written notification to the Payroll Department. Requests received by Payroll by October 1 will be reimbursed by November 30 and requests received by Payroll by May 1 will be reimbursed by June 30.

In exchange for this Agreement, the District will increase the UPE Salary Schedules by an additional 2.5% effective January 1, 2016.

The current contract will remain in effect beyond its expiration date, in the event that a successor contract cannot be agreed to.

This tentative agreement shall not be effective until and unless it has been ratified by UPE and approved by the District's Board of Education. The UPE and District bargaining teams acknowledge that by their signatures below they are entering into a good faith commitment to support this Agreement and take whatever actions are necessary to obtain the approval of the Parties they represent.

Date 8/11/16

FOR UPE

Judy Montgomery, President

Dennis Pedersen, Executive Director

Kelly Dunkley, District Rep

Daniel McCord, Elementary Rep

Cindy Hollander, Elementary Rep

Date 8/11/16

FOR THE DISTRICT

Cancy McArn, Chief Human Resource Officer

Gerardo Castillo, Chief Business Officer

Cindy Nguyen, Director, Employee Relations

Dr. Iris Taylor, Interim Chief Academic Officer

Mary Hardin Young, Area Assistant Superintendent

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

Agenda Item 10.3

Meeting Date: August 18, 2016

Subject: Approve Resolution No. 2900 or No. 2901: Initial Charter Petition for Growth Public Schools

- ☐ 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: To conference and take action to approve or deny the Initial Charter Petition for Growth Public Schools.

Background/Rationale: Sacramento City Unified School District received Initial Charter Petition for Growth Public Schools on May 16, 2016. The Petition seeks to serve K-8 students utilizing a slow growth model starting with K-1 students in the 2017-2018 school year. The Governing Board held a public hearing in accordance with Education Code Section 47605 (b) to consider the level of support for the Initial Charter Petition for Growth Public Schools on June 2, 2016. District staff met with Growth Public Schools for a capacity interview on June 6, 2016 and conducted a comprehensive review of the Initial Charter Petition. The staff's findings will be presented for Board Action on August 18, 2016.

Financial Considerations: The financial considerations are outlined within the Executive Summary.

LCAP Goal(s): Family and Community Empowerment

Documents Attached:
1. Executive Summary
2. Resolutions No. 2900 and No. 2901
3. Charter Petition: http://www.scusd.edu/charter-petitions

Estimated Time of Presentation: 10 minutes
Submitted by: Jack L. Kraemer, Innovative Schools, Director
Approved by: Al Rogers, Ed. D., Chief Strategy Officer

Board of Education Executive Summary

Office of the Superintendent

Approve Resolution No. 2900 or 2901: Initial Charter Petition for Growth Public Schools

August 18, 2016

I. OVERVIEW / HISTORY

Action Proposed:

This Report sets forth findings based upon a review of the Petition by District Staff and legal counsel. After a careful review of the Charter Petition, District Staff has concern that the Petitioner's description of the proposed Charter School does not provide a clear and comprehensive description of the Charter School's operation, governance, and educational program. The Petition provides *pro forma* language and assurances, without sufficiently developing and describing key aspects of the Charter School's day-to-day operation. Based upon these omissions, **the Petition may be denied** on the following grounds:

1) The Petitioner is demonstrably unlikely to successfully implement the program set forth in the Petition;

2) The Petition does not contain reasonably comprehensive descriptions of the fifteen certain elements in its program and operations as set forth in Education Code section 47605, subdivision (b)(5) (A-O); and

District Staff recommends that Board conference and take action to approve or deny the Initial Charter Petition for Growth Public Schools.

History:

On May 16, 2016, the Sacramento City Unified School District ("District") received a charter petition ("Petition") from Growth Public Schools, Inc., a California nonprofit public benefit corporation ("Petitioner"). The Petition proposes the creation of the Growth Public Schools Charter School ("Charter School") for a term of five years, from July 1, 2017 through June 30, 2022. The District held a public hearing on June 2, 2016 so that the District's Governing Board ("Board") could consider the "level of support for the petition by teachers employed by the district, other employees of the district, and parents." (Ed. Code, § 47605, subd. (b).)

The Petition proposes to establish a charter school to serve 112 students in kindergarten through first grade in the 2017-2018 school year, and expand over the subsequent eight (8) years to serve a total of 619 students kindergarten through eighth grade by the 2024-2025 school year. (Petition, p. 26.) Petitioner intends is to create "one of the most innovative schools in the country," by utilizing a mix of personalized learning, project based learning, and

off-campus "expeditions." (Petition, p. 8; Appx. (J).) Petitioner does not currently operate any charter schools in the District.

II. DRIVING GOVERNANCE

The Charter Schools Act of 1992 ("Act") governs the creation of charter schools in the State of California. The Act includes Education Code section 47605, subdivision (b), which provides the standards and criteria for petition review, and provides that a school district governing board considering whether to grant a charter petition "shall be guided by the intent of the Legislature that charter schools are and should become an integral part of the California educational system and that establishment of charter schools should be encouraged." (Ed. Code, § 47605, subd. (b).) Specifically, the governing board may not deny a petition unless it makes written factual findings setting forth for specific facts to support one, or more of six findings:

1) The charter school presents an unsound educational program for the students to be enrolled in the charter school;

2) The Petitioner is demonstrably unlikely to successfully implement the program set forth in the Petition;

3) The Petition does not contain the number of signatures prescribed by Education Code section 47605, subdivisions (a)(1)(A) or (a)(1)(B);

4) The Petition does not contain an affirmation of each of the conditions set forth in Education Code section 47605, subdivision (d), including that the charter school: (1) will be nonsectarian in its admission policies, employment practices and all other operations; (2) will not charge tuition; and (3) will not discriminate against any student on the basis of the characteristics set forth in Education Code section 220;

5) The Petition does not contain reasonably comprehensive descriptions of fifteen certain elements in its program and operations as set forth in Education Code section 47605, subdivision (b)(5) (A-O), which describes fifteen separate elements that must be addressed in every petition to establish a charter school. These elements include a description of the School's governance structure, admissions policy, health and safety and student discipline policies; or

6) The Petition does not contain a declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school for purpose of Chapter 10.7 of Division 4 of Title 1 of the Government Code.

Charter school petitions are also required to include discussion of the impact on the chartering district, including, the facilities to be utilized by a proposed charter school, the manner in which administrative services will be provided, potential civil liabilities for the school district, and a three year projected operational budget and cash flow. (Ed Code § 47605, subd. (g)).

Results of Petition Review (Findings of Fact Determinations):

The Petition evaluation that follows summarizes the consensus of the District reviewers with respect to the educational program and proposed school operations, pursuant to the petition review process. The following Findings of Fact, and specific facts in support thereof, have been grouped for convenience under the aforementioned grounds for denial of the Petition. Certain Findings of Fact support more than one ground for denial of the Petition.

A. Petitioner is Demonstrably Unlikely to Successfully Implement the Program Set Forth in the Petition

In order to successfully implement the program described in the Petition, Petitioner must demonstrate that it is familiar with the content of the Petition and the requirements of law applicable to the proposed school, present a realistic financial and operational plan, have the necessary background in areas critical to the Charter School's success, or have a plan for securing the services of individuals with the necessary background, including curriculum, instruction, assessment, finance and business management. Based upon the information provided in the Petition, Petitioner is demonstrably unlikely to successfully implement the educational program for the following reasons:

- The Petition Presents an Unclear and Inadequate Educational Program

The Petitioner presents an overly vague description of the Charter School's educational program and fails to sufficiently develop and describe how the program will be implemented on a day-to-day basis.

According to the Petition, all students who attend the proposed Charter School will split most of their instructional time on Monday through Thursday between "project based learning classroom time" ("PBL") and "personalized learning time." ("PL") (Appx. J.) However, Staff is

unable to discern how instruction will be implemented and learning will occur in the classroom during PBL and PL on a day-to-day basis. PBL time is explained as "long term, real world, collaborative, interdisciplinary learning experiences that will culminate in authentic product that students will present and defend at exhibitions." (Petition, p. 38.) However, many important aspects of PBL remain unclear, including what these "learning experiences" consist of, how they will be specifically chosen for each student, and how they will be implemented by Charter School staff. The Petition's description of PL time is similarly vague. According to the Petition, PL time "incorporates differentiated instruction using both online and offline instructional (sic) and strategies and takes a step further to address the entire school and the whole child, and to include even more choice and voice." (Petition, p. 34-35) PL time will be spent largely using "adaptive online tools." (Petition, p. 35.) However Staff are unable to discern, what the "online and offline instructional strategies" consist of specifically, and how the proposed PL time will actually function within the daily classroom environment.

The Petition's "Typical Day for a Student" (Appx. I) and a "Sample Daily Schedule" (Appx. J), equally fail to provide clarity as to the daily implementation of the Charter School's instructional program. For example, the Typical Day for a Student describes PBL as follows:

> *Between 8:30 am and 9:45 am the student will engage in Project Based Learning (PBL). Depending what project the students are working on, what the student has in his personalized learning plan, the student will be working through a project either individually or with a group.*

(Appx. I.) Based on this summary, Staff cannot discern whether the student will be working independently or with a group, what the student will be working on, and how the teacher will facilitate this instruction. By painting the educational program with such broad strokes, Staff is unable to discern how, specifically, instruction will occur in the classroom, and how the teachers will ensure that each student is provided the proper amount of instruction and guidance, particularly for younger students in grades kindergarten through second.

Additionally, the Petition does not appropriately identify curricula to be used during the PBL and PL time, does not enumerate a standard of measurement for each specific subject taught, and does not provide differentiated standards for each grade level. For example, the Petition does not commit to a curriculum for their proposed science instruction: "GPS science curriculum will <u>likely</u> be standards-based lessons from Lawrence Hall of Science's Full Options Science System (FOSS)." (Emphasis added; Petition, p. 67.) While *suggesting* the use of the FOSS curriculum, Petitioner does not demonstrate an understanding of the curriculum, and does not identify how the curriculum will be used and implemented across PBL and PL time. In

addition, Petitioner does not specify which part of the curriculum will be provided to each grade level, and does not specify how the school will determine whether a student has appropriately met the standard to progress on to the next grade. While the Petition provides that students will be placed in "multi-grade level pods," it similarly fails to discuss how the Charter school will implement curriculum across pods, and how the students will move and progress through these pods. (Petition, p. 42.) Without this key and crucial information, Staff cannot adequately evaluate whether the proposed educational program can reasonably meet the needs of the grades to be served by the Charter School. The Petitioner's description of the Charter School's math, English, physical education, and history instruction similarly omit crucial and key information regarding curriculum, and its implementation across project based and personalized learning time.

Finally, Staff have concerns regarding the effectiveness of an educational program designed for elementary school students that is comprised mainly of self-motivated instruction. According to the Petition, students will engage in PL time for two hours and fifteen minutes per day (M-Th). (Appx. J.) During this time, students will engage in a combination of "student self-directed time and teacher created activities." (Petition. P. 20.) "Students are able to work at their own path and at their own pace in our personalized learning and self-directed learning environment..." (Petition, p. 50.) Students entering kindergarten, first and even second grade generally require more structure and guidance than middle school students. While Petitioner acknowledges that, "teachers will need to explicitly teach proper norms, expectations and behavior around technology, or what to do when they get stuck during self-directed learning time," Staff remain concerned about the appropriateness of this type of individualized, self-directed, and online instruction for young students entering the earlier elementary grades."[1] (Petition, p. 51.) The Petition fails to describe with specificity what techniques and teaching methodologies Charter School staff will utilize to ensure that their young students will appropriately benefit from this self-directed personalized learning model.

- <u>Petition Presents an Inadequate Plan for Professional Development</u>

The Petition lacks a clear description of the manner in which the school will implement professional development. The Petition states that each faculty and staff member will have a Personalized Education Plan ("PEP") where the employee will "identify a set of professional development goals from a list of educator skills and habits of success that have been identified as most pertinent to the success of a GPS education." (Petition, pp. 125-126.) The Petition then

[1] While Petitioner points to Summit Public Schools and their use of "playlists" as a model for the success of this teaching approach in California, (Petition p. 36.) it should be noted Summit Public Schools does not operate elementary schools, but rather middle and high schools.

provides that there is "significant time built into the annual calendar for professional development." (Petition, p. 126.) Other than this very basic description, Petitioner does not provide specific details, dates, structures, or instructional strategies related to the proposed professional development. In short, the Petition lacks a clear description of the manner in which the school will implement professional development keyed towards each teacher's individual PEP, and targeted towards the improvement of the Charter School's student population.

A review of the teacher signature page reveals that 7 of the 9 teachers who indicated that they were meaningfully interested in teaching at the Charter School have yet to meet the requirements for a clear credential. (Appx. D.) As a result, the teachers likely to be hired by the Charter School are expected to be relatively inexperienced, raising concerns about the lack of a formalized and comprehensive professional development plan.

Moreover, according to the Petition, these relatively inexperienced teachers are expected to develop the Charter School's curriculum, as the Petitioner has yet to identify/develop curricula for each subject and grade level. (Petition, p. 100 ["Our facilitators will build curriculum in teams before and during the school year."]) In the proposed first year, these teachers will be entering a brand new school, with brand new students, and a brand new, "innovative" teaching approach. Asking them also to create a curriculum that is "aligned with the most current and rigorous college-ready standards," is a high burden to place on a group of potentially inexperienced teachers without a clear and comprehensive professional development plan. (Petition, p. 32)

- <u>The Petition Presents an Inadequate Plan to Achieve Racial and Ethnic Balance</u>

Pursuant to Education Code section 47605, subdivision (b)(5)(G), Petitioner must include a reasonably comprehensive description of the means by which it will achieve a racial and ethnic balance among its students that is reflective of the general population residing within the territorial jurisdiction of the District. As detailed below, Petitioner's plan does not seem designed for success in this community.

The Petitioner's recruitment strategies are not specifically tailored to the Sacramento City Unified School District community in which it intends to recruit. Petitioner provides that the Charter School "will engage in a variety of means and strategies to achieve a racially and ethnically diverse student population" including "earned media," "social media," "collateral materials/leave behinds," and "open houses." (Petition, p. 131.) However, the Petition does not address why these mediums will be particularly effective in the Rosemont community and

the District as a whole. Equally important, Petitioner does not discuss with any specificity, when, how and where these means and strategies will be used. For example, Petitioner offers to print recruitment materials in "English, Spanish and other languages as necessary…" (Petition, p. 131.) The District serves a diverse community that includes, but is not limited to, native Chinese, English, Hmong, Russian, Spanish, and Vietnamese speakers and therefore should have all school materials, such as personalized learning plans, progress reports, and other relevant and important documents accessible in each language. The Petition does not indicate a recognition of the breadth of languages spoken within the District, or the need to provide all the aforementioned material in each of these languages. As presented, their plan is too generic and should be specific to the community. The plan, as stated by the Petitioner, could be discussing any community in California.

Moreover, Petitioner fails to identify how it will ensure that the Charter School will achieve racial and ethnic balance among its students that is reflective of the general population residing within the territorial jurisdiction of the District, in light of the fact that the Rosemont area is demographically different than the District as a whole. According to the information provided in the Petition, Sacramento's racial make-up is 35% white, 26.8 % Hispanic, 18.1% Asian and 12.9 % black. (Petition p. 29). Conversely, the Rosemont area where the Charter School intends to locate has noticeably different demographics, with a significant increase in the white population, and a significant decrease in the minority population. (51.1% white, 19.6% Hispanic, 13.1 % Asian, and 10.8% black; see Petition, p. 28.) While the Petitioner acknowledges this discrepancy, it fails to provide a reasonably comprehensive description of how the Charter School will address it. Petitioner simply relies on the "assumption" that the Charter School will "attract students from the surrounding communities [Elk Grove, Folsom Cordova, and San Juan school districts] to increase our diversity and broaden our impact." (Petition, p. 31.) It is illogical that the Charter School's plan to rely on neighboring school districts, *who are less diverse than the District*, will increase the Charter School's minority population to better reflect that of the District.

- The Petition Presents an Inadequate Financial Plan

A charter petition should, at a minimum, include a first-year operational budget, start-up costs and cash flow, and financial projections for the first three years. (Ed. Code, § 47605, subd. (g).) Staff has concerns about the financial plan set forth, including but not limited to:

- While the Petitioner "reserves the right to request a Proposition 39 facility" (Appx, AA.), they also contemplate procuring a private facility (Petition. p. 164). However, the budget, and the "Budget Narrative" fail to include any discussion or inclusion of funds

for the rent or purchase of facilities. Instead the budget lists "5610 Rent" as a line-item, but simply provides "-" as the amount allocated.

- Petitioner's proposed schedule includes 2 hours and 15 minutes per day of "personalized learning" (Appx. J), which "incorporates differentiated instruction using both online and offline (non-technology) instructional (sic) and strategies." (Petition, p. 34.) However, Staff is unable to discern whether Petitioner incorporated the purchase of computers or online programs in the proposed budget. (Appx. DD)

- Staff is unable to discern the use of considerable funds for "5850 Non-Instructional Consultants" in the proposed budget for each of the five operational fiscal years. (Appx. DD)

- Petitioner's proposed budget allocates $91,800.00 for one employee "1300 Certificated Supervisor and Administrator Salaries" for the first year of operation serving Kindergarten and First grades with a student population of 112. Petitioner's proposed budget allocates $364,346.00 for three to four employees "1300 Certificated Supervisor and Administrator Salaries" for the fifth year of operation serving Kindergarten through Fifth grades with a student population of 319. Staff is unable to discern the need and function for the additional Certificated Supervisors and or Administrators. (Appx. DD)

- <u>The Petition Presents an Inadequate Plan for the Use of Technology</u>

Petitioner indicates technology will be an integral part of the Charter School's educational program. For example, Petitioner's proposed schedule includes 2 hours and 15 minutes per day of "personalized learning" (Appx. J), which "incorporates differentiated instruction using both online and offline (non-technology) instructional (sic) and strategies." (Petition, p. 34.) However, Staff is unable to discern whether Petitioner incorporated the purchase of computers or online programs in the proposed budget. (Appx. DD). The Petition lacks crucial discussion regarding their technological program such as addressing how many computers are required, how Petitioner intends to purchase and maintain them, and whether students will be able to take this technology home. In addition, Petitioner fails to provide a reasonably comprehensive description of policies or procedures that ensure students with disabilities and students with limited English proficiency have equal access to this technology.

- <u>The Petition is not compliant with the Brown Act</u>

The Petition states that the Charter School shall "[c]omply with the Ralph M. Brown Act." (Appx. W.) The purpose of the Brown Act (Gov. Code, §§ 54590, et seq.), is to ensure that agencies take actions "openly and that their deliberations be conducted openly" and to ensure that the public remains informed about public affairs. (Gov. Code, § 54590.) However, the Petition presents numerous instances whereby the Charter School's practices are inconsistent with the Brown Act.

Providing the members of the governing board, as well as the public, with notice of regular and special meetings is an essential requirement of the Brown Act. "Every notice for a special meeting shall provide an opportunity for members of the public to directly address the legislative body concerning any item that has been described in the notice for the meeting before or during consideration of that item." (Gov. Code, § 54594.3, subd. (a).) The Petition does not ensure that members of the public receive proper notice under the Brown Act. In order to hold a special meeting consistent with the Brown Act, an agency must:

> [D]eliver written notice to each member of the legislative body and to each local newspaper of general circulation and radio or television station requesting notice in writing and posting a notice on the local agency's Internet Web site, if the local agency has one. The notice shall be delivered *personally* or by any other means and shall be *received* at least 24 hours before the time of the meeting as specified in the notice.

(Emphasis added; Gov. Code, § 54596, subd. (a).)

The Petition does not ensure that notice of the Charter School Board's meetings are actually received as required by the Brown Act. The Petition states that the Charter School's Board may hold special meetings "only after twenty-four (24) hours-notice is given to the public. . ." (Appx. W.) However, the Petition defines its process for notice in a manner that is inconsistent with the Brown Act. The Petition states that, "Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid." (Id.) However, deeming notice received upon mailing is improper because it effectively defeats the purpose of a notice requirement. Simply dropping a written notice into the U.S. Mail, which

may take 2-3 days for delivery, does not legally comply with the Brown Act regarding special meetings to take place within 24 hours.

- Requisite Signatures

Pursuant to Education Code section 47605, subdivision (a) (1), a charter petition may be submitted to the governing board of the school district for review *only after* either of the following conditions is met:

> (A) The petition is signed by a number of parents or legal guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the school for its first year of operation.
>
> (B) The petition is signed by a number of teachers that is equivalent to at least one-half of the number of teachers that the charter school estimates will be employed at the school during its first year of operation.

Petitioner submitted signatures from both parents and teachers pursuant to these requirements (Appx. C and D.) However, Staff have concerns regarding the accuracy, validity, and or qualifications of the signators and their submitted signatures. In an attempt to verify the signatures provided, the District placed telephone calls to every fourth name provided on the "Parent Signature" appendix. The District placed calls to a total of 88 of the 350 parents who signed the petition.[2] The results of the telephone survey are as follows:

- Not a working number:	21 (24%)
- No answer/3 attempts:	33 (38%)
- Hung up:	2 (2%)
- Not interested:	4 (4%)
- Did not recall signing petition:	5 (6%)
- Still interested, but no children of qualifying age:	14 (16%)
- Signed petition for need of school only:	4 (4%)
➢ Families with non-qualified children for 2017-18:	**83** (94%)
➢ Families with qualified children for 2017-18:	**5** (6%)
* (Number of qualified children – 6)	
Family total:	**88** (100%)

[2] Utilizing 350 as the population size, contacting 76 families yields a 95% confidence level with a 10% margin of error as a representative sampling of the overall population.

Of the 88 families called, the District was only able to verify 5 families (6%) meaningfully interested in sending their child of qualifying age to the Charter School for the 2017-18 school year. Extrapolating 6% to the actual population size of 350 signatures yields a statistical result of approximately 21 interested families with children of qualifying age. Utilizing a ratio of 1 qualified student for every 14.66 families based on the sampling of 88 families yielding 6 qualified students, 350 families will statistically yield approximately 24 qualified students. The result is well below the projected enrollment of 112 for the 2017-18 school year, and well below the 66 signatures required per Education Code section 47605, subdivision (a) (1) (A), which raises questions about the sufficiency of parental support for the Charter School.

The District also placed calls to the 9 teachers that submitted signatures for the petition. Only 2 of the 9 were listed as cleared credentials, while 4 were listed as Preliminary and the other 3 as Intern. The results of the telephone survey are as follows:

- No answer/3 attempts: 6
- Not able to teach at the school: 1
- Interested in teaching at the school: 2
  (1 Preliminary and 1 Intern)

While the statutory requirements of Education Code section 47605, subdivision (a) (1) (B) are met for the first year of operation with 2 teacher signatures, the District is concerned with the teachers' experience and ability to meet the demands and expectations for high quality facilitators as cited on page 45.

B. <u>The Petition Does Not Contain Reasonably Comprehensive Descriptions of Certain Required Elements Set Forth in Education Code section 47605, Subdivisions (b)(5)(A-P).</u>

The Petition serves as the Petitioner's proposal for the Charter School's establishment and operation. As such, the Petition must provide reasonably comprehensive descriptions of certain essential elements in its program and operations as required in Education Code section 47605, subdivisions (b)(5)(A-O). The following elements do not meet this standard due to incomplete or inadequate information, which in some instances contradict the requirements of the law:

- <u>The Petition Does Not Contain a Reasonably Comprehensive Description of the Educational Program</u>

As noted above, the Petitioner presents a very general and vague description of the Charter School's educational program without sufficiently developing and describing how the program will be implemented on a day to day basis. As detailed below, the Petition's description of the proposed Charter School also fails to provide a clear and comprehensive description of other key aspects of the educational program.

- **Expeditions**

According to the Petition, "approximately one Friday per month, and for approximately six weeks total through the year, students will participate in hands-on, real-world, experiential learning experiences that may also take place outside of the school walls." (Petition p. 45.) Petitioner has termed this instruction "expeditions." Petitioner does not provide a reasonably comprehensive description of key aspects of these expeditions, including but not limited to the following:

- According to the Petition, these expeditions are "run in collaboration with community organizations and local business." The Petition does not specify which business and organizations it will work with, how it will seek out these business and organizations, and what financial arrangements will be made, if any, with these business and organizations.

- The Petition does not specify how the Charter School will ensure that all students are provided transportation, free of charge, to and from these off-campus expeditions.

- The Petition does not specify how the Charter School will determine what expeditions are appropriate for each grade level. If a specific expedition has a cap on the number of students who can participate, then how will the Charter School determine which student is selected for that specific expedition?

- In light of the fact that the Petition indicates that student expeditions will also serve as time for teacher professional development (Petition, p. 126), how will the Charter School staff the expeditions?

- The Petition does not specify how the Charter School will ensure student safety during these expeditions.

Considering these expeditions comprise such a significant portion of the school year (approximately six weeks), it is imperative that this aspect of the educational program is carefully thought out and evaluated.

- **Transitional Kindergarten**

The Petition fails to provide a reasonably comprehensive description of the proposed transitional kindergarten ("TK") program. According to the Petition, the Charter School "reserves the right to add a TK to its program," "should funding of this program continue to be available and there is expressed community need." (Petition, p, 25.) However, Petitioner fails to provide any further insight into its potential TK program. For example, Petitioner fails to describe a targeted differentiated curriculum, policies and procedures for the identification and enrollment of students eligible for TK, and the staffing of the program.

Additionally, Petitioner does not indicate the number of students expected to enroll in the TK program, should they decide to implement it, and the subsequent effect on 1st grade enrollment. Petitioner's "Figure 1: GPS Enrollment" provides a Kindergarten enrollment of 56 students for each year of the proposed charter term (2017-2022). (Petition, p. 26.) However there is no indication of what percentage of these 56 students are expected to be enrolled in the TK program. For each succeeding year, the plan provides a first grade enrollment of 56 students, without any indication that they have taken the TK enrollment into account. (*Id.*) For example, should the TK program enroll 20 students in year one, 36 students will be in the kindergarten program. In year two, *only those 36 students* in the kindergarten program will matriculate to the first grade, leaving an additional 20 spots to be filled to reach the 56 first graders estimated in the enrollment roll-out plan.

- **Special Education**

A charter petition must set out a reasonably comprehensive description of the charter schools plan to serve special education students. This plan should assure the chartering authority that the Charter School understands its legal obligations to serve special education pupils. While the Petition contains broad statements as to the Petitioner's understanding of the legal duties and responsibilities under both the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") and Section 504 of the Rehabilitation Act of 1973 ("Section 504"), it does not fully address many key aspects of a comprehensive special education plan. (Petition, p. 78-92.) For example, the Petition does not include any language that suggests that the Charter School is familiar with its "child find" obligations and other processes under the IDEA or the California Education Code to identify students who may qualify for special education programs or

services. While the Petition indicates "GPS will follow SELPA child-find procedures to identify all students who may require assessment to consider special education eligibility..." it fails to demonstrate an understanding of what these SELPA policies are, who is responsible for following them, and what specific and individual duties are required by Staff members and the Charter School as a whole.

In addition, Petitioner's proposed schedule relies heavily on online-based instruction, yet the Petition fails to discuss how it will ensure all students with disabilities will be able to continually access the online-based program. (Petition, p. 34.) For example, the Petition does not address how the Charter School will ensure that students with visual impairments will have equal access to the Charter School's computer-based content in compliance with state and federal law.

- **English Language Learners**

According to the California Department of Education, charter schools are subject to all federal requirements and specific state requirements established for English Language Learner ("ELL") programs. Program reviews for charter school, just as for other public schools, are conducted under the State's Categorical Program Monitoring Process. (See http://www.cde.ca.gov/sp/cs/re/qandasec4mar04.asp#Q1.) At a minimum, the Petition should identify specific assessments, a consistent curriculum, and a schedule for monitoring student progress in reaching English proficiency.

While the Petition provides a pro forma assurance that all state and Federal ELL compliance measures will be taken, Staff has concerns that the Petition does not provide a clear approach for implementing the excess of programs they propose. For example, in order to meet the needs of ELL students, the Charter School proposes to implement the following programs (1) Rethinking English Language Instruction: An Architectural Approach, (2) Specially Designed Academic Instruction in English (SDAIE), (3) Sheltered Instruction Observation Protocol, (SIOP), (4) Guided Language Acquisition Design (GLAD), (5) Results: Academic Language and Literacy Instruction (RALLI), and (6) Marzano's Approach to Explicit Vocabulary Instruction. (Petition, p. 94.) However, not all of these approaches are complementary, and Staff has concerns with the implementation of this "mixed bag" of programs. In addition, some of these programs and approaches provide nearly identical services to students. Without a reasonably comprehensive description of how the Charter School will determine which program to use with each student, the District cannot adequately evaluate whether the Charter School can meet the needs of ELL students.

- **Before and After School Programs**

In addition to a traditional school year, Petitioners intend to offer before and after school programs for students that "need more time." (Petition, p. 51.) However, the Petition provides no further detail about these before and after school programs. The Petition does not explain how many students will be enrolled, how many teachers will be needed to staff the programs, what days they will be offered, or how it has been budgeted.

- The Petition Does Not Contain Reasonably Comprehensive Description of Goals and Measurable Pupil Outcomes

A charter petition should, at minimum, include a description "of annual goals, for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals." (Ed. Code § 47605 subd. (b)(5)(A)(ii).) In addition, a charter petition must include measurable student outcomes that describe the extent to which all students of the school will demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. When describing expected pupil outcomes, the Petition must, "…include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school." (Ed. Code § 47605(b)(5)(B).)

Petitioner acknowledges that the Petition does not include goals or measurable pupil outcomes that address increases in pupil achievement for each subgroup of pupils served by the Charter School. Petitioner provides, "[b]ecause GPS does not know what its numerically significant subgroups will be, all goals, actions and outcomes are designed to apply school wide and to all student subgroups." (Petition, p. 103.) The fact that Petitioner does not know with certainty what its numerically significant subgroups will be is not sufficient reason to ignore the requirements of Education Code section 47605 subdivision (b)(5)(A&B). On pages 28-29 of the Petition, Petitioner provides both the racial demographics of Sacramento, as well as the racial demographics of the Rosemont area where the Charter School intends to locate if approved. Petitioner has the information to, at minimum, reasonably predict the likely pupil subgroups it would serve (i.e. English learners, socio-economically disadvantaged, etc.), and therefore should provide goals and measurable student outcomes that address increases in pupil academic achievement, for each apparent numerically significant subgroup to be served by the Charter School, as required by law.

Moreover, GPS does not demonstrate a comprehensive understanding of the California state testing requirements. Petitioner provides "GPS will utilize a comprehensive range of

assessments to monitor pupil progress across grade level subjects and competencies, including state summative, diagnostic interim, and formative assessments." (Petition p. 113.) Petitioner then provides, "GPS shall adhere to all state testing requirements," and provides a list of the assessments to be administered. (Petition, p. 114.) The list provided demonstrates that the Petitioner does not have a comprehensive understanding of the assessments required by the state of California. For example students with severe cognitive disabilities would be administered the CAA. Furthermore, CMA is no longer used for ELA and math. Additionally, the Physical Fitness Tests are administered for students in the 5th and 7th grades rather than the 5th and 8th grades.

- <u>The Petition Does Not Contain Reasonably Comprehensive Description of the Charter School's Governance</u>

The Petition must include a reasonably comprehensive description of, "the governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement." (Ed. Code, § 47605, subd. (b)(5)(D).) The Petitioner presents an unclear and contradictory governance structure. For example, the Petition and Board bylaws differ as to key aspects of the Charter School's governing board:

- How many directors may the board have? While the Petition provides the Board shall consist of "at least three (3) and no more than (9) directors…" (Petition, p. 117), the

  Bylaws provide the Board shall consist of "no less than 3 and no more than 15" directors (Appx X, p. 2).

- How many directors will comprise the initial board? While the Petition provides the "initial Board of Directors shall comprise five (5) seats" (Petition, p. 117), the Bylaws provide the "initial Board of Directors shall be 7 seats" (Appx X, p. 2).

- Will the terms of the initial board be staggered? While the Petition provides the terms of the initial Board of Directors will be staggered, with terms expiring in 2017, 2018, and 2019 (Petition, p. 117), the Bylaws provide that each initial board member will have his/her term expire at the same time in July 2019 (Appx X, p. 2).

The Charter School's board is charged with governing the Charter School, and "shall be ultimately responsible for the operation and activities of the Charter School." (Petition, p. 177) Without a clear plan for board governance, Staff cannot be sure that the Charter School will be able to operate as proposed.

- The Petition Does Not Contain Reasonably Comprehensive Description of the Health and Safety Procedures

Petitioners are required to provide a comprehensive description of "procedures that the school will follow to ensure the health and safety of pupils and staff." (Ed. Code, § 47605, subd. (b)(5)(F).) The Petition does not provide a comprehensive description of all relevant aspects of the Charter School's health and safety procedures. For example, on page 129 of the Petition, the Petitioner briefly addresses their policies for emergency preparedness. In short, Petitioner relies on an "Emergency Preparedness Handbook" that will be "drafted for the school," however, the District did not receive the Handbook until June 24, 2016, only after District request. Regardless, the District's review of the Handbook shows a less than comprehensive description of important aspects of any emergency preparedness plan, including but not limited to the Charter School's response to bomb threats and lockdown shooting incidents, suicide prevention, and staff training to ensure compliance with, and understanding of, the emergency preparedness plans.

In addition, the Petition does not contemplate or discuss other key aspects of its health and safety procedures, including but not limited to the inclusion of health care coverage options and enrollment assistance pursuant to Education Code section 49452.9.

- The Petition Does Not Contain Reasonably Comprehensive Description of the Means to Achieve Racial and Ethnic Balance

As noted above, the Petitioner's recruitment strategies are not specifically tailored to the community in which it intends to recruit, and fails to identify how it will ensure a racial and ethnic balance among its students that is reflective of the general population residing within the territorial jurisdiction of the District, in light of the fact that the Rosemont area is demographically different than the District as a whole.

Staff also has concerns with the Petitioner's outreach to, and recruitment of, students with disabilities. According to the U.S. Department of Education, Office for Civil Rights, charter schools should "recruit [students] from all segments of the community served by the school, including *students with disabilities* and students of all races, colors and national origins." (United States Department of Education's Office for Civil Rights, Applying Federal Civil Rights Laws to Public Charter Schools (May 2000), <https://www2.ed.gov/offices/OCR/archives/pdf/charter.pdf> [as of June 27, 2016], emphasis added.) However the Petition fails to include any discussion regarding how the Charter School intends to recruit students with disabilities.

- The Petition Does Not Contain a Reasonably Comprehensive Description of the Admissions Requirements

"If the number of pupils who wish to attend the charter school exceeds the school's capacity, attendance, except for existing pupils of the charter school, shall be determined by a public random drawing." (Ed. Code § 47605, subd. (d)(2)(B).) It is common practice for charter schools to provide for either exemptions, or weighted admissions for particular subsets of students. The Charter School's proposed public random drawing provides "preferences" as follows:

1. Existing students (exempt from the lottery);
2. Children of current GPS teachers and staff and founders of GPS;
3. Siblings of currently enrolled students or graduates of GPS residing within the boundaries of the District;
4. Siblings of currently enrolled students or graduates of GPS residing outside the boundaries of the District;
5. Students who are enrolled in, or reside in the attendance boundaries of the public elementary school where GPS is located;
6. Students residing within the boundaries of the District; and

7. All other students who wish to attend the charter school.

(Petition, p. 133.) However the Petitioner fails to describe how the aforementioned preferences are actually implemented. Without a reasonably comprehensive description of how Petitioner intends to implement these lottery "preferences," the District cannot adequately evaluate the Charter School's admission requirements. It is also notable that "Children of current GPS teachers and staff and founders of GPS" are second in priority ahead of siblings of currently enrolled GPS students.

Additionally, upon admittance into the Charter School, all parents and guardians are expected to sign the "Commitment to Excellence," agreement. (Petition, p. 134.) This agreement was not provided to the District in the Charter School's Petition, and as a result the District cannot adequately evaluate it for compliance with District policy or the law.

Furthermore, pursuant to the Student and Parent Handbook , the Charter School "expect[s] parents to make their best effort to contribute at least 30 Community Hours per family each."

(Petition, p. 34.) The inclusion of the language is questionable and potentially violates California's constitutional guarantee to a free public education. Although "the community hours" are not expressly mandatory, the tone of these statements in both the Student and Parent Handbook and the Charter Petition are likely to dissuade working parents from attempting to enroll their child in the Charter School because the service hour requirement appears less than voluntary.

- The Petition Does Not Contain a Reasonably Comprehensive Description of the Suspension and Expulsion Procedures

Pursuant to Education Code section 47605, subdivision (b)(5)(J), a charter petition must include "the procedures by which pupils can be suspended or expelled." Though not mandated by law, most charter schools adopt the suspension and expulsion policies enumerated in the Education Code. While Petitioner indicated that its suspension and expulsion procedures "closely mirrors the language of the Education Code Section 48900 *et seq.*," (Petition, p. 137) Staff is concerned that the Petition does not also adopt standards that would clearly and effectively distinguish a standard for suspension as opposed to expulsion.

The Petition provides a list of twenty-four (24) offenses that are grounds for both the discretionary suspension and the discretionary expulsion of a student. (Petition, pp. 138, 142). However, the Petition fails to provide guidance detailing how the Board will differentiate between a suspendable offense and an expellable offense. For example, if the Board determines that a student "caused, attempted to cause, or threatened to cause physical injury to another person," (Petition, pp. 138, 142) how will the Board determine whether suspension of the student or expulsion of the student is the proper punishment?[3]

- The Petition Does Not Contain a Reasonably Comprehensive Description of the Dispute Resolution Procedures

Education Code section 47605, subdivision (b)(5)(N) requires a petition to include "the procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter." However, the Petition's dispute resolution

[3] For example, in order to differentiate between a suspendable and expellable offense (other than a mandatory expulsion offense under Education Code section48915 (c)), traditional public schools look to see whether: (1) That other means of correction are not feasible or have repeatedly failed to bring about proper conduct; or (2) That due to the nature of the violation, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

process goes beyond establishing a process to resolve conflicts, and instead attempts to impose requirements upon the District. For example, the Petition provides that during the dispute resolution process between the District and the Charter School "no parties will make public comment." (Petition p. 155.) The Petition is not a contract.[4] Any suggestion that the Petition somehow requires the District to refrain from making public comments is misguided.

III. BUDGET

State income and various other income sources to the District are reduced when students living in District boundaries enroll at a charter school. Under Education Code section 47604(c), a school district that grants a charter to a charter school to be operated by, or as, a nonprofit public benefit corporation is not held liable for the charter school's debts or obligations as long as the school district complies with all oversight responsibilities. The District will continue to have monitoring and oversight responsibility for charter school finances, as specified in the Charter Schools Act.

Any modifications to the Charter School's petition or operations with significant financial implications would require District approval prior to implementation.

IV. GOALS, OBJECTIVES, AND MEASURES

Not Applicable.

V. MAJOR INITIATIVES

Not Applicable.

VI. RESULTS

Due to concerns described in this report, Staff recommends that Sacramento City Unified School District Board of Education conference and take action to approve or deny the Initial Charter Petition of Growth Public Schools under the California Charter Schools Act with due consideration of the factual findings in this report. The factual findings in this report demonstrate that the petition meets the following conditions for denial under Education Code § 47605:

[4] The Petition on multiple occasions incorrectly insinuates that the Petition is a binding contract. For example, page 161 of the Petition includes a severability clause. The Petition is not binding contract, and shall not be construed as such.

1) The Petitioner is demonstrably unlikely to successfully implement the program set forth in petition;

2) The Petition does not contain reasonably comprehensive descriptions of the 15 required charter elements; and

VII. LESSONS LEARNED / NEXT STEPS

District staff recommends that the Board approve Resolution 2901 to approve the Petition or approve Resolution 2900 and adopt these final written findings of fact as its own to deny the Petition.

The initial charter petition is available online at: http://www.scusd.edu/charter-petitions

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
RESOLUTION NO. 2900
RESOLUTION TO DENY THE INITIAL CHARTER PETITION OF GROWTH PUBLIC SCHOOLS

WHEREAS, petitioners for Growth Public Schools, Inc. ("Petitioners") submitted to Sacramento City Unified School District ("District") an initial charter petition ("Petition"), dated May 16, 2016, for Growth Public Schools; and

WHEREAS, the District's Governing Board held a public hearing on June 2, 2016 and took board action on August 18, 2016; and

WHEREAS, the Governing Board has considered the level of public support for Growth Public Schools and has reviewed the Petition, including all supporting documentation; and

WHEREAS, in reviewing the Petition, the Governing Board has been guided by the intent of the California Legislature that charter schools are and should become an integral part of the California educational system and that establishment of charter schools should be encouraged;

WHEREAS, the District staff reviewed and analyzed the Petition and supporting documents for legal, programmatic, and fiscal sufficiency, and has identified deficiencies in the Petition, such that the Petition should be denied;

NOW, THEREFORE, BE IT RESOLVED that the Sacramento City Unified School District Board of Education hereby adopts the written Staff Report and Proposed Findings of Fact regarding Growth Public Schools;

BE IT FURTHER RESOLVED, that based on the Findings of Fact set forth in the Executive Summary, the petitioners are demonstrably unlikely to successfully implement the program set forth in the Petition.

BE IT FURTHER RESOLVED, that based on the Findings of Fact set forth in the Executive Summary, the petition does not contain reasonably comprehensive descriptions of required elements of the Petition.

BE IT FURTHER RESOLVED, that for the reasons given above, the Petition is hereby denied.

PASSED AND ADOPTED by the Sacramento City Unified School District Board of Education on this 18th day of August, 2016, by the following vote:
AYES: ____
NOES: ____
ABSTAIN: ____
ABSENT: ____
ATTESTED TO:

_____	_____
José L. Banda	Christina Pritchett
Secretary of the Board of Education	President of the Board of Education

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
RESOLUTION NO. 2901
RESOLUTION TO APPROVE THE INITIAL CHARTER PETITION OF GROWTH PUBLIC SCHOOLS

WHEREAS, petitioners for Growth Public Schools, Inc. ("Petitioners") submitted to Sacramento City Unified School District ("District") an initial charter petition ("Petition"), dated May 16, 2016, for Growth Public Schools; and

WHEREAS, the District's Governing Board held a public hearing on June 2, 2016 and took board action on August 18, 2016; and

WHEREAS, the Governing Board has considered the level of public support for Growth Public Schools and has reviewed the Petition, including all supporting documentation; and

WHEREAS, in reviewing the Petition, the Governing Board has been guided by the intent of the California Legislature that charter schools are and should become an integral part of the California educational system and that establishment of charter schools should be encouraged.

NOW, THEREFORE, BE IT RESOLVED that the Sacramento City Unified School District Board of Education hereby approves the Petition of Growth Public Schools.

BE IT FURTHER RESOLVED the term of the charter shall be for five (5) years, beginning on July 1, 2017 and expiring June 30, 2022.

BE IT FURTHER RESOLVED that the Petition approval is conditional upon signed Memorandums of Understanding for Operations and Special Education by Petitioners and District no later than October 31, 2016.

PASSED AND ADOPTED by the Sacramento City Unified School District Board of Education on this 18th day of August, 2016, by the following vote:
AYES: ____
NOES: ____
ABSTAIN: ____
ABSENT: ____
ATTESTED TO:

_____	_____
José L. Banda	Christina Pritchett
Secretary of the Board of Education	President of the Board of Education

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

Agenda Item 11.1

Meeting Date: August 18, 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:

- Purchase Order Board for the Period of May 15, 2016 through June 14, 2016
- Report on Contracts within the Expenditure Limitations Specified in Section PCC 20111 for May 1, 2016 through June 30, 2016

Financial Considerations: Reflects standard business information.

LCAP Goal(s): Family and Community Empowerment; College, Career and Life Ready Graduates

Documents Attached:

1. Purchase Order Board Report for the Period of May 15, 2016 through June 14, 2016
2. Report on Contracts within the Expenditure Limitations Specified in Section PCC 20111 for May 1, 2016 through June 30, 2016

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

Includes Purchase Orders dated 05/15/2016 - 06/14/2016 ***

PO Number	Vendor Name	Description	Location	Fund	Account Amount
B16-00818	PITNEY BOWES INC	POSTAGE METER RENTAL FEE	JOHN D SLOAT BASIC ELEMENTARY	01	284.00
B16-00819	GENERAL PRODUCE	FRESH PRODUCE FOR SCHOOLS	NUTRITION SERVICES DEPARTMENT	13	25,120.00
B16-00820	SIGNATURE REPROGRAPHICS	0390-411-0216 WOODBINE AC PAVING 2015-16	FACILITIES SUPPORT SERVICES	01	14.47
CHB16-00407	U S BANK/SCUSD	Cal Card Req. Dated 3/7/16	THE MET	09	726.28
CHB16-00408	U S BANK/SCUSD	CLASSROOM SUPPLIES	JOHN D SLOAT BASIC ELEMENTARY	01	1,478.00
CS16-00746	JOSEPH DE WOLK	HSPS STUDY ADDING 7/8 GRADES	STRATEGY & INNOVATION OFFICE	01	60,000.00
CS16-00773	COOLSPEAK	WLA-COOL SPEAK	YOUTH DEVELOPMENT	01	5,300.00
CS16-00774	NATIONAL ANALYTICAL LAB INC	0384-419 WILLIAM LAND 2 STORY MOD	FACILITIES SUPPORT SERVICES	21	620.00
CS16-00775	NATIONAL ANALYTICAL LAB INC	0510-416 CKM CORE ACADEMIN RENOVATION	FACILITIES SUPPORT SERVICES	21	1,827.00
				21	133.00
CS16-00776	PREPARED RESPONSE INC	2015-16 RAPID RESPONDER EMERGENCY SYSTEM RENEWAL	SAFE SCHOOLS OFFICE	01	7,600.00
CS16-00777	UNIVERSITY ENTERPRISES INC OFF ICE OF RESEARCH/CONTRACTS	Sacramento Area Science Project	ACADEMIC OFFICE	01	3,036.00
CS16-00778	NATIONAL ANALYTICAL LAB INC	704-0415 CAL MS NEW HVAC & LIGHTING	FACILITIES SUPPORT SERVICES	01	690.00
CS16-00779	MAD SCIENCE OF SACRAMENTO VALL EY	MAD SCIENCE OF ASSEMBLY	JOHN D SLOAT BASIC ELEMENTARY	01	700.00
CS16-00780	FRED PRYOR SEMINARS CAREER TRA CK	FRED PRYOR SEMINARS - EMOTIONAL INTELLIGENCE	CHILD DEVELOPMENT PROGRAMS	12	3,000.00
CS16-00781	LISA LACY	drama classes	JOHN H. STILL - K-8	01	1,600.00
CS16-00782	AVID CENTER	AVID CONTRACT	ACADEMIC OFFICE	01	22,715.00
CS16-00783	EATON INTERPRETING SERVICE	EATON INTERPRETING SERVICES	PACIFIC ELEMENTARY SCHOOL	01	105.00
CS16-00784	HMC ARCHITECTS	0379-401 WASHINGTON ES STEM RENOVATION	FACILITIES SUPPORT SERVICES	21	244,250.00
				21	85,117.50
CS16-00785	PIA WONG	STUDENT WEIGHTED FORMULA STUDY	STRATEGY & INNOVATION OFFICE	01	49,800.00
CS16-00786	STAFFORD KING WIESE ARCHIT INC	0521-416 WEST CAMPUS CORE ACADEMIC RENO	FACILITIES SUPPORT SERVICES	21	68,210.00
				21	656,970.00
CS16-00787	CITY OF SACRAMENTO REVENUE DIV ISION	2016 SUMMER PROGRAMS	YOUTH DEVELOPMENT	01	98,900.00
CS16-00788	CARL GAYLE	PE CONSULTANT	GOLDEN EMPIRE ELEMENTARY	01	258.50
CS16-00789	CASEY LIPKA	MUSIC APPRECIATION CLASSES	CROCKER/RIVERSIDE ELEMENTARY	01	3,600.00
CS16-00790	SACRAMENTO COUNTY OFFICE OF ED FINANCIAL SERVICES	Early Assessment Program Training for Teachers	ACADEMIC OFFICE	01	18,000.00

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

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

ESCAPE ONLINE

Includes Purchase Orders dated 05/15/2016 - 06/14/2016 ***

PO Number	Vendor Name	Description	Location	Fund	Account Amount
CS16-00791	FREEDOM WRITERS FOUNDATION	FREEDOM WRITERS FOUNDATION	YOUTH DEVELOPMENT	01	2,500.00
CS16-00792	ARTHUR ALEMAN	CONTRACT - ARTHUR ALEMAN	NEW JOSEPH BONNHEIM	09	500.00
CS16-00793	TONI BANUELOS	CONTRACT - TONI BANUELOS	NEW JOSEPH BONNHEIM	09	500.00
CS16-00794	SOKIKOM	SOKIKOM CC MATH PROGRAM	WILLIAM LAND ELEMENTARY	01	12,500.00
CS16-00795	GUADALUPE GONZALEZ JAUREGUI	CONTRACT MARIA GUADALUPE GONZALEZ	NEW JOSEPH BONNHEIM	09	500.00
CS16-00796	MARIA SEVILLA LARIOS	CONTRACT - MARIA A . SEVILLA LARIOS	NEW JOSEPH BONNHEIM	09	500.00
CS16-00797	READING PARTNERS	READING PARTNERS ONE ON ONE TUTORING 2015-2016	ETHEL PHILLIPS ELEMENTARY	01	20,000.00
CS16-00798	CLUB Z	NPS TITLE I ST CHARLES TUTORING	CONSOLIDATED PROGRAMS	01	1,882.44
CS16-00799	HYON KYE	MUSIC ENRICHMENT PROGRAM - DEC THROUGH END OF YEAR	WILLIAM LAND ELEMENTARY	01	2,125.00
CS16-00800	BARD COLLEGE	WRITING TO LEARN:PROFESSIONAL DEVELOPMENT	FERN BACON MIDDLE SCHOOL	01	2,200.00
CS16-00801	CITY OF REFUGE SACRAMENTO	SHINE PROGRAM-PROF DEV	BOARD OF EDUCATION	01	3,000.00
CS16-00802	CYNTHIA CHANDLERHOVEN	WALDORF PROFESSIONAL DEVELOPMENT TRAINING	AREA ASSITANT SUPERINTENDENTS	01	1,000.00
CS16-00803	NEW HOPE COMMUNITY DEVELOPMENT C/O ENOCH YEUNG	SUMMER MANDARIN IMMERSION PROGRAM	MULTILINGUAL EDUCATION DEPT.	01	27,500.00
CS16-00804	CENTER FOR MULTICULTURAL COOPE	NATIVE VOICE TRAINING-SUMMER 2016	INDIAN EDUCATON	01	1,525.00
CS16-00805	STUDEBAKER BROWN ELECTRIC INC	0114-404 FREEPORT-CAP COLL CONSTRUCTABILITY	FACILITIES SUPPORT SERVICES	21	5,000.00
CS16-00806	ALL AMERICAN INSPECTION INC	0384-419 WILLIAM LAND 2-STORY MODULAR	FACILITIES SUPPORT SERVICES	21	4,800.00
CS16-00807	NATIONAL ANALYTICAL LAB INC	0384-419 WILLIAM LAND 2 STORY MODULAR	FACILITIES SUPPORT SERVICES	21	565.00
				21	1,110.00
CS16-00808	SCHOOLDUDE.COM	CIVIC PERMITS AND WORK ORDERS ONLINE RENEWAL	FACILITIES SUPPORT SERVICES	01	37,692.75
CS16-00809	VISION 2000 EDUCATIONAL FOUNDA TION	STUDENT SERVICES/VISION 2000 PROGRAM	BOARD OF EDUCATION	01	2,000.00
CS16-00810	NATIONAL ANALYTICAL LAB INC	0024-413-0262 BOWLING GREEN ROOF REPAIRS	FACILITIES SUPPORT SERVICES	01	11,915.00
CS16-00811	B&B LOCATING, INC.	0384-419 WILLIAM LAND 2-STORY MODULAR	FACILITIES SUPPORT SERVICES	21	800.00
CS16-00812	NATIONAL ANALYTICAL LAB INC	0384-419 WILLIAM LAND 2-STORY MODULAR	FACILITIES SUPPORT SERVICES	21	620.00

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Includes Purchase Orders dated 05/15/2016 - 06/14/2016 *

PO Number	Vendor Name	Description	Location	Fund	Account Amount
CS16-00813	HMR ARCHITECTS INC	0520-411-0190 H. JOHNSON DOOR REPAIR 2015-16	FACILITIES SUPPORT SERVICES	01	3,111.25
				01	391.09
CS16-00814	OPTIMA INSPECTIONS	0114-410-0211 FREEPORT AC PVING RPLCE 2015-16	FACILITIES SUPPORT SERVICES	01	3,840.00
CS16-00815	OPTIMA INSPECTIONS	0114-412-0257 FREEPORT AC PVING/CNCRTE	FACILITIES SUPPORT SERVICES	01	4,800.00
CS16-00816	OPTIMA INSPECTIONS	0114-411-0256 FREEPORT CNCRTE WAKWAY 2015-16	FACILITIES SUPPORT SERVICES	01	3,600.00
CS16-00817	STUDEBAKER BROWN ELECTRIC INC	0650-404 COLLIS P HUNTINGTON FIRE ALARM UPGRADE	FACILITIES SUPPORT SERVICES	21	4,000.00
CS16-00818	STUDEBAKER BROWN ELECTRIC INC	0284-404 LISBON FIRE ALARM	FACILITIES SUPPORT SERVICES	49	3,000.00
CS16-00819	HMC ARCHITECTS	0379-401 WASHINGTON STEAM RENOVATION	FACILITIES SUPPORT SERVICES	21	52,500.00
CS16-00820	SHARP ARCHITECTURE	0024-417 BOWLING GREEN MCCOY RR RENOVATIONS	FACILITIES SUPPORT SERVICES	21	7,500.00
CS16-00821	WALLACE KUHL AND ASSOC INC	0530-414-0233 LBURBANK 4-H BLDG REPLACE	FACILITIES SUPPORT SERVICES	01	1,111.25
				01	588.75
CS16-00822	NATIONAL ANALYTICAL LAB INC	0108-413-0209 EBAKER WINDOW WALL SYSTEM	FACILITIES SUPPORT SERVICES	01	6,190.00
CS16-00823	OPTIMA INSPECTIONS	0122-421-0243 FRUITRIDGE PAV (K PLYGRND & S PKING)	FACILITIES SUPPORT SERVICES	01	15,150.00
CS16-00824	ROCCSOLID ADVISEMENT	2016 SUMMER SUPPLEMENTAL CONTRACTOR	YOUTH DEVELOPMENT	01	3,000.00
				01	17,900.00
CS16-00825	OPTIMA INSPECTIONS	0122-414-0241 FRUITRIDGE PAV (FRONT DRAINAGE)	FACILITIES SUPPORT SERVICES	01	20,250.00
CS16-00826	HMC ARCHITECTS	0530-405-0203 LBURBANK PLAST RPR & DRAPES	FACILITIES SUPPORT SERVICES	01	7,569.60
				01	5,046.40
CS16-00827	HMC ARCHITECTS	0108-419 ETHEL I BAKER CSR	FACILITIES SUPPORT SERVICES	21	10,500.00
CS16-00828	WALLACE KUHL AND ASSOC INC	419 CLASS SIZE REDUCTION - 9 SITES (LDV)	FACILITIES SUPPORT SERVICES	21	160.00
				21	2,340.00
CS16-00829	WALLACE KUHL AND ASSOC INC	419 CLASS SIZE REDUC - 9 SITES (CROCK/RIVER)	FACILITIES SUPPORT SERVICES	21	160.00
				21	2,340.00
CS16-00830	WALLACE KUHL AND ASSOC INC	419 CLASS SIZE REDUC-9 SITES (PONY EXPRESS)	FACILITIES SUPPORT SERVICES	21	1,465.00
				21	1,035.00
CS16-00831	WALLACE KUHL AND ASSOC INC	419 CLASS SIZE RED-9 SITES (E BAKER)	FACILITIES SUPPORT SERVICES	21	1,130.00
				21	1,370.00

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
CS16-00832	WALLACE KUHL AND ASSOC INC	419 CLASS SIZE REDU-9 SITES (SUTTERVILLE)	FACILITIES SUPPORT SERVICES	21	160.00
				21	2,340.00
CS16-00833	SHARP ARCHITECTURE	0108-413-0209 ETHEL BAKER WNDW/WALL SYS.	FACILITIES SUPPORT SERVICES	01	7,500.00
CS16-00834	NATIONAL ANALYTICAL LAB INC	0110-413-0222 ETHEL PHILLIPS WNDW/DOORS/FLOOR	FACILITIES SUPPORT SERVICES	01	1,813.00
CS16-00835	NATIONAL ANALYTICAL LAB INC	0277-411-0228 P. BURNETT WNDW WALL SYS/DOORS	FACILITIES SUPPORT SERVICES	01	3,095.00
CS16-00836	OPTIMA INSPECTIONS	0359-414-0240 TAHOE DOORS & WINDOWS	FACILITIES SUPPORT SERVICES	01	10,400.00
CS16-00837	NATIONAL ANALYTICAL LAB INC	0359-414-0240 TAHOE DOORS & WINDOWS	FACILITIES SUPPORT SERVICES	01	2,432.00
CS16-00838	WALLACE KUHL AND ASSOC INC	419 CLASS SIZE REDUCT-9 SITES (DIDION)	FACILITIES SUPPORT SERVICES	21	1,177.50
				21	1,322.50
CS16-00839	WALLACE KUHL AND ASSOC INC	419 CLASS SIZE REDUCT-9 SITES (MATSUYAMA)	FACILITIES SUPPORT SERVICES	21	1,067.50
				21	1,432.50
CS16-00840	NATIONAL ANALYTICAL LAB INC	0040-410-0232 CB WIRE WALLS/CEILINGS/WNDW	FACILITIES SUPPORT SERVICES	01	2,432.00
CS16-00841	NATIONAL ANALYTICAL LAB INC	0265-411-0194 OAK RIDGE WNDW SYS.	FACILITIES SUPPORT SERVICES	01	3,670.00
CS16-00842	SHARP ARCHITECTURE	704-0415 CAL MS HVAC & LIGHTING PROJECT	FACILITIES SUPPORT SERVICES	21	20,000.00
CS16-00843	NATIONAL ANALYTICAL LAB INC	0450-406 KIT CARSON CORE ACADEMIC RENO.	FACILITIES SUPPORT SERVICES	21	835.00
CS16-00844	CITY OF SACRAMENTO	2016 SUMMER PASSAGES PROGRAM	YOUTH DEVELOPMENT	01	21,800.00
CS16-00845	FUMIKO CALANCHINI	FACE YOGA METHOD - SOCIAL EMOTIONAL	CHILD DEVELOPMENT PROGRAMS	12	1,087.70
CS16-00846	FREEDOM BOUND CENTER	Ethnic Studies Teaching Credentials Consortium	ACADEMIC OFFICE	01	13,000.00
CS16-00847	Food Literacy Center	FARM TO SCHOOL FEAST GRANT	NUTRITION SERVICES DEPARTMENT	13	19,182.00
CS16-00848	VISION 2000 EDUCATIONAL FOUNDA TION	VISIONS 2000 SUMMER INSTITUTE	DEPUTY SUPERINTENDENT	01	112,121.80
CS16-00849	PREMIER MANAGEMENT GROUP, INC	0272-410-0266 PARKWAY ROOFING	FACILITIES SUPPORT SERVICES	01	8,039.16
				01	8,039.16
CS16-00850	NATIONAL ANALYTICAL LAB INC	0277-412-0229 PETER BURNETT ROOF REPAIR	FACILITIES SUPPORT SERVICES	01	4,050.00
CS16-00851	NATIONAL ANALYTICAL LAB INC	0272-410-0266 PARKWAY ROOFING	FACILITIES SUPPORT SERVICES	01	3,725.00
CS16-00852	NATIONAL ANALYTICAL LAB INC	0420-411-0249 ROSA PARKS ROOFING (2015/2016)	FACILITIES SUPPORT SERVICES	01	2,175.00
CS16-00853	NATIONAL ANALYTICAL LAB INC	0269-413-0239 PACIFIC ROOF LEAK REPAIR (2015/2016)	FACILITIES SUPPORT SERVICES	01	4,975.00

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
CS16-00854	NATIONAL ANALYTICAL LAB INC	0495-413-0250 WILL C WOOD ROOFING (2015/2016)	FACILITIES SUPPORT SERVICES	01	3,425.00
CS16-00855	NATIONAL ANALYTICAL LAB INC	0235-410-0178 MARK TWAIN ROOFS (ADMIN BLDG)	FACILITIES SUPPORT SERVICES	01	3,425.00
CS16-00856	NORTH AMERICAN TECHNICAL SERVI CES	419 CLASS SIZE REDUCTION-9 SITES	FACILITIES SUPPORT SERVICES	21	2,000.00
CS16-00857	NATIONAL ANALYTICAL LAB INC	0024-417 BGREEN MCCOY RESTROOM RENOVATIONS	FACILITIES SUPPORT SERVICES	21	4,975.00
CS16-00858	NATIONAL ANALYTICAL LAB INC	0431-410-0251 FERN BACON ROOFING (2015/2016)	FACILITIES SUPPORT SERVICES	01	2,175.00
CS16-00860	NATIONAL ANALYTICAL LAB INC	0445-410-0201 JOHN STILL ROOFING (VARIOUS)	FACILITIES SUPPORT SERVICES	01	575.00
CS16-00861	KATHERINE GAFFEY-LEHMAN	WALDORF PROFESSIONAL DEVELOPMENT TRAINING	AREA ASSITANT SUPERINTENDENTS	01	2,550.00
CS16-00862	OPTIMA INSPECTIONS	0384-419 WILLIAM LAND 2 STORY MOD	FACILITIES SUPPORT SERVICES	21	38,400.00
CS16-00863	OPTIMA INSPECTIONS	0379-401 WASHINGTON STEM RENOVATION	FACILITIES SUPPORT SERVICES	21	27,200.00
CS16-00864	HMC ARCHITECTS	0024-417 BOWL GREEN MCCOY RR RENOVATIONS	FACILITIES SUPPORT SERVICES	21	36,000.00
				21	27,000.00
CS16-00865	ARMAND PEREZ AP CONSTRUCTION S ERVICES	0495-413-0250 WILL C WOOD ROOFING	FACILITIES SUPPORT SERVICES	01	15,000.00
CS16-00866	UNITED COLLEGE ACTION NETWORK	RECRUITMENT AGREEMENT	HUMAN RESOURCE SERVICES	01	30,000.00
CS16-00867	JAZZERETTES	HIP HOP CLASS	JOHN D SLOAT BASIC ELEMENTARY	01	2,100.00
CS16-00868	BICKMORE & ASSOCIATES INC DBA BICKMORE RISK SERVICES	GASB 45 ACTUARIAL VALUATION SVCS	RISK MANAGEMENT	71	16,750.00
CS16-00869	ARMAND PEREZ AP CONSTRUCTION S ERVICES	0495-402 WILL C WOOD SHADE STUCTURE	FACILITIES SUPPORT SERVICES	21	5,000.00
CS16-00872	BOYS & GIRLS CLUB OF SACRAMENT O	2016 SUMMER PROGRAMMING	YOUTH DEVELOPMENT	01	22,000.00
CS16-00873	CENTER FOR MULTICULTURAL COOPE	2016 SUMMER SUB-CONTRACTOR	YOUTH DEVELOPMENT	01	35,000.00
CS16-00874	916 INK	916INK- 2016 SUMMER SUB-CONTRACTOR	YOUTH DEVELOPMENT	01	46,500.00
CS16-00875	SACRAMENTO COUNTRY DAY SCHOOL BREAKTHROUGH SACRAMENTO	2016 SUMMER SUB-CONTRACTOR	YOUTH DEVELOPMENT	01	50,000.00
P16-03564	FIRST BOOK ATTN FBNBB PAYMENT S	BOOKS FOR AGES 0-3 HOME VISITORS AND PLAYGROUPS	CHILD DEVELOPMENT PROGRAMS	12	651.00
P16-03565	FIRST BOOK ATTN FBNBB PAYMENT S	FIRST 5 BOOKS FOR PLAYGROUPS AND HOME VISITORS	CHILD DEVELOPMENT PROGRAMS	12	651.00
P16-04187	GRAINGER INC ACCOUNT #80927635 5	ROPE HANDLED TUB	JOHN D SLOAT BASIC ELEMENTARY	01	162.59

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
P16-04369	HURST CHEMICAL COMPANY	DD CLASSES	A.WARREN McCLASKEY ADULT	11	2,665.14
P16-04514	HMONG ARTS BOOKS & CRAFTS	HMONG RESOURCE BOOKS	LUTHER BURBANK HIGH SCHOOL	01	1,439.13
P16-04565	U S BANK/SCUSD	LABEL TAPE	H.W. HARKNESS ELEMENTARY	01	283.05
P16-04576	ACCURATE LABEL DESIGNS INC	VISITORS BADGES FOR SAFETY	GOLDEN EMPIRE ELEMENTARY	01	268.87
P16-04577	ZAJIC APPLIANCE SERVICE, INC	DISHWASHER HS/ST - PATTI LEWKOWITZ	CHILD DEVELOPMENT PROGRAMS	12	454.42
P16-04578	ZAJIC APPLIANCE SERVICE, INC	REFRIGERATOR HS/ST - PATTI LEWKOWITZ	CHILD DEVELOPMENT PROGRAMS	12	698.92
P16-04579	ACTIVE NETWORK	CREDIT CARD READER FOR THE STUDENT STORE	JOHN F. KENNEDY HIGH SCHOOL	01	376.93
P16-04580	AMS.NET INC C/O FREMONT BANK	BARRACUDA RENEWAL: 1 YR RENEWAL 4/8/16 - 4/8/17	INFORMATION SERVICES	01	1,382.52
P16-04581	Apple Inc Apple Financial Serv ices	MACBOOK CART FOR PORTABLE LABS	C. K. McCLATCHY HIGH SCHOOL	01	38,077.80
P16-04582	Apple Inc Apple Financial Serv ices	TO PURCHASE iPADS	JOHN BIDWELL ELEMENTARY	01	7,728.13
P16-04583	Apple Inc Apple Financial Serv ices	QUOTE # 2203052567. APPLE COMPUTERS	ROSEMONT HIGH SCHOOL	01	13,714.86
P16-04584	Apple Inc Apple Financial Serv ices	IPAD AIR-2 (8 STUDENTS)	SP ED - TECHNOLOGIST	01	6,505.72
				01	377.60
P16-04585	Apple Inc Apple Financial Serv ices	COMPUTERS FOR TEACHERS & STUDENTS	PETER BURNETT ELEMENTARY	01	15,158.64
P16-04586	CAROLINA BIOLOGICAL SUPPLY CO ACCT #121087	LSJ FORENSIC LAB	LUTHER BURBANK HIGH SCHOOL	01	873.72
P16-04587	CAROLINA BIOLOGICAL SUPPLY CO ACCT #121087	NGSS MICROSCOPES	NICHOLAS ELEMENTARY SCHOOL	01	4,988.30
P16-04588	CAROLINA BIOLOGICAL SUPPLY CO ACCT #121087	SUPPLIES FOR SCIENCE CLASS	SUTTER MIDDLE SCHOOL	01	1,074.04
				01	56.53
P16-04589	DICK BLICK CUSTOMER #12751501	CLASSROOM ART SUPPLIES - AUNA	ROSA PARKS MIDDLE SCHOOL	01	168.42
P16-04590	EFFICACY INSTITUTE INC	EFFICACY - TRAINING TOOLS	FATHER K.B. KENNY	01	1,920.45
P16-04591	FISHER SCIENTIFIC CO INC	CORE SCIENCE CLASSROOM	HIRAM W. JOHNSON HIGH SCHOOL	01	320.62
P16-04592	FLINN SCIENTIFIC INC	CORE SCIENCE CLASSROOM	HIRAM W. JOHNSON HIGH SCHOOL	01	5,151.43
P16-04593	FLINN SCIENTIFIC INC	SCIENCE CLASS SUPPLIES - OLLISON	ROSA PARKS MIDDLE SCHOOL	01	767.31
P16-04594	GRAINGER INC ACCOUNT #80927635 5	MATERIALS/SUPPLIES - ELECTRICAL SHOP	FACILITIES MAINTENANCE	01	696.12
P16-04595	GRAINGER INC ACCOUNT #80927635 5	CUSTODIAN VACUUM REPLACEMENT	BG CHACON ACADEMY	09	245.75
P16-04596	GRAYBAR	LED TUBE LIGHTING FOR SCHOOL OF ENG'G & SCIENCE	FACILITIES MAINTENANCE	01	4,954.76

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
P16-04597	THE SHADE CARE COMPANY	TREE SERVICES AT SUTTER MIDDLE	FACILITIES MAINTENANCE	01	6,900.00
P16-04598	CDW-G C/O PAT HEIN	DVD THEATER SYSTEM FOR CLASSRM	HIRAM W. JOHNSON HIGH SCHOOL	01	163.03
P16-04599	CDW-G C/O PAT HEIN	OVERHEAD PROJECTOR BULBS	EARL WARREN ELEMENTARY SCHOOL	01	476.47
P16-04600	ASSOCIATED SOUND	PA SYSTEM	LUTHER BURBANK HIGH SCHOOL	01	526.94
P16-04601	AURORA ENVIRONMENTAL SERVICES	SITE ASSESSMENTS FOR UPDATE ON HAZARDOUS MATERIALS	JOHN F. KENNEDY HIGH SCHOOL	01	1,800.00
P16-04602	CONTINENTAL ATHLETIC SUPPLY	EQUIPMENT RECONDITIONING - FOOTBALL	JOHN F. KENNEDY HIGH SCHOOL	01	3,621.59
P16-04603	BRAINPOP	BRAINPOP-ESPANOL SUBSCRIPTION	FERN BACON MIDDLE SCHOOL	01	234.00
P16-04604	U S BANK/SCUSD	SC APPROVED FURNITURE BKPK BF9	BG CHACON ACADEMY	09	257.62
P16-04605	FARIA SYSTEMS INC	MANAGEBAC - ANNUAL FEE -2016-2017	KIT CARSON MIDDLE SCHOOL	01	2,531.40
P16-04606	MICHAEL'S TRANSPORTATION	Michael's Transportation Serivce, Inc.	GEO WASHINGTON CARVER	09	1,715.00
P16-04607	B & H PHOTO	EZZELL - CLASSROOM CAMERA	HIRAM W. JOHNSON HIGH SCHOOL	01	541.42
P16-04608	ARBOR SCIENTIFIC	CORE SCIENCE DEPT	HIRAM W. JOHNSON HIGH SCHOOL	01	34.55
P16-04609	WARDS NATURAL SCIENCE INC CONT RACT #010410-999	CORE SCIENCE CLASSROOMS	HIRAM W. JOHNSON HIGH SCHOOL	01	767.86
P16-04610	COMPUTERS FOR CLASSROOMS	LAPTOP CART - REFURBISHED	LUTHER BURBANK HIGH SCHOOL	01	434.00
P16-04611	CDW-G C/O PAT HEIN	LCD PROJECTOR BULBS	SAM BRANNAN MIDDLE SCHOOL	01	635.29
P16-04612	COMTECH COMMUNICATIONS INC	2-WAY RADIO	LUTHER BURBANK HIGH SCHOOL	01	1,469.60
P16-04613	SCHOOL OUTFITTERS DBA FAT CATA LOG	CHAIRS FOR STUDENTS	JOHN CABRILLO ELEMENTARY	01	1,325.28
P16-04614	SCHOOL OUTFITTERS DBA FAT CATA LOG	MUSIC CHAIRS FOR MUSIC CLASS	FERN BACON MIDDLE SCHOOL	01	605.32
P16-04615	SCHOOL OUTFITTERS DBA FAT CATA LOG	HEADPHONES FOR COMPUTER LAB	PETER BURNETT ELEMENTARY	01	834.24
P16-04616	SCHOOL OUTFITTERS DBA FAT CATA LOG	AV CART AND PA SYSTEM	LUTHER BURBANK HIGH SCHOOL	01	456.53
				01	95.81
P16-04617	HENRY SCHEIN INC ACCOUNT #9010 81	NEAR VISION SCREENING CARDS	HEALTH SERVICES	01	2,149.16
P16-04618	LIGHTSPEED TECHNOLOGIES INC	SOUND FIELD	SP ED - TECHNOLOGIST	01	2,180.23
P16-04619	SCHOOL OUTFITTERS DBA FAT CATA LOG	SCHOOL OUTFITTERS - CHAIRS	FATHER K.B. KENNY	01	8,957.83

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P16-04620	BAR HEIN CO	BACKPACK BLOWER FOR BLDGS/GROUNDS/OPERATIONS USE	BUILDINGS & GROUNDS/OPERATIONS	01	1,383.38
P16-04621	MERIT JANITORIAL SUPPLY	AUTO SCRUBBER FOR OPERATONS USE	BUILDINGS & GROUNDS/OPERATIONS	01	14,640.99
P16-04622	PREPARESMART LLC	CERT EMERGENCY TEAM SUPPLIES	LUTHER BURBANK HIGH SCHOOL	01	394.15
P16-04623	ROCHESTER 100, INC	NICKY'S CUMMUNICATOR FOLDERS FOR MRS. WILSON	ETHEL I. BAKER ELEMENTARY	01	73.87
P16-04624	SCANTRON CORPORATION	SCANTRON FORMS	LUTHER BURBANK HIGH SCHOOL	01	1,750.25
P16-04625	THE WRITING COMPANY	AP ENGLISH LANGUAGE CLASS	HIRAM W. JOHNSON HIGH SCHOOL	01	1,258.17
P16-04626	SCHOOL SPECIALTY EDUCATION DAN A MCADAMS TERRITORY MGR	CLASSROOM SUPPLIES	HIRAM W. JOHNSON HIGH SCHOOL	01	119.89
P16-04627	OFFICE DEPOT ACCT. #89574939	BALANCED LITERACY INSTRUCTIONAL SUPPLIES	ETHEL PHILLIPS ELEMENTARY	01	4,659.99
P16-04628	WEST COAST LANYARDS	LANYARDS	JOHN D SLOAT BASIC ELEMENTARY	01	356.23
P16-04629	RAGING WATERS SACRAMENTO	SUPER STUDENTS END OF YEAR TRIP	JOHN BIDWELL ELEMENTARY	01	1,446.84
P16-04630	SIMCO FOODS	5227 & 5249 SHELF MILK FOR SUMMER PROG 5/26/16	NUTRITION SERVICES DEPARTMENT	13	58,198.80
P16-04631	TASTY BRANDS LLC	5228/5229 SANDWICHES FOR SUMMER PROGRAMS 6/14/16	NUTRITION SERVICES DEPARTMENT	13	50,529.84
P16-04633	BAKE CRAFTERS FOOD COMPANY	5232/5235 SANDWICHES FOR SUMMER PROGRAM 6/15/16	NUTRITION SERVICES DEPARTMENT	13	26,523.15
P16-04634	NWN CORPORATION	after close	PURCHASING SERVICES	01	4,223.63
P16-04635	R&S ARCHITECTURAL PRODUCTS INC dba R&S OF SACRAMENTO	SHOP DOOR REPAIR - R&S ARCHITECTURAL PRODUCTS	TRANSPORTATION SERVICES	01	198.00
P16-04636	RESERVE ACCOUNT	POSTAGE FOR POSTAGE METER	HIRAM W. JOHNSON HIGH SCHOOL	01	5,000.00
P16-04637	RESERVE ACCOUNT	POSTAGE	JOHN D SLOAT BASIC ELEMENTARY	01	500.00
P16-04638	SACRAMENTO CO 4-H COUNCIL	ENIRONMENTAL EDUCATION PROGRAM	GOLDEN EMPIRE ELEMENTARY	01	600.00
P16-04639	POSITIVE PROMOTIONS	Perfect Attendance Recognition	MARK TWAIN ELEMENTARY SCHOOL	01	91.58
P16-04640	SCREENPRINTING HERE	LAW ACADEMY WORKOUT WEAR	HIRAM W. JOHNSON HIGH SCHOOL	01	1,996.65
P16-04641	SIERRA WINDOW COVERINGS INC	INV# 32064. MINI BLINDS FOR PRINCIPAL'S OFFICE	ROSEMONT HIGH SCHOOL	01	128.03
P16-04642	U S BANK/SCUSD	SMART CART FOR IPADS	JOHN D SLOAT BASIC ELEMENTARY	01	62.08
P16-04643	U S BANK/SCUSD	SUTTER	SUTTER MIDDLE SCHOOL	01	640.10

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P16-04644	U S BANK/SCUSD	I GOT CAUGHT ATTENDING SCHOOL REWARDS	ENROLLMENT CENTER	01	774.53
P16-04645	BLAINE RAY WORKSHOPS	SUPPLEMENTAL SUPPLIES FOR SPANISH	C. K. McCLATCHY HIGH SCHOOL	01	830.03
P16-04646	BARNES & NOBLE BOOKSTORE	RAMONA HOWARD	CAPITAL CITY SCHOOL	01	2,392.38
				01	162.10
P16-04647	CENTER FOR THE COLLABORATIVE C LASSROOM	INTERVENTION/FLUENCY MATERIALS	ROSA PARKS MIDDLE SCHOOL	01	7,518.27
P16-04648	BARNES & NOBLE BOOKSTORE	BARNES & NOBLE (SHARON LIVNY)	CAPITAL CITY SCHOOL	01	2,074.79
P16-04649	BSN SPORTS	CONFIRMING REQ - BASKETBALL JERSEYS	NEW TECH	09	568.78
P16-04650	BARNES & NOBLE BOOKSTORE	LIBRARY NOVELS	HIRAM W. JOHNSON HIGH SCHOOL	01	123.71
P16-04651	TEKK INTERNATIONAL INC	SCHOOL CLIMATE AND SAFETY-WALKIE TALKIE BATTERY	GENEVIEVE DIDION ELEMENTARY	01	153.00
P16-04652	WEST CAMPUS STUDENT ACTIVITY F UND	REIMBURSE SENIOR ACCT MEMORIAL AUDITORIUM RENTAL	WEST CAMPUS	01	1,100.00
P16-04653	POCKET NURSE	MEDICAL SUPPLIES FOR HEALTH PROFESSIONS/TCE GRANT	ACADEMIC ACHIEVEMENT	01	3,363.29
P16-04654	WENGER CORP	CLASSROOM PODIUM	HIRAM W. JOHNSON HIGH SCHOOL	01	1,285.45
P16-04655	PASCO SCIENTIFIC INC	CORE SCIENCE CLASSROOM	HIRAM W. JOHNSON HIGH SCHOOL	01	294.04
P16-04656	NORTHSTAR AV	EPSON LIGHT BULBS	C. K. McCLATCHY HIGH SCHOOL	01	2,278.50
P16-04657	PROBOTIX	UNITY CNC CONTROLLER-GREENE @ JFK	CAREER & TECHNICAL PREPARATION	01	1,084.89
P16-04658	MOORE MEDICAL CORP ACCT 171864 7	NURSE STATION SUPPLIES	ROSEMONT HIGH SCHOOL	01	65.77
				01	62.69
P16-04659	PHONAK HEARING SYSTEMS	HEARING DEVICES	SP ED - TECHNOLOGIST	01	2,595.27
P16-04660	PATON GROUP	PATON GROUP/DAVIS, KEN/SES	CAREER & TECHNICAL PREPARATION	01	5,148.78
P16-04661	NORTHERN TOOL & EQUIPMENT CO	NORTHERN TOOL & EQUIPMENT/KEN DAVIS/SES	CAREER & TECHNICAL PREPARATION	01	2,820.99
P16-04662	PROBOTIX	PROBOTIX/KEN DAVIS/SES	CAREER & TECHNICAL PREPARATION	01	2,576.77
P16-04663	U S BANK/SCUSD	IPAD COVER - EHS HOME-BASED - PATTI LEWKOWITZ	CHILD DEVELOPMENT PROGRAMS	12	312.79
P16-04664	DIGITAL DOLPHIN SUPPLIES	LCD LAMP	LUTHER BURBANK HIGH SCHOOL	01	3,485.13

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
P16-04665	VIRCO MANUFACTURING CORP	VIRCO STUDENT DESKS FOR CLASSROOMS	FERN BACON MIDDLE SCHOOL	01	6,016.76
P16-04666	VIRCO MANUFACTURING CORP	CHAIRS	MARK TWAIN ELEMENTARY SCHOOL	01	52.46
P16-04667	NASCO	SCIENCE CLASS SUPPLIES	ROSA PARKS MIDDLE SCHOOL	01	1,204.88
				01	9.02
P16-04668	NEARPOD INC	INTERACTIVE & COLLABORATIVE PROGRAM FOR STUDENTS	ROSA PARKS MIDDLE SCHOOL	01	1,280.00
P16-04669	VIRCO MANUFACTURING CORP	PHOEBE HEARST - CLASSROOM FURNITURE	LEARNING SUPPORT UNIT B	01	4,401.18
P16-04670	VIRCO MANUFACTURING CORP	CROCKER/RIVERSIDE CLASSROOM FURNITURE	LEARNING SUPPORT UNIT B	01	3,550.97
P16-04671	SNAP ON TOOLS	BUS SCANNING SYSTEM - SNAP ON INDUSTRIAL	TRANSPORTATION SERVICES	49	9,824.72
P16-04672	NEARPOD INC	NEARPOD LICENSES-SUPP. INSTRUCTIONAL MATERIALS	FERN BACON MIDDLE SCHOOL	01	960.00
P16-04673	SUPPLY WORKS	CUSTODIAL SUPPLIES	JOHN D SLOAT BASIC ELEMENTARY	01	256.87
P16-04674	VIRCO MANUFACTURING CORP	MS. ISKRA KIDNEY SHAPE TABLE	ETHEL I. BAKER ELEMENTARY	01	167.73
P16-04675	NWN CORPORATION	OFFICE COMPUTERS	ETHEL PHILLIPS ELEMENTARY	01	2,441.25
P16-04676	PCMG PC MALL GOV	PARTS NEEDED FOR THE COMPUTERS	ETHEL PHILLIPS ELEMENTARY	01	950.39
P16-04677	NORTHSTAR AV	EPSON REPLACEMENT LAMP	ETHEL I. BAKER ELEMENTARY	01	1,204.35
P16-04678	OFFICE DEPOT ACCT. #89574939	OFFICEMAX - PROJECTOR SCREEN	FATHER K.B. KENNY	01	241.05
P16-04679	NORTHSTAR AV	83+ REPLACEMENT LAMPS	JOHN F. KENNEDY HIGH SCHOOL	01	885.36
P16-04680	MOORE MEDICAL CORP ACCT 171864 7	MEDICAL SUPPLIES	FATHER K.B. KENNY	01	296.36
P16-04681	NWN CORPORATION	After Close - CHROMEBOOKS - ELA CLASSES	HIRAM W. JOHNSON HIGH SCHOOL	01	38,171.28
P16-04682	FOLLETT SCHOOL SOLUTIONS	SUPPLEMENTAL CHEMISTRY BOOKS	C. K. McCLATCHY HIGH SCHOOL	01	7,540.96
P16-04683	GLENDALE PARADE STORE	US FLAG AND CA FLAG	HIRAM W. JOHNSON HIGH SCHOOL	01	194.22
P16-04684	MATHTYPE	MATH SUBSCRIPTION SITE LICENSE RENEWAL	HIRAM W. JOHNSON HIGH SCHOOL	01	207.81
P16-04685	LIFE ASSIST INC	MEDICAL ASSISTANT PROGRAM	NEW SKILLS & BUSINESS ED. CTR	11	656.60
P16-04686	EDGEWOOD PRESS INC	SCHOOL COMMUNICATION FOLDERS	ELDER CREEK ELEMENTARY SCHOOL	01	1,810.03
P16-04687	MINIMATH PROJECTS	MINIMATH PROJECTS (TEACHER -RAMONA HOWARD)	CAPITAL CITY SCHOOL	01	399.59

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
P16-04688	MINDFUL SCHOOLS	MINDFUL EDUCATOR ESSENTIALS	TAHOE ELEMENTARY SCHOOL	01	1,925.00
P16-04689	CONTINENTAL BINDER & SPECIALT Y CORP	CONTINENTAL BINDER & SPECIALTY CO. 2016-2017	KIT CARSON MIDDLE SCHOOL	01	721.07
P16-04690	U S BANK/SCUSD	KINDLE FIRE (PONCE)	SP ED - TECHNOLOGIST	01	173.50
P16-04691	U S BANK/SCUSD	KINDLE FIRE (KANG)	SP ED - TECHNOLOGIST	01	286.34
P16-04692	U S BANK/SCUSD	FIRE HD (MARWICK)	SP ED - TECHNOLOGIST	01	311.30
P16-04693	U S BANK/SCUSD	FIRE HD (LaCOURSE)	SP ED - TECHNOLOGIST	01	199.71
P16-04694	U S BANK/SCUSD	KINDLE FIRE (2 STUDENTS)	SP ED - TECHNOLOGIST	01	529.24
P16-04695	U S BANK/SCUSD	MEMORY CARD	SP ED - TECHNOLOGIST	01	64.40
P16-04696	U S BANK/SCUSD	IPAD ITEMS (2 STUDENT)	SP ED - TECHNOLOGIST	01	171.17
P16-04697	CSNA	CSNA DISTRICT SUBSCRIPTIONS	NUTRITION SERVICES DEPARTMENT	13	495.00
P16-04698	OFFICE DEPOT ACCT. #89574939	FILING CABNIETS FOR STUDENT RECORDS	C. K. McCLATCHY HIGH SCHOOL	01	3,797.42
P16-04699	OFFICE DEPOT ACCT. #89574939	SC APPROVED FURNATURE	BG CHACON ACADEMY	09	5,203.79
P16-04700	OFFICE DEPOT ACCT. #89574939	CLASSROOMS SUPPLIES -	ROSA PARKS MIDDLE SCHOOL	01	7,183.35
P16-04701	SPRINGBOARD SCHOOLS	SUPPLEMENTARY CLASSROOM MATERIALS	CALIFORNIA MIDDLE SCHOOL	01	8,605.80
P16-04702	SCHOLASTIC, INC. ORDER DESK	BOOKS FOR STUDENTS	TAHOE ELEMENTARY SCHOOL	01	8,834.36
P16-04703	SPORT SUPPLY GROUP, INC.	INSTRUCTIONAL SUPPLIES FOR PE	ELDER CREEK ELEMENTARY SCHOOL	01	784.15
P16-04704	TOWNSEND PRESS	TOWNSEND PRESS (TEACHER-RAMONA HOWARD)	CAPITAL CITY SCHOOL	01	271.13
P16-04705	PALOS SPORTS	PE SUPPLIES	ALBERT EINSTEIN MIDDLE SCHOOL	01	5,581.75
P16-04706	CENTER FOR THE COLLABORATIVE C LASSROOM	INTERVENTION/FLUENCY MATERIALS	ROSA PARKS MIDDLE SCHOOL	01	6,503.49
P16-04707	PEARSON LEARNING CUSTOMER SERV ICE	STUDENT INSTRUCTION PEARSON MATH (BELINDA KIRK)	CAPITAL CITY SCHOOL	01	9,863.26
P16-04708	KENDALL HUNT PUBLISHERS	STUDENT & TEACHERS GUIDES	GIFTED AND TALENTED EDUCATION	01	5,478.23
P16-04709	LAKESHORE LEARNING CORP ATTENT ION: JON BELL	TO PURCASE SUPPLIES FOR CLASSROOMS	JOHN BIDWELL ELEMENTARY	01	1,452.70
P16-04710	The Met Sacramento Foundation	Pay the MET H. S. for HPHS's portion of the PROM	HEALTH PROFESSIONS HIGH SCHOOL	01	2,750.00
P16-04711	GENERAL MILLS	5247-5248 SUMMER PROGRAM CEREAL	NUTRITION SERVICES DEPARTMENT	13	28,816.79
				13	2,000.51
P16-04712	CAPSTONE PRESS INC	LIBRARY BOOK ORDER 15-16	EDWARD KEMBLE ELEMENTARY	01	2,253.98
				01	41.22

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
P16-04713	SCHOLASTIC, INC. ORDER DESK	ELA - READ 180 SUBSCRIPTION	ROSA PARKS MIDDLE SCHOOL	01	3,585.00
P16-04714	OFFICE DEPOT ACCT. #89574939	OFFICE DEPOT-DOCUMENT CAMERA/LCD PROJECTOR	FATHER K.B. KENNY	01	5,561.88
P16-04715	HERFF JONES PHOTOGRAPHY	HERFF JONES - DIPLOMAS - CONFIRMED AND COMPLETE	GEO WASHINGTON CARVER	09	673.16
P16-04716	STEVE BOETTNER	CONFIRMING REQ FOR MUSIC CLASS	ROSEMONT HIGH SCHOOL	01	440.73
P16-04717	A-1 EMBROIDERY	to purchase PBIS gear for students	JOHN H. STILL - K-8	01	904.62
P16-04718	A-1 EMBROIDERY	to purchase PBIS gear for students	JOHN H. STILL - K-8	01	520.80
P16-04719	U S BANK/SCUSD	BOOK ORDER FOR ACADEMIC OFFICE	ACADEMIC OFFICE	01	541.20
P16-04720	CENGAGE LEARNING ATTN: ORDER F ULLFILLMENT	CLASSROOM RESOURCE BOOKS	LUTHER BURBANK HIGH SCHOOL	01	1,342.68
P16-04721	U S BANK/SCUSD	SLANT BOARD (WELLS)	SP ED - TECHNOLOGIST	01	246.04
P16-04722	U S BANK/SCUSD	PENS & SCANNER (2 STUDENTS)	SP ED - TECHNOLOGIST	01	332.39
P16-04723	U S BANK/SCUSD	ASST TECH ITEMS	SP ED - TECHNOLOGIST	01	1,471.00
P16-04724	MATTHEW GOLLUB COMMUNICATIONS INC	FAMILY LITERACY PRESENTATION	ROSA PARKS MIDDLE SCHOOL	01	600.00
P16-04725	Premier Medical Supply	SEATING SYSTEM	SP ED - TECHNOLOGIST	01	6,916.63
P16-04726	CENTER FOR THE COLLABORATIVE C LASSROOM	SIPPS GRADE 1-3	JOHN D SLOAT BASIC ELEMENTARY	01	2,800.61
P16-04727	BRAINPOP	TO RENEW ON-LINE MEDIA LAB SUBSCRIPTION	JOHN BIDWELL ELEMENTARY	01	2,295.00
P16-04728	CURRICULUM ASSOCIATES LLC	SUPPLEMENTAL BOOKS	EARL WARREN ELEMENTARY SCHOOL	01	7,482.08
P16-04729	BARCO PRODUCTS COMPANY	STUDENT/TRAFFIC SAFETY	HUBERT H BANCROFT ELEMENTARY	01	2,582.04
P16-04730	U S BANK/SCUSD	MOTOROLA BATTERIES FOR WALKIE TALKIES SCHOOL	ISADOR COHEN ELEMENTARY SCHOOL	01	110.16
P16-04731	JONES/CAMPBELL CO INC	SC APPROVED OFFICE FURNATURE	BG CHACON ACADEMY	09	3,950.02
P16-04732	FOLLETT SCHOOL SOLUTIONS	CLASSROOM RESOURCE LIBRARY	LUTHER BURBANK HIGH SCHOOL	01	1,138.08
P16-04733	U S BANK/SCUSD	"I GOT CAUGHT ATTENDING SCHOOL" REWARDS	ENROLLMENT CENTER	01	4,225.04
P16-04734	MORAN PRINTING	EUREKA MATH	JOHN D SLOAT BASIC ELEMENTARY	01	7,891.83
P16-04735	GREAT MINDS	EUREKA MATH ONLINE	JOHN D SLOAT BASIC ELEMENTARY	01	175.00
				01	14.89
P16-04736	MORAN PRINTING	STUDENT EDITIONS EUREKA MATH	JOHN D SLOAT BASIC ELEMENTARY	01	8,260.09
P16-04737	U S BANK/SCUSD	AP RESOURCE (SSC)	ENGINEERING AND SCIENCES HS	01	135.00
P16-04738	U S BANK/SCUSD	WEST CAMPUS SOCCER	WEST CAMPUS	01	300.99

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P16-04739	U S BANK/SCUSD	WEST CAMPUS - SOCCER	WEST CAMPUS	01	242.83
P16-04740	U S BANK/SCUSD	VOLLEYBALL NET FOR COMPETITION	GENEVIEVE DIDION ELEMENTARY	01	305.85
P16-04741	Alecias Party Rental	CANOPY RENTAL/ 6TH GRADE PROMOTION	H.W. HARKNESS ELEMENTARY	01	200.00
P16-04742	BARNES & NOBLE BOOKSTORE	BOOK ORDER FOR ACADEMIC OFFICE (BECHTEL)	ACADEMIC OFFICE	01	6,431.88
P16-04743	LIFETOUCH NSS ACCTS RECEIVABL E	YEARBOOKS	ROSA PARKS MIDDLE SCHOOL	01	986.46
P16-04744	LIFETOUCH NATIONAL SCHOOL STUD	STUDENT HANDBOOKS	CALIFORNIA MIDDLE SCHOOL	01	3,124.80
P16-04745	EMATH SOLUTIONS INC	MATH CLASS COMPUTER LICENSE	HIRAM W. JOHNSON HIGH SCHOOL	01	315.00
P16-04746	U S BANK/SCUSD	LENOVO LAPTOP #1 FROM CAL CARD	AMERICAN LEGION HIGH SCHOOL	01	319.00
P16-04747	U S BANK/SCUSD	CLASSROOM SUPPLY AUSSIE POUCHES(LITERATURE ORGAN.)	OAK RIDGE ELEMENTARY SCHOOL	01	408.07
P16-04748	NWN CORPORATION	PURCHASING COMPUTERS AND CARTS FOR CLASSROOMS	JOHN BIDWELL ELEMENTARY	01	44,124.90
P16-04749	NWN CORPORATION	HP LAPTOPS FOR CLASSROOMS	MARK TWAIN ELEMENTARY SCHOOL	01	11,661.16
P16-04750	NWN CORPORATION	hp laser jet pro M252DW COLOR PRINTER	MARK TWAIN ELEMENTARY SCHOOL	01	663.31
P16-04751	NWN CORPORATION	COMPUTERS & PRINTERS & INK	PETER BURNETT ELEMENTARY	01	7,865.30
P16-04752	Granite Financial Solutions DB A Granite Data Solutions	CLASSROOM PROJECTORS; SAVED $325.50	SEQUOIA ELEMENTARY SCHOOL	01	5,305.65
P16-04753	NWN CORPORATION	CHROMEBOOKS-SUPPLEMENTAL TECHNOLOGY	FERN BACON MIDDLE SCHOOL	01	10,064.31
P16-04754	NWN CORPORATION	CHROMEBOOKS-SUPPLEMENTAL TECHNOLOGY	FERN BACON MIDDLE SCHOOL	01	10,064.31
P16-04755	NWN CORPORATION	HEALTH & MEDICAL SERVICES ACADEMY	HIRAM W. JOHNSON HIGH SCHOOL	01	9,914.62
P16-04756	NWN CORPORATION	LAPTOPS FOR TEACHER USE AND PRINTERS	ALICE BIRNEY WALDORF	01	7,000.21
				01	546.84
P16-04757	NWN CORPORATION	DESKTOP REPLACEMENT FOR LSJ LAB	LUTHER BURBANK HIGH SCHOOL	01	5,804.75
P16-04758	NWN CORPORATION	DESKTOP COMPUTERS FOR CLASSROOM	HIRAM W. JOHNSON HIGH SCHOOL	01	5,208.00
P16-04759	NWN CORPORATION	TECHNOLOGY PURCHASE; Saved $(34,635.17)	OAK RIDGE ELEMENTARY SCHOOL	01	103,086.91
P16-04760	NWN CORPORATION	COMPUTERS FOR CLASSROOM USE	OAK RIDGE ELEMENTARY SCHOOL	01	6,182.33
P16-04761	NWN CORPORATION	TECHNOLOGY FOR CLASSROOM	GENEVIEVE DIDION ELEMENTARY	01	1,995.32

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
P16-04762	NWN CORPORATION	purchase of chrome books	JOHN H. STILL - K-8	01	52,088.57
P16-04763	NWN CORPORATION	PURCHASE CHROMEBOOKS FOR STUDENT'S USE.	CALEB GREENWOOD ELEMENTARY	01	8,179.56
P16-04764	NWN CORPORATION	TECHNOLOGY IN THE CLASSROOM	HIRAM W. JOHNSON HIGH SCHOOL	01	266,455.36
P16-04765	NWN CORPORATION	CHROMEBOOKS TO BE USED TO ENHANCE LITERACY	ALBERT EINSTEIN MIDDLE SCHOOL	01	11,655.08
P16-04766	TRIMARK ECONOMY RESTAURANT FIX TURES	KITCHEN EQUIPMENT FOR VARIOUS SCHOOL SITES	NUTRITION SERVICES DEPARTMENT	13	127,144.13
				13	49,872.54
P16-04767	DIGITAL DOLPHIN SUPPLIES	DOC CAMERA REPLACEMENT LAMPS; SAVED $115.64	WILLIAM LAND ELEMENTARY	01	279.50
P16-04768	HANSEL FORD LINCOLN MAZDA	TRUCK CABS & CHASSIS FOR CONTROLLED DELIVERY UNITS	NUTRITION SERVICES DEPARTMENT	13	22,318.23
P16-04769	CDW-G C/O PAT HEIN	SURFACE PRO 3 + COVER FOR SCHOOL USE.	THEODORE JUDAH ELEMENTARY	01	958.23
P16-04770	CDW-G C/O PAT HEIN	PRINCIPAL/ADMIN TABLET	TAHOE ELEMENTARY SCHOOL	01	2,685.00
P16-04771	CDW-G C/O PAT HEIN	PROJECTORS, DESKTOPS, PRINTERS, DOC CAM	ALBERT EINSTEIN MIDDLE SCHOOL	01	5,890.69
				01	83.41
P16-04772	CDW-G C/O PAT HEIN	REPLACEMENT EQUIPMENT FOR HR STAFF; SAVED $848.24	HUMAN RESOURCE SERVICES	01	1,813.05
P16-04773	U S BANK/SCUSD	CLASSROOM WALL MOUNT BRACKETS FOR TV	HOLLYWOOD PARK ELEMENTARY	01	260.37
P16-04774	APPLE COMPUTER INC K-12 EDUCAT ION	LAPTOPS FOR SCHOOL/TEACHERS	SUTTER MIDDLE SCHOOL	01	17,854.03
P16-04775	Apple Inc Apple Financial Serv ices	MACBOOK AIRS FOR STUDENTS	TAHOE ELEMENTARY SCHOOL	01	63,238.05
P16-04776	Apple Inc Apple Financial Serv ices	Macbook Airs for staff - Price Quote Attached	ACADEMIC OFFICE	01	8,402.53
				01	76.40
P16-04778	Apple Inc Apple Financial Serv ices	APPLE COMPUTERS FOR STUDENT USE	DAVID LUBIN ELEMENTARY SCHOOL	01	63,484.39
				01	1,627.49
P16-04779	Apple Inc Apple Financial Serv ices	SUPERDRIVE	ELDER CREEK ELEMENTARY SCHOOL	01	857.15
P16-04780	Apple Inc Apple Financial Serv ices	MACBOOKS FOR STUDENT USE	ELDER CREEK ELEMENTARY SCHOOL	01	76,769.95
P16-04781	Apple Inc Apple Financial Serv ices	COMPUTERS TO AUGMENT CURRENT TECHNOLOGY	SAM BRANNAN MIDDLE SCHOOL	01	27,915.83
P16-04782	Apple Inc Apple Financial Serv ices	MACBOOKS FOR MEDIA	ALBERT EINSTEIN MIDDLE SCHOOL	01	5,971.20
				01	76.40
P16-04783	Apple Inc Apple Financial Serv ices	APPLE/MACBOOK AIR-11 INCH	ETHEL I. BAKER ELEMENTARY	01	19,648.51

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P16-04784	Apple Inc Apple Financial Services	15-16 MACBOOK AIRS III	EDWARD KEMBLE ELEMENTARY	01	23,695.48
P16-04785	Apple Inc Apple Financial Services	MACBOOK AIRS FOR STUDENTS	BRET HARTE ELEMENTARY SCHOOL	01	44,807.23
				01	166.53
P16-04786	Apple Inc Apple Financial Services	APPLE INC. - MACBOOKS / NEW CLASSES	FATHER K.B. KENNY	01	11,857.35
P16-04787	Apple Inc Apple Financial Services	MACBOOKS & CART	WOODBINE ELEMENTARY SCHOOL	01	36,569.50
P16-04788	Apple Inc Apple Financial Services	MAC AIRS FOR CLASSROOM USE	PONY EXPRESS ELEMENTARY SCHOOL	01	8,642.99
P16-04789	Apple Inc Apple Financial Services	TECHNOLOGY	CESAR CHAVEZ INTERMEDIATE	01	25,111.13
P16-04790	U S BANK/SCUSD	Biology Corporation Science Supplies	THE MET	09	192.58
P16-04791	Apple Inc Apple Financial Services	IPAD TO HELP SUPPORT ENROLLMENT CENTER PROCESS.	ENROLLMENT CENTER	01	513.22
P16-04792	Apple Inc Apple Financial Services	TO PURCHASE MACBOOKS	JOHN BIDWELL ELEMENTARY	01	4,862.66
P16-04793	Delivery Concepts, Inc.	CONTROLLED DELIVERY UNITS (TRUCK BODIES)	NUTRITION SERVICES DEPARTMENT	13	30,203.03
P16-04794	Apple Inc Apple Financial Services	APPLE COMPUTERS FOR TEACHERS INSTRUCTION	C. K. McCLATCHY HIGH SCHOOL	01	5,812.45
P16-04795	Granite Financial Solutions DB A Granite Data Solutions	TO PURCHASE LCD PROJECTORS; SAVED $109.58	JOHN BIDWELL ELEMENTARY	01	2,652.83
P16-04796	CDW-G C/O PAT HEIN	TO PURCHASE ELMOS (DOCUMENT CAMERAS)	JOHN BIDWELL ELEMENTARY	01	1,437.54
P16-04797	CDW-G C/O MICHAEL STILLE	PROJECTORS FOR CLASSROOM	ELDER CREEK ELEMENTARY SCHOOL	01	10,969.13
P16-04798	CDW-G C/O PAT HEIN	TO PURCHASE PRINTERS	JOHN BIDWELL ELEMENTARY	01	711.87
P16-04799	VANG, PATRICK	CLASSROOM RESOURCE BOOKS	LUTHER BURBANK HIGH SCHOOL	01	488.25
P16-04800	U S BANK/SCUSD	TECHNOLOGY FOR ADMINISTRATOR TO SUPPORT PROGRAM	FREMONT SCHOOL FOR ADULTS	11	2,216.38
P16-04801	TAYCO SCREENPRINT INC	SIGNS - PATTI LEWKOWITZ/DAN SCHALLOCK	CHILD DEVELOPMENT PROGRAMS	12	1,215.20
P16-04802	PCMG PC MALL GOV	PRINTER FOR FRONT OFFICE	NEW TECH	09	266.89
P16-04803	PCMG PC MALL GOV	TECHNOLOGY CARTS - ELA CLASSES	HIRAM W. JOHNSON HIGH SCHOOL	01	3,030.40
				01	24,400.23
P16-04804	NWN CORPORATION	HP PROBOOK NOTEBOOK LAPTOP	GOLDEN EMPIRE ELEMENTARY	01	689.81
P16-04805	NWN CORPORATION	CHROME BOOKS/CHARGING CARTS	BOWLING GREEN ELEMENTARY	09	68,121.19

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Includes Purchase Orders dated 05/15/2016 - 06/14/2016 ***

PO Number	Vendor Name	Description	Location	Fund	Account Amount
P16-04806	CDW-G C/O PAT HEIN	PC'S/PROJECTORS - FOR SMALL GROUP INTRVNTN	WILLIAM LAND ELEMENTARY	01	4,875.83
P16-04807	Advanced Classroom Technologie s Inc	SWIVL ROBOT PRO SW2782	HUMAN RESOURCE SERVICES	01	34,630.60
P16-04808	K-LOG EDUCATIONAL DIVISION	COMPUTER CARTS	MARK TWAIN ELEMENTARY SCHOOL	01	1,301.09
P16-04809	K-LOG EDUCATIONAL DIVISION	TABLE FOR CLASSROOM READING TIME	MARK TWAIN ELEMENTARY SCHOOL	01	839.85
P16-04810	K-LOG EDUCATIONAL DIVISION	CLASSROOM TABLE FOR STUDENT READING TIME	MARK TWAIN ELEMENTARY SCHOOL	01	351.29
P16-04811	ANN GO	REIMBURSMENT FOR STUDENT OUTDOOR TABLES	WILLIAM LAND ELEMENTARY	01	759.48
P16-04812	VIRCO MANUFACTURING CORP	MATSUYAMA - CLASSROOM FURNITURE	LEARNING SUPPORT UNIT B	01	5,410.36
P16-04813	VIRCO MANUFACTURING CORP	PONY EXPRESS - CLASSROOM FURNITURE	LEARNING SUPPORT UNIT B	01	5,410.37
P16-04814	VIRCO MANUFACTURING CORP	CALEB GREENWOOD CLASSROOM FURNITURE	LEARNING SUPPORT UNIT B	01	6,592.13
P16-04815	VIRCO MANUFACTURING CORP	419 CLASSROOM EQUIP FOR CSR -CROCKER RIVERSIDE	FACILITIES SUPPORT SERVICES	01	1,677.76
P16-04816	VIRCO MANUFACTURING CORP	419 CLASSROOM EQUIP FOR CSR -ETHEL BAKER	FACILITIES SUPPORT SERVICES	01	1,677.76
P16-04817	VIRCO MANUFACTURING CORP	419 CLASSROOM EQUIP FOR CSR - MATSUYAMA	FACILITIES SUPPORT SERVICES	01	1,677.76
P16-04818	VIRCO MANUFACTURING CORP	419 CLASSROOM EQUIP FOR CSR - PHOEBE HEARST	FACILITIES SUPPORT SERVICES	01	1,677.76
P16-04819	VIRCO MANUFACTURING CORP	419 CLASSROOM EQUIP FOR CSR - PONY EXPRESS	FACILITIES SUPPORT SERVICES	01	1,677.76
P16-04820	TROXELL COMMUNICATIONS INC ATT N: BILL PITZNER	WASHINGTON AUDIO/VISUAL	FACILITIES SUPPORT SERVICES	01	12,284.46
P16-04821	VEX ROBOTICS INC	VEX ROBOTICS/KEN DAVIS/SES	CAREER & TECHNICAL PREPARATION	01	5,275.38
P16-04822	A-1 EMBROIDERY	to purchase PBIS gear for students	JOHN H. STILL - K-8	01	881.24
P16-04823	A-1 EMBROIDERY	to purchase PBIS gear for students	JOHN H. STILL - K-8	01	623.88
P16-04824	A-1 EMBROIDERY	to purchase PBIS gear for students	JOHN H. STILL - K-8	01	298.48
P16-04825	180 Degrees Program, LLC	180 DEGREES CURRICULUM	ALBERT EINSTEIN MIDDLE SCHOOL	01	7,100.00
P16-04826	Granite Financial Solutions DB A Granite Data Solutions	PROJECTORS/DOC CAMERAS FOR CLASSRMS; SAVED $224.81	OAK RIDGE ELEMENTARY SCHOOL	01	11,121.25
P16-04827	Granite Financial Solutions DB A Granite Data Solutions	TABLET PC'S/PROJECTORS FOR INSTR; SAVED $426.03	WILLIAM LAND ELEMENTARY	01	7,955.14
P16-04828	NWN CORPORATION	CHROMEBOOKS	LUTHER BURBANK HIGH SCHOOL	01	586.63
P16-04829	RISO PRODUCTS OF SACRAMENTO	SUPPLEMENTAL SUPPLIES FOR RISO MACHINE	MARK TWAIN ELEMENTARY SCHOOL	01	208.32

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
P16-04830	OFFICE DEPOT ACCT. #89574939	DAVID GAGNEY - HVAC	NEW SKILLS & BUSINESS ED. CTR	11	284.16
P16-04831	OFFICE DEPOT/EASTMAN ACCT. #89 574939	PRINTERS FOR CLASSROOMS	ELDER CREEK ELEMENTARY SCHOOL	01	3,092.03
P16-04832	OFFICE DEPOT ACCT. #89574939	PRINTERS	LUTHER BURBANK HIGH SCHOOL	01	3,092.09
P16-04833	POSMICRO.COM ATTN: ACCOUNTS RE CEIVABLE	LIBRARY SCANNER	EDWARD KEMBLE ELEMENTARY	01	90.06
P16-04834	OFFICE DEPOT ACCT. #89574939	TEXAS INSTRUMENTS TI-84 PLUS GRAPHING CALCULATORS	JOHN F. KENNEDY HIGH SCHOOL	01	4,493.66
				01	13,244.47
P16-04835	Quagwire Technologies LLC	E-Rate:Transceivers/Fiber Patch Crds (After Close)	INFORMATION SERVICES	01	2,495.24
P16-04836	TROXELL COMMUNICATIONS INC ATT N: BILL PITZNER	DOCUMENT CAMERA FOR BROOKS	AMERICAN LEGION HIGH SCHOOL	01	412.30
P16-04837	TROXELL COMMUNICATIONS INC ATT N: BILL PITZNER	CLASSROOM LCD PROJECTORS/INSTALLATION	LUTHER BURBANK HIGH SCHOOL	01	6,492.26
P16-04838	TROXELL COMMUNICATIONS INC ATT N: BILL PITZNER	EPSON DOCUMENT CAMERAS; SAVED $66	KIT CARSON MIDDLE SCHOOL	01	774.69
P16-04839	METRO MAILING SERVICE INC	POSTCARDS FOR ENROLLMENT - NOEL ESTACIO	CHILD DEVELOPMENT PROGRAMS	12	1,318.75
P16-04840	KATIE DURHAM	LPPA REIMBURSEMENT FOR MENTOR MEETING	C. K. McCLATCHY HIGH SCHOOL	01	58.14
P16-04841	SLY PARK	SLY PARK	JOHN D SLOAT BASIC ELEMENTARY	01	1,130.00
				01	3,902.00
P16-04842	The Met Sacramento Foundation	REIMBURSE THE MET FOUNDATION FOR PROM	NEW TECH	09	2,750.00
P16-04843	AWARDS,TROPHIES'N MORE	TROPIES, NAME TAGS, FOR ROTC	LUTHER BURBANK HIGH SCHOOL	01	476.19
P16-04844	AWARDS,TROPHIES'N MORE	TROPHIES FOR ROTC	LUTHER BURBANK HIGH SCHOOL	01	502.31
P16-04845	Kristen Goding	REIMBURSE FOR CJA UNIFORMS (K. GODING)	JOHN F. KENNEDY HIGH SCHOOL	01	1,035.42
P16-04846	EATON INTERPRETING SERVICE	INTERPRETOR SERVICE FOR PARENT/TEACHER CONFERENCE	GENEVIEVE DIDION ELEMENTARY	01	94.50
P16-04847	ELIZABETH VIGIL	CONFIRMING REQ FOR BILINGUAL BROCHURES FOR PARENTS	ROSEMONT HIGH SCHOOL	01	412.16
P16-04848	SCHOLASTIC INC SCHOLASTIC MAGA ZINES	SCHOLASTIC NEWS	GOLDEN EMPIRE ELEMENTARY	01	1,074.90
P16-04849	COMMON VISION	trees for school orchard	JOHN H. STILL - K-8	01	1,000.00
P16-04850	SACRAMENTO URBAN DEBATE LEAGUE	SANTA CLARA SPRING TOURNAMENT COSTS	ROSEMONT HIGH SCHOOL	01	395.00

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
P16-04851	JEREMY HAMMOND	REIMBURSEMENT FOR TRUCK RENTAL	SAM BRANNAN MIDDLE SCHOOL	01	811.60
P16-04852	REGINA LE GRAND SAWYER DBA R&T EVENTS PLANNING	LAW & SOCIAL JUSTICE ACAEMY RECOGNITION EVENT	LUTHER BURBANK HIGH SCHOOL	01	1,974.70
P16-04853	Forestry Educators Inc.	FORESTRY CHALLENGE FOR 2016/17	ROSEMONT HIGH SCHOOL	01	880.00
P16-04854	ELK GROVE UNIFIED SCHOOL DIST ATTN: ACCOUNTS RECEIVABLE	EGUSD TRANSPORTATION FIELDTRIP	ETHEL I. BAKER ELEMENTARY	01	412.75
P16-04855	HANNIBAL'S CATERING	HANNIBALS LUNCHS FOR ASPIRE MTG	DEPUTY SUPERINTENDENT	01	526.88
P16-04856	SACRAMENTO COUNTY OFFICE OF ED FINANCIAL SERVICES	WALKTHROUGHS/COACHING	TAHOE ELEMENTARY SCHOOL	01	2,600.00
P16-04857	J W PEPPER	MUSIC	HUBERT H BANCROFT ELEMENTARY	01	60.13
P16-04858	JENNIFER COYLE	CONFIRMING REQ-REIMBURSE COYLE FOR SENIOR TRIP	NEW TECH	09	2,788.00
P16-04859	THOMAS JONES	WAWF - MEALS FOR NAVY NATIONAL DRILL - STUDENTS	LUTHER BURBANK HIGH SCHOOL	01	1,120.40
P16-04860	CALSA	CALSA MEMBERSHIP THRU JUNE 30 2017`	SUPERINTENDENT'S OFFICE	01	1,540.00
P16-04861	SACRAMENTO COUNTY OFFICE OF ED FINANCIAL SERVICES	SCOE - INSTRUCTIONAL SUPPORT SERVICES TO STAFF	PARKWAY ELEMENTARY SCHOOL	01	7,500.00
P16-04862	SAO VUE	REIMBURSE SAO VUE ZOO TICKETS	SUSAN B. ANTHONY ELEMENTARY	01	585.00
P16-04863	UTILITY MANAGEMENT SERVICES	UTILITY MANAGER ANNUAL RENEWAL-TECH SUPPORT	FACILITIES MAINTENANCE	01	2,070.00
P16-04864	HMR ARCHITECTS INC	0359-414-0240 TAHOE DOORS & WINDOWS (2015/2016)	FACILITIES SUPPORT SERVICES	01	1,614.58
P16-04865	SAN JOAQUIN COUNTY OFFICE OF E DUCATION	ED-JOIN, 2015-2016 EMPLOYEE APPLICANT SYSTEM	HUMAN RESOURCE SERVICES	01	5,998.05
P16-04866	HMR ARCHITECTS INC	0431-410-0251 FERN BACON ROOFING	FACILITIES SUPPORT SERVICES	01	3,436.61
P16-04867	LANDMARK CONSTRUCTION	0450-406 KIT CARSON CORE ACADEMIC RENOVATION	FACILITIES SUPPORT SERVICES	21	2,000.00
P16-04868	CHARTER SCHOOLS DEVELOP. CTR.	CSDC MEMBERSHIP RENEWAL 2017	BG CHACON ACADEMY	09	1,095.00
P16-04869	HMR ARCHITECTS INC	0495-413-0250 WILL C WOOD ROOFING	FACILITIES SUPPORT SERVICES	01	2,114.24
P16-04870	MINDFUL SCHOOLS	MINDFUL SCHOOLS ONLINE TRNG: VARIOUS SITES	SCHOOL CLIMATE	01	4,825.00
				01	1,650.00

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
P16-04871	SILKE COMMUNICATIONS	SILKE COMMUNICATIONS	TRANSPORTATION SERVICES	01	8,991.82
P16-04872	BRCO CONTRUCTORS INC	0100-411-0253 ED KEMBLE RAMPS, CURTAINS, FLRING	FACILITIES SUPPORT SERVICES	01	56,300.00
P16-04873	SEWARD L SCHREDER CONST INC	0300-416 CROCKER/RIVERSIDE PAVING 2016	FACILITIES SUPPORT SERVICES	21	83,806.00
P16-04874	RUDERMAN & KNOX LLP	SPEC ED SETTLEMENT AGREEMENT-CARSEN LUNETTA	ADMIN-LEGAL COUNSEL	01	15,000.00
P16-04875	LAND GRAPHICS FENCING COMPANY	0520-415-0263 H. JOHNSON STRUC. FENCING	FACILITIES SUPPORT SERVICES	01	40,310.00
P16-04876	STUDEBAKER BROWN ELECTRIC INC	407-1 LBHS E-RATE 18 WIRING INFRASTRUCTURE UPGRADE	FACILITIES MAINTENANCE	21	17,350.00
P16-04877	HEIECK SUPPLY INC	MATERIALS FOR PLUMBING SHOP (VARIOUS SITES)	FACILITIES MAINTENANCE	01	7,358.50
P16-04878	WIKE RESTORATION INC	REMOVE/DISPOSE HAZ MTRLS - ROOF @ M & O OFFICE	FACILITIES MAINTENANCE	14	10,641.92
P16-04879	WIKE RESTORATION INC	REMOVE/DISPOSE HAZ MTRLS - ROOF @ FRUTRIDGE ES	FACILITIES MAINTENANCE	14	9,696.07
P16-04880	BRCO CONTRUCTORS INC	0390-405-0217 WOODBINE PRTBLE RPAIR/ GUARDRAILS	FACILITIES SUPPORT SERVICES	01	29,600.00
P16-04881	BRCO CONTRUCTORS INC	0265-413-0213 OAKRIDGE DRY ROT SIDING RPLCE	FACILITIES SUPPORT SERVICES	01	6,500.00
P16-04882	BRCO CONTRUCTORS INC	0520-411-0190 H. JOHNSON DOOR RPRS 2015-16	FACILITIES SUPPORT SERVICES	01	45,230.00
P16-04883	BRCO CONTRUCTORS INC	0265-412-0198 OAK RIDGE PRTBLE BLDG RPLCE 2015-16	FACILITIES SUPPORT SERVICES	01	49,790.00
P16-04884	BRCO CONTRUCTORS INC	0520-415-0263 H. JOHNSON STRUCT. BLEACHERS	FACILITIES SUPPORT SERVICES	01	20,250.00
P16-04885	BRCO CONTRUCTORS INC	0114-413-0258 FREEPORT KITCHEN FLRING RPLCE	FACILITIES SUPPORT SERVICES	01	27,500.00
P16-04886	JOHNSON CONTROLS INC.	FIELD EQUIPMENT CONTROLLERS (FEC) - KIT CARSON MS	FACILITIES MAINTENANCE	01	3,170.28
P16-04887	MORGAN-NELS INDUSTRIAL SUPPLY	MULTI MOUNT FAN FOR THE ELECTRICAL SHOP	FACILITIES MAINTENANCE	01	4,296.60
P16-04888	SPITERI BROS HARDWOOD FLOOR CO	CALIFORNIA MS - GYM FLOOR (BUFF/COAT)	FACILITIES MAINTENANCE	01	11,650.00
P16-04889	Harris Air Mechanical INC	DAY & NIGHT HEAT PUMP FOR GOLDEN EMPIRE ES	FACILITIES MAINTENANCE	01	9,500.00
P16-04890	SAENZ LANDSCAPE CONSTRUCTION	REPAIR/REPLACE DRIP LINES @ ALBERT EINSTEIN MS	FACILITIES MAINTENANCE	01	3,700.00
P16-04891	APPLIED LANDSCAPE MAT INC	SERNA CENTER FIBER MATERIAL	FACILITIES MAINTENANCE	01	16,035.80

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
P16-04892	WEST COAST INDUSTRIAL FLOORING	EPOXY WALL COATING FOR FIRE REPAIR @ LBHS RESTROOM	FACILITIES MAINTENANCE	01	3,039.00
P16-04893	MINDFUL SCHOOLS	MINDFUL TRAINING	JOHN D SLOAT BASIC ELEMENTARY	01	3,375.00
P16-04894	U S BANK/SCUSD	Amazon.com Instructional Material	THE MET	09	1,597.90
P16-04895	Granite Financial Solutions DB A Granite Data Solutions	EPSON POWERLITE PROJECTOR FOR CLASSROOMS	TAHOE ELEMENTARY SCHOOL	01	1,742.34
P16-04896	EAN SERVICES, LLC	FIELD TRIP SMUD SOLAR REGATTA	ENGINEERING AND SCIENCES HS	01	359.00
P16-04897	U S BANK/SCUSD	EPSON PROJECTOR FOR MAD- INDRELAND	CAREER & TECHNICAL PREPARATION	01	487.17
P16-04898	COTTON SHOPPE	BRANDING SHIRTS	DAVID LUBIN ELEMENTARY SCHOOL	01	128.74
P16-04899	Apple Inc Apple Financial Serv ices	REPLACEMENT IPAD/MAC'S FOR THE ST. COMPUTER CARTS	ETHEL PHILLIPS ELEMENTARY	01	6,698.52
				01	567.80
P16-04900	MIND RESEARCH INSTITUTE	ST MATH RENEWAL 15-16	EDWARD KEMBLE ELEMENTARY	01	3,750.00
P16-04901	MIND RESEARCH INSTITUTE	ST MATH UPGRADE 15-16	EDWARD KEMBLE ELEMENTARY	01	12,000.00
P16-04902	VIRCO MANUFACTURING CORP	419 CLASSROOM EQUIP FOR CSR - LDV	FACILITIES SUPPORT SERVICES	01	1,677.76
P16-04903	U S BANK/SCUSD	After Close	BUSINESS SERVICES	01	69.86
P16-04904	U S BANK/SCUSD	WIRELESS KEYBOARD (INMAN & DEMAS)	SP ED - TECHNOLOGIST	01	80.18
P16-04905	U S BANK/SCUSD	WEBEX SUBSCRIPTION CHARGED TO CAL-CARD	INFORMATION SERVICES	01	466.71
P16-04906	U S BANK/SCUSD	PROJECT MANAGEMENT JOB BOARD POSTING	INFORMATION SERVICES	01	500.00
P16-04907	RISO PRODUCTS OF SACRAMENTO	RISO MAINTENANCE AGREEMENT FOR RISO MACHINE	MARK TWAIN ELEMENTARY SCHOOL	01	425.00
P16-04908	RISO PRODUCTS OF SACRAMENTO	RISO CONTRACT INVOICE	ELDER CREEK ELEMENTARY SCHOOL	01	324.00
P16-04909	OFFICE DEPOT ACCT. #89574939	PRINTERS FOR CLASSROOM-SUPPLEMENTA L TECHNOLOGY	FERN BACON MIDDLE SCHOOL	01	1,871.30
P16-04910	GRAYBAR	FIBER CLEANERS: LC AND SC CONNECTORS	INFORMATION SERVICES	01	174.36
P16-04911	VIRCO MANUFACTURING CORP	419 CLASSROOM EQUIP FOR CSR - G. DIDION	FACILITIES SUPPORT SERVICES	01	1,677.76
P16-04912	VIRCO MANUFACTURING CORP	419 CLASSROOM EQUIP FOR CSR - SUTTERVILLE	FACILITIES SUPPORT SERVICES	01	1,677.76
P16-04913	VIRCO MANUFACTURING CORP	419 CLASSROOM EQUIP FOR CSR - WILLIAM LAND	FACILITIES SUPPORT SERVICES	01	1,677.76

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P16-04914	MyService Solutions Inc DBA Ma c to School	IPAD MINIS AND CART-SUPP. INSTRUCTIONAL MATERIALS	FERN BACON MIDDLE SCHOOL	01	9,224.81
P16-04915	MyService Solutions Inc DBA Ma c to School	IPAD MINIS AND CART-SUPP. INSTRUCTIONAL MATERIALS	FERN BACON MIDDLE SCHOOL	01	9,224.81
P16-04916	747 Apparel LLC DBA TRUE Wrest ler	WRESTLING SINGLETS	HIRAM W. JOHNSON HIGH SCHOOL	01	2,487.00
P16-04917	CLARK & SULLIVAN CONSTRUCTION	BOWLING GREEN PAVING PATHWAY ADA	FACILITIES SUPPORT SERVICES	01	11,869.00
P16-04918	NWN CORPORATION	CHROMEBOOKS FOR ACADEMIC OFFICE (BECHTEL)	ACADEMIC OFFICE	01	20,128.62
P16-04919	NWN CORPORATION	WASHINGTON TECH ORDER (After Close)	LEARNING SUPPORT UNIT B	21	36,688.94
P16-04920	U S BANK/SCUSD	SB172 - Diploma Covers	STUDENT SUPPORT AND FAMILY SER	01	197.05
P16-04921	ACCO BRANDS USA LLC	LAMINATING MACHINE	JOHN D SLOAT BASIC ELEMENTARY	01	2,106.16
P16-04922	ALLEGRO COPY AND PRINT	YEARBOOK PRINTING	PONY EXPRESS ELEMENTARY SCHOOL	01	1,398.37
P16-04923	U S BANK/SCUSD	ANN CURTIS- SANDISKS	ACADEMIC ACHIEVEMENT	01	56.23
P16-04924	U S BANK/SCUSD	ROOM PARTITION FOR CLASSROOM	H.W. HARKNESS ELEMENTARY	01	2,493.33
P16-04925	U S BANK/SCUSD	IPAD AIR CASE	JOHN D SLOAT BASIC ELEMENTARY	01	588.78
P16-04926	Granite Financial Solutions DB A Granite Data Solutions	SUPPLEMENTAL OVERHEAD PROJECTORS	EARL WARREN ELEMENTARY SCHOOL	01	2,903.89
P16-04927	U S BANK/SCUSD	MATERIALS TO SUPPORT NEW OVERHEADS	EARL WARREN ELEMENTARY SCHOOL	01	151.63
P16-04928	U S BANK/SCUSD	PORTABLE SPEAKER	JOHN D SLOAT BASIC ELEMENTARY	01	145.61
P16-04929	Audio Visual Innovations Inc	SMART LEARNING SOFTWRE SUBSCRIPTION	SAM BRANNAN MIDDLE SCHOOL	01	1,814.40
P16-04930	Discount Two Way Radio	2-WAY RADIO BATTERIES	JOHN MORSE THERAPEUTIC	01	367.54
P16-04931	Winsor Learning Inc	INSTRUCTION CURRICULUM	JOHN MORSE THERAPEUTIC	01	6,182.33
P16-04932	Matthew Lopez	REIMBURSEMENT CUSTODIAN PURCHASE OF KEY HOLDERS	PARKWAY ELEMENTARY SCHOOL	01	25.79
P16-04933	SID TOOL CO, INC DBA MSC INDUS TRIAL SUPPLY CO	SUPPLIES-MANUFACTURING PROGRAM- JFK	CAREER & TECHNICAL PREPARATION	01	1,621.37
P16-04934	U S BANK/SCUSD	2-WAY RADIO HEADSETS	JOHN MORSE THERAPEUTIC	01	179.05
P16-04935	U S BANK/SCUSD	SHELL CASE FOR MACBOOK	JOHN D SLOAT BASIC ELEMENTARY	01	52.76
P16-04936	U S BANK/SCUSD	CAMERA FOR PHOTOGRAPHY CLASS-TURNER	SUTTER MIDDLE SCHOOL	01	114.02
P16-04937	WEST CAMPUS STUDENT ACTIVITY F UND	WCHS -GIRLS B-BALL - REIMBURSEMENT	WEST CAMPUS	01	2,424.00
P16-04938	CURRICULUM ASSOCIATES LLC	TO RENEW AN ON-LINE MEDIA LAB SUBSCRIPTION	JOHN BIDWELL ELEMENTARY	01	17,419.00

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P16-04939	U S BANK/SCUSD	Amazon.com Instructional Materials	THE MET	09	833.53
P16-04940	SIERRA WINDOW COVERINGS INC	Sierra Window Coverings	THE MET	09	1,333.47
P16-04941	NORTHSTAR AV	EPSON REPLACEMENT LAMPS	BOWLING GREEN ELEMENTARY	09	1,063.30
P16-04942	U S BANK/SCUSD	POCKET CHART-SUPPLEMENTAL MATERIALS	FERN BACON MIDDLE SCHOOL	01	90.68
P16-04943	U S BANK/SCUSD	SUPPLEMENTAL INSTRUCTIONAL MATERIALS	WOODBINE ELEMENTARY SCHOOL	01	2,740.71
P16-04944	SCHOOLS IN LLC	CHARGING BOXES FOR TABLETS	OAK RIDGE ELEMENTARY SCHOOL	01	5,095.04
P16-04945	U S BANK/SCUSD	SHIELDS FOR TV SCREENS	OAK RIDGE ELEMENTARY SCHOOL	01	1,168.22
P16-04946	Michele Coats	SCHOOL SAFETY-SAFETY VEST YARD DUTY/SAFETY PATROL	GENEVIEVE DIDION ELEMENTARY	01	24.25
P16-04947	U S BANK/SCUSD	GRAPHING CALCULATORS FOR MATH CLASS	WEST CAMPUS	01	1,815.31
P16-04948	Sumdog Inc	SUMDOG SCHOOL SUBSCRIPTION	BRET HARTE ELEMENTARY SCHOOL	01	70.00
P16-04949	WORTHINGTON DIRECT INC	TO PURCHASE FURNITURE	JOHN BIDWELL ELEMENTARY	01	1,471.67
P16-04950	U S BANK/SCUSD	TRAINING STORAGE CABINET	INTEGRATED COMMUNITY SERVICES	01	260.39
P16-04951	U S BANK/SCUSD	MACBOOK CHARGERS	JOHN F. KENNEDY HIGH SCHOOL	01	77.56
P16-04952	Research Institute For Learnin g and Development	EXECUTIVE FUNCTION STRATEGY SETS - RSP TEACHERS	JOHN F. KENNEDY HIGH SCHOOL	01	3,450.00
P16-04953	Pear Deck Inc	PEAR DECK SUBSCRIPTION-SUPP. INSTRUCTION MATERIALS	FERN BACON MIDDLE SCHOOL	01	300.00
P16-04954	U S BANK/SCUSD	SECURITY SAFE	CESAR CHAVEZ INTERMEDIATE	01	579.42
P16-04955	U S BANK/SCUSD	ENGINEERING MOTHERBOARD	ENGINEERING AND SCIENCES HS	01	1,142.44
P16-04956	U S BANK/SCUSD	VIDEO CABLE FOR LCD PROJECTORS	PETER BURNETT ELEMENTARY	01	145.12
P16-04957	U S BANK/SCUSD	SUPPLIES FOR THE WELLNESS CENTER	OAK RIDGE ELEMENTARY SCHOOL	01	469.61
P16-04958	Livestream LLC	2016 Graduation LiveStreaming - After Close	INFORMATION SERVICES	01	9,588.00
P16-04959	DECKER INC	FURNITURE FOR WILLIAM LAND ELEM	LEARNING SUPPORT UNIT B	01	6,967.43
				01	1,139.12
P16-04960	U S BANK/SCUSD	IPAD COVERS	OAK RIDGE ELEMENTARY SCHOOL	01	1,328.04

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ESCAPE ONLINE

Includes Purchase Orders dated 05/15/2016 - 06/14/2016 ***

PO Number	Vendor Name	Description	Location	Fund	Account Amount
P16-04961	U S BANK/SCUSD	TONER FOR COPIER	PONY EXPRESS ELEMENTARY SCHOOL	01	591.31
P16-04962	Brimar Industries Inc	SCHOOL SIGNS	JOHN D SLOAT BASIC ELEMENTARY	01	300.83
P16-04963	U S BANK/SCUSD	PURCHASE NEW KEYBOARDS FOR MEDIA LAB	JOHN BIDWELL ELEMENTARY	01	1,789.92
P16-04964	U S BANK/SCUSD	STANDING DESK	ALBERT EINSTEIN MIDDLE SCHOOL	01	857.15
P16-04965	U S BANK/SCUSD	CUSTODIAL GLOVES	JOHN MORSE THERAPEUTIC	01	65.09
P16-04966	MOORE MEDICAL CORP ACCT 171864 7	MEDICAL SUPPLIES	KIT CARSON MIDDLE SCHOOL	01	41.19
P16-04968	CAROLINA BIOLOGICAL SUPPLY CO ACCT #121087	Carolina.com Science Instructional Supplies	THE MET	09	220.49
P16-04969	U S BANK/SCUSD	PRINTERS FOR STUDENT COMPUTER CARTS	ETHEL PHILLIPS ELEMENTARY	01	607.56
P16-04970	U S BANK/SCUSD	YARD SIGNS	JOHN D SLOAT BASIC ELEMENTARY	01	77.01
P16-04973	U S BANK/SCUSD	PRO INK CISS	NEW JOSEPH BONNHEIM	09	342.30
P16-04974	U S BANK/SCUSD	ERGONOMICAL DESKS - VERIDESK	TRANSPORTATION SERVICES	01	537.08
P16-04975	UC Regents CPER	RESOURCE GUIDES FOR HR/LABIOR RELATIONS	HUMAN RESOURCE SERVICES	01	421.57
P16-04976	BATTERIES PLUS	COPS GRANT - RADIOS	SAFE SCHOOLS OFFICE	01	2,517.20
P16-04977	SUPPLY WORKS	CUSTODIAL SUPPLIES - WEST CAMPUS HIGH SCHOOL	WEST CAMPUS	01	5,391.65
P16-04978	U S BANK/SCUSD	WASHING MACHINE/DRYER FROM CAL CARD	AMERICAN LEGION HIGH SCHOOL	01	766.43
P16-04979	U S BANK/SCUSD	COMPUTERS FOR WASC FROM CAL CARD	AMERICAN LEGION HIGH SCHOOL	01	554.52
P16-04980	AM STEPHENS CONSTRUCTION CO	0110-412-0214 ETHEL PHILLIPS AC PVING/CONCRETE	FACILITIES SUPPORT SERVICES	01	382,800.00
P16-04981	WESTERN ENGINEERING CONTRACTOR	0148-410-0252 LEATAATA PVING PRKING LOT *2NDARY	FACILITIES SUPPORT SERVICES	01	223,300.00
P16-04982	SEWARD L SCHREDER CONST INC	0715-0670 ELDER CREEK CH.DEVEL. SHADE STRUCTURE	FACILITIES SUPPORT SERVICES	12	81,275.00
P16-04983	CPM PAVEMENT MAINTENANCE CO	0265-410-0191 OAKRIDGE AC PAVING RPLCE 2015-16	FACILITIES SUPPORT SERVICES	01	142,395.00
P16-04984	Z SQUARED BUILDERS INC	0550-411-0207 SAC HIGH ANNX BLDG CMNT PLASTER	FACILITIES SUPPORT SERVICES	01	96,360.00
P16-04985	WESTERN ENGINEERING CONTRACTOR	0101-411-0236 SUSAN B ANTHONY AC PAVING 2015-16	FACILITIES SUPPORT SERVICES	01	320,684.00
P16-04986	BRCO CONTRUCTORS INC	0390-411-0216 WOOBINE AC PAVING 2015-16	FACILITIES SUPPORT SERVICES	01	129,800.00

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Includes Purchase Orders dated 05/15/2016 - 06/14/2016 ***

PO Number	Vendor Name	Description	Location	Fund	Account Amount
P16-04987	SEWARD L SCHREDER CONST INC	707-0363-2 THEO JUDAH INTERIM HOUSNG	FACILITIES SUPPORT SERVICES	21	138,889.05
				21	21,929.95
P16-04988	SEWARD L SCHREDER CONST INC	0108-414-0219 ETHEL I BAKER PRTBLE RPLCE (PO6)	FACILITIES SUPPORT SERVICES	01	77,496.31
				21	58,863.69
P16-04989	SEWARD L SCHREDER CONST INC	0384-419 WILLIAM LAND 2-STORY MODULAR	FACILITIES SUPPORT SERVICES	21	1,044,099.40
				21	1,732,920.60
P16-04990	FERGUSON ENTERPRISES INC DBA GROENIGER & CO	After Close-REF R16-06221 HYDRA FILTERS E.PHILLIPS	BOARD OF EDUCATION	01	357.14
P16-04991	ROSEMONT HIGH SCHOOL ASB CONTR OLLER'S OFFICE	REIMBURSE FOR GRADUATION VENUE	ROSEMONT HIGH SCHOOL	01	5,500.00
P16-04992	SACRAMENTO CITY COLLEGE BUSINE SS SERVICES RN173	ENGED 499 TUITION FEE AT SCC	ACADEMIC OFFICE	01	139.00
P16-04993	AP EXAMINATIONS	CONFIRMING: BALANCE OF 15-16 AP TEST ORDER	JOHN F. KENNEDY HIGH SCHOOL	01	60,052.00
P16-04994	STUDEBAKER BROWN ELECTRIC INC	0445-411-0221 JOHN STILL HVAC ADMIN 2015-16	FACILITIES SUPPORT SERVICES	01	2,990.00
P16-04995	VALLEJO'S RESTAURANT	END OF YEAR ACADEMIC SEMINAR DINNER FOR TEACHERS	HUMAN RESOURCE SERVICES	01	2,882.62
P16-04996	HANNIBAL'S CATERING	HANNIBALS CATERING:5/6/16,5/9/16 5/26/16,5/31/16	HUMAN RESOURCE SERVICES	01	2,115.92
P16-04997	HENGEHOLD MOTOR CO. INC	MAINTENANCE VEHICLE	FACILITIES MAINTENANCE	01	28,439.17
				49	1,932.81
P16-04998	U S BANK/SCUSD	LCD PROJECTORS; Saved (353.16)	WOODBINE ELEMENTARY SCHOOL	01	6,426.50
P16-04999	Apple Inc Apple Financial Serv ices	WASHINGTON TECHNOLOGY; SAVED (221.50)	LEARNING SUPPORT UNIT B	21	77,566.34
P16-05000	CDW-G C/O PAT HEIN	WASHINGTON TECHNOLOGY (After Close)	LEARNING SUPPORT UNIT B	21	36,928.64
P16-05001	CDW-G C/O PAT HEIN	WASHINGTON TECHNOLOGY (After Close)	LEARNING SUPPORT UNIT B	01	8,081.04
P16-05002	NWN CORPORATION	CHROMEBOOK CART ASSEMBLY/DELIVERY - After Close	INFORMATION SERVICES	01	5,040.00
P16-05003	NWN CORPORATION	CHROME BOOK AND CART FOR CLASSROOM USE	GENEVIEVE DIDION ELEMENTARY	01	10,312.17
P16-05004	Apple Inc Apple Financial Serv ices	TECHNOLOGY FOR CLASSROOM	WEST CAMPUS	01	9,143.24
P16-05005	AP EXAMINATIONS	AP EXAMS - CONFIRMING COMPLETED ORDER	LUTHER BURBANK HIGH SCHOOL	01	2,362.00
P16-05006	U S BANK/SCUSD	SEL ITEMS	JOHN D SLOAT BASIC ELEMENTARY	01	591.61

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Includes Purchase Orders dated 05/15/2016 - 06/14/2016 ***

PO Number	Vendor Name	Description	Location	Fund	Account Amount
P16-05007	SAC CITY MIDDLE SCHOOL ATHLETI C LEAGUE	soccer fees	JOHN H. STILL - K-8	01	1,700.00
P16-05008	ALLIED STORAGE CONTAINERS	FACILITIES	FACILITIES SUPPORT SERVICES	21	732.38
				21	2,683.51
P16-05009	BRCO CONTRUCTORS INC	0114-413-0258 FREEPORT KITCHEN FLRING ALTERNATE	FACILITIES SUPPORT SERVICES	14	7,600.00
P16-05010	BRCO CONTRUCTORS INC	0390-410-0215 WOODBINE KITCHEN FLR ALT	FACILITIES SUPPORT SERVICES	14	7,600.00
P16-05011	CDW-G C/O PAT HEIN	LCD PROJECTORS - CLASSROOM (I.B.); SAVED (374.92)	KIT CARSON MIDDLE SCHOOL	01	2,714.08
P16-05013	SUPPLY WORKS	PROGRAM SUPPLIES-HOLD	YOUTH DEVELOPMENT	01	14,583.34
P16-05014	ZINGY LEARNING	ZINGY LEARNING	GOLDEN EMPIRE ELEMENTARY	01	300.00
P16-05015	FOLLETT SCHOOL SOLUTIONS	Library orders	JOHN H. STILL - K-8	01	1,894.13
P16-05016	FOLLETT SCHOOL SOLUTIONS	Middle school library books	JOHN H. STILL - K-8	01	571.15
P16-05017	DEMCO INC #C16027	materials for library	JOHN H. STILL - K-8	01	182.63
		Total Number of POs	**548**	**Total**	**9,981,236.68**

Fund Recap

Fund	Description	PO Count	Amount
01	General Fund	300	1,865,725.32
09	Charter School	15	19,288.02
11	Adult Education	3	3,605.90
12	Child Development	8	89,264.29
13	Cafeteria	8	336,009.71
14	Deferred Maintenance	1	9,696.07
21	Building Fund	25	1,717,629.17
49	Capital Proj for Blended Compo	2	4,932.81
71	Retiree Benefits	1	16,750.00
		Total Fiscal Year 2016	**4,062,901.29**
01	General Fund	181	2,837,738.71
09	Charter School	9	76,657.03
11	Adult Education	1	2,216.38
12	Child Development	2	1,400.49
13	Cafeteria	4	104,394.31
14	Deferred Maintenance	3	25,841.92
21	Building Fund	28	2,860,261.83
49	Capital Proj for Blended Compo	1	9,824.72
		Total Fiscal Year 2017	**5,918,335.39**
		Total	**9,981,236.68**

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Includes Purchase Orders dated 05/15/2016 - 06/14/2016 ***

PO Changes

	New PO Amount	Fund/ Object	Description	Change Amount
B16-00002	54,000.00	01-4320	General Fund/Non-Instructional Materials/Su	8,000.00
B16-00004	3,650.00	01-4320	General Fund/Non-Instructional Materials/Su	1,650.00
B16-00013	25,882.03	01-5832	General Fund/Transportation-Field Trips	4,000.00
B16-00020	225,000.00	01-5911	General Fund/Postage	25,000.00
B16-00024	4,000.00	01-4320	General Fund/Non-Instructional Materials/Su	2,000.00
B16-00027	1,613.07	01-5800	General Fund/Other Contractual Expenses	402.36
B16-00046	1,860,000.00	13-4710	Cafeteria/Food	100,000.00
B16-00050	334,339.16	13-4710	Cafeteria/Food	4,339.16
B16-00069	13,950.00	13-5690	Cafeteria/Other Contracts, Rents, Leases	4,200.00
B16-00071	106,874.88	13-4710	Cafeteria/Food	6,874.88
B16-00082	117,825.00	13-4710	Cafeteria/Food	7,825.00
B16-00085	31,800.00	13-4710	Cafeteria/Food	8,800.00
B16-00087	57,000.00	13-5810	Cafeteria/Tickets/Fees/Regis.for Parents	3,000.00
B16-00112	42,500.00	01-5811	General Fund/Bus Tokens/Passes/Parking - St	500.00
B16-00223	17,000.00	11-4310	Adult Education/Instructional Materials/Suppli	1,500.00
B16-00225	4,400.00	01-5832	General Fund/Transportation-Field Trips	400.00
B16-00226	12,684.46	01-5832	General Fund/Transportation-Field Trips	2,165.25
B16-00230	360.95	01-4320	General Fund/Non-Instructional Materials/Su	639.05-
B16-00232	4,000.00	01-4320	General Fund/Non-Instructional Materials/Su	500.00-
B16-00233	7,000.00	01-4320	General Fund/Non-Instructional Materials/Su	2,000.00-
B16-00234	1,610.00	01-4320	General Fund/Non-Instructional Materials/Su	890.00-
B16-00236	500.00	01-4320	General Fund/Non-Instructional Materials/Su	2,000.00-
B16-00238	12,000.00	01-4320	General Fund/Non-Instructional Materials/Su	2,000.00
B16-00239	2,000.00	01-4320	General Fund/Non-Instructional Materials/Su	1,000.00-
B16-00240	2,000.00	01-4320	General Fund/Non-Instructional Materials/Su	973.77-
		01-5610	General Fund/Equipment Rental	730.35-
			Total PO B16-00240	1,704.12-
B16-00255	11,221.11	01-4320	General Fund/Non-Instructional Materials/Su	3,221.11
B16-00258	814.37	01-4320	General Fund/Non-Instructional Materials/Su	1,185.63-
B16-00261	2,040.10	01-4320	General Fund/Non-Instructional Materials/Su	40.10
B16-00263	700.00	01-5800	General Fund/Other Contractual Expenses	1,025.00-
B16-00283	14,958.00	01-4320	General Fund/Non-Instructional Materials/Su	1,260.00
B16-00284	20.00	01-5690	General Fund/Other Contracts, Rents, Leases	980.00-
B16-00285	3,240.00	01-4320	General Fund/Non-Instructional Materials/Su	1,260.00-
B16-00286	150.00	01-5690	General Fund/Other Contracts, Rents, Leases	850.00-
B16-00287	550.00	01-4320	General Fund/Non-Instructional Materials/Su	450.00-
B16-00288	690.00	01-4320	General Fund/Non-Instructional Materials/Su	150.00-
B16-00290	7,980.00	01-4320	General Fund/Non-Instructional Materials/Su	980.00
B16-00293	13,308.36	01-4320	General Fund/Non-Instructional Materials/Su	2,308.36

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Includes Purchase Orders dated 05/15/2016 - 06/14/2016 ***

PO Changes (continued)

	New PO Amount	Fund/ Object	Description	Change Amount
B16-00294	1,031.05	01-4320	General Fund/Non-Instructional Materials/Su	218.95-
B16-00297	1,700.00	01-4320	General Fund/Non-Instructional Materials/Su	1,000.00
B16-00308	270.00	01-4320	General Fund/Non-Instructional Materials/Su	230.00-
B16-00309	800.00	01-4320	General Fund/Non-Instructional Materials/Su	500.00
B16-00316	799.95	01-4320	General Fund/Non-Instructional Materials/Su	200.00-
B16-00317	397.88	01-4320	General Fund/Non-Instructional Materials/Su	100.00-
B16-00319	24,000.00	01-5540	General Fund/Waste Removal	4,000.00
B16-00323	3,800.00	01-5800	General Fund/Other Contractual Expenses	200.00
B16-00330	2,325.97	01-4320	General Fund/Non-Instructional Materials/Su	674.03-
B16-00331	12,885.89	01-4320	General Fund/Non-Instructional Materials/Su	1,385.89
B16-00332	.00	01-4320	General Fund/Non-Instructional Materials/Su	500.00-
B16-00333	9,500.00	01-5800	General Fund/Other Contractual Expenses	1,000.00
B16-00336	.00	01-4320	General Fund/Non-Instructional Materials/Su	500.00-
B16-00353	22,000.00	01-5832	General Fund/Transportation-Field Trips	10,000.00
B16-00355	31,500.00	01-5100	General Fund/Subagreements for Services abo	3,500.00
B16-00356	46,260.00	01-5100	General Fund/Subagreements for Services abo	3,100.00
B16-00370	3,199.00	01-4320	General Fund/Non-Instructional Materials/Su	199.00
B16-00372	10,007.00	01-4320	General Fund/Non-Instructional Materials/Su	700.00
B16-00373	3,849.00	01-4320	General Fund/Non-Instructional Materials/Su	151.00-
B16-00374	1,810.00	01-4320	General Fund/Non-Instructional Materials/Su	190.00-
B16-00376	693.55	01-4320	General Fund/Non-Instructional Materials/Su	306.45-
B16-00383	3,700.00	01-4320	General Fund/Non-Instructional Materials/Su	700.00
B16-00390	2,497.00	01-4320	General Fund/Non-Instructional Materials/Su	500.00
B16-00397	7,200.00	01-4320	General Fund/Non-Instructional Materials/Su	2,000.00
B16-00399	1,352.68	01-4320	General Fund/Non-Instructional Materials/Su	212.07-
B16-00401	102.37	01-4320	General Fund/Non-Instructional Materials/Su	397.63-
B16-00405	454.66	01-4320	General Fund/Non-Instructional Materials/Su	145.34-
B16-00407	325.57	01-4320	General Fund/Non-Instructional Materials/Su	174.43-
B16-00408	46.88	01-4320	General Fund/Non-Instructional Materials/Su	653.12-
B16-00414	23,500.00	01-4333	General Fund/Tires	7,000.00
B16-00415	1,567.96	01-4320	General Fund/Non-Instructional Materials/Su	500.00
B16-00442	15,992.29	01-4320	General Fund/Non-Instructional Materials/Su	1,000.00
B16-00455	88.14	01-4320	General Fund/Non-Instructional Materials/Su	411.86-
B16-00462	16,758.30	01-5832	General Fund/Transportation-Field Trips	2,728.80
B16-00463	2,980.00	01-5832	General Fund/Transportation-Field Trips	5,491.76-
B16-00525	2,510.00	01-5690	General Fund/Other Contracts, Rents, Leases	10.00
B16-00553	3,701.27	01-5832	General Fund/Transportation-Field Trips	1,250.00
B16-00624	1,800.00	01-4310	General Fund/Instructional Materials/Suppli	300.00
B16-00625	5,324.46	01-5832	General Fund/Transportation-Field Trips	107.85

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Includes Purchase Orders dated 05/15/2016 - 06/14/2016 ***

PO Changes (continued)

	New PO Amount	Fund/ Object	Description	Change Amount
B16-00641	895.70	11-4310	Adult Education/Instructional Materials/Suppli	96.00
B16-00676	1,150.00	01-4320	General Fund/Non-Instructional Materials/Su	150.00
B16-00702	650.00	01-6230	General Fund/Blueprint Duplicating	250.00
B16-00719	2,599.92	01-4320	General Fund/Non-Instructional Materials/Su	1,099.92
B16-00736	2,092.19	01-5800	General Fund/Other Contractual Expenses	800.00
B16-00779	1,601.79	01-4320	General Fund/Non-Instructional Materials/Su	1,398.21-
CHB16-00011	1,661.04	01-4320	General Fund/Non-Instructional Materials/Su	450.00
CHB16-00023	3,400.00	01-4320	General Fund/Non-Instructional Materials/Su	273.36
CHB16-00026	2,343.00	12-4320	Child Development/Non-Instructional Materials/Su	650.19
CHB16-00029	27,907.58	13-4320	Cafeteria/Non-Instructional Materials/Su	1,800.00
CHB16-00042	4,298.30	12-4320	Child Development/Non-Instructional Materials/Su	350.00
CHB16-00066	36,606.31	11-4320	Adult Education/Non-Instructional Materials/Su	4,000.00
CHB16-00067	32,254.23	01-4320	General Fund/Non-Instructional Materials/Su	2,500.00
CHB16-00076	1,533.60	01-4320	General Fund/Non-Instructional Materials/Su	2,000.00
CHB16-00084	7,160.00	01-4320	General Fund/Non-Instructional Materials/Su	2,100.00
CHB16-00089	19,761.80	01-4310	General Fund/Instructional Materials/Suppli	1,150.00
CHB16-00116	27,288.87	01-4310	General Fund/Instructional Materials/Suppli	1,290.66
CHB16-00229	14,499.05	01-4310	General Fund/Instructional Materials/Suppli	3,000.00
CHB16-00231	44,927.04	01-4310	General Fund/Instructional Materials/Suppli	1,017.00
CHB16-00255	29,245.15	01-4310	General Fund/Instructional Materials/Suppli	9,400.00-
CHB16-00276	21,253.69	01-4310	General Fund/Instructional Materials/Suppli	400.00
CHB16-00279	20,910.19	01-4320	General Fund/Non-Instructional Materials/Su	250.32
CHB16-00310	21,777.69	01-4310	General Fund/Instructional Materials/Suppli	11,781.00
CHB16-00323	6,000.00	01-5230	General Fund/Travel/Conference	1,500.00
CS15-00477	8,969.82	01-6210	General Fund/Architect/Engineering Fees	3,119.92
CS16-00021	22,900.00	01-5800	General Fund/Other Contractual Expenses	4,400.00
CS16-00135	114,122.00	01-5100	General Fund/Subagreements for Services abo	10,000.00
CS16-00136	569,396.00	01-5100	General Fund/Subagreements for Services abo	4,500.00
CS16-00137	2,672,240.00	01-5100	General Fund/Subagreements for Services abo	4,151.99
CS16-00162	134,106.00	01-5100	General Fund/Subagreements for Services abo	2,000.00
CS16-00246	21,800.00	01-6170	General Fund/Land Improvement	5,800.00
CS16-00274	14,800.00	12-5800	Child Development/Other Contractual Expenses	1,200.00
CS16-00320	105,000.00	01-5800	General Fund/Other Contractual Expenses	25,500.00
CS16-00444	6,762.50	01-5800	General Fund/Other Contractual Expenses	162.50
CS16-00489	59,000.00	01-5800	General Fund/Other Contractual Expenses	4,500.00
CS16-00730	552.00	01-5800	General Fund/Other Contractual Expenses	51.00
CS16-00731	552.00	01-5800	General Fund/Other Contractual Expenses	51.00
CS16-00732	552.00	01-5800	General Fund/Other Contractual Expenses	51.00
CS16-00733	552.00	01-5800	General Fund/Other Contractual Expenses	51.00

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Includes Purchase Orders dated 05/15/2016 - 06/14/2016 ***

PO Changes (continued)

	New PO Amount	Fund/ Object	Description	Change Amount
CS16-00734	552.00	01-5800	General Fund/Other Contractual Expenses	51.00
N16-00003	526,218.40	01-5100	General Fund/Subagreements for Services abo	125,000.00
N16-00005	70,000.00	01-5100	General Fund/Subagreements for Services abo	15,000.00
N16-00006	662,340.00	01-5100	General Fund/Subagreements for Services abo	115,000.00
N16-00009	1,048,000.00	01-5100	General Fund/Subagreements for Services abo	148,000.00
N16-00014	787,440.64	01-5100	General Fund/Subagreements for Services abo	120,000.00
N16-00023	8,625.00	01-5100	General Fund/Subagreements for Services abo	1,300.00
N16-00037	126,000.00	01-5100	General Fund/Subagreements for Services abo	26,000.00
N16-00038	82,856.75	01-5100	General Fund/Subagreements for Services abo	10,000.00
N16-00041	286,050.69	01-5100	General Fund/Subagreements for Services abo	35,200.00
N16-00042	150,160.00	01-5100	General Fund/Subagreements for Services abo	22,000.00
N16-00045	185,350.00	01-5100	General Fund/Subagreements for Services abo	45,000.00
N16-00046	4,761.00	01-5100	General Fund/Subagreements for Services abo	600.00
P16-00682	3,374.91	01-5610	General Fund/Equipment Rental	1,625.09-
P16-01638	1,336.68	01-4310	General Fund/Instructional Materials/Suppli	131.88-
		01-4410	General Fund/Equipment $500 - $4,999	131.88-
			Total PO P16-01638	263.76-
P16-02045	125.92	12-4310	Child Development/Instructional Materials/Suppli	31.99-
P16-02220	800.60	01-4310	General Fund/Instructional Materials/Suppli	200.51-
P16-02259	256.94	01-4310	General Fund/Instructional Materials/Suppli	50.33-
P16-02319	11,322.54	12-4310	Child Development/Instructional Materials/Suppli	3,681.93
P16-02496	36,245.09	01-4410	General Fund/Equipment $500 - $4,999	97.65-
P16-02541	936.01	01-4310	General Fund/Instructional Materials/Suppli	161.25-
P16-02549	1,999.11	01-4320	General Fund/Non-Instructional Materials/Su	40.98
P16-02552	1,413.08	01-4320	General Fund/Non-Instructional Materials/Su	87.08-
P16-02640	7,238.78	12-4310	Child Development/Instructional Materials/Suppli	1,207.52
		12-4410	Child Development/Equipment $500 - $4,999	162.96
			Total PO P16-02640	1,370.48
P16-02779	286.44	01-4320	General Fund/Non-Instructional Materials/Su	100.48-
P16-02818	4,535.06	12-4320	Child Development/Non-Instructional Materials/Su	2,028.71-
P16-02834	2,566.82	01-4320	General Fund/Non-Instructional Materials/Su	850.00
P16-02949	582.65	09-4310	Charter School/Instructional Materials/Suppli	65.10-
P16-03047	3,817.94	01-5800	General Fund/Other Contractual Expenses	71.13-
P16-03337	1,541.29	01-4210	General Fund/Other Books-General	20.40-
P16-03648	194.27	01-4210	General Fund/Other Books-General	13.67-
P16-03748	26.45	12-4310	Child Development/Instructional Materials/Suppli	48.26-
P16-03785	249.55	01-4320	General Fund/Non-Instructional Materials/Su	66.28-
P16-03837	1,231.77	01-4310	General Fund/Instructional Materials/Suppli	143.40
P16-03850	1,693.33	01-4310	General Fund/Instructional Materials/Suppli	119.99-

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

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

ESCAPE ONLINE

Includes Purchase Orders dated 05/15/2016 - 06/14/2016 *

PO Changes (continued)

	New PO Amount	Fund/ Object	Description	Change Amount
P16-03860	715.33	01-4320	General Fund/Non-Instructional Materials/Su	48.19-
P16-03877	829.96	01-4320	General Fund/Non-Instructional Materials/Su	73.32-
P16-03920	3,344.74	01-4310	General Fund/Instructional Materials/Suppli	380.32-
		01-4410	General Fund/Equipment $500 - $4,999	108.04-
			Total PO P16-03920	488.36-
P16-04053	3,255.49	01-4310	General Fund/Instructional Materials/Suppli	403.55-
P16-04118	2,682.85	01-4310	General Fund/Instructional Materials/Suppli	212.65-
P16-04148	1,002.91	01-4320	General Fund/Non-Instructional Materials/Su	2,604.00-
P16-04149	935.45	01-4320	General Fund/Non-Instructional Materials/Su	868.00-
P16-04207	1,505.87	01-4310	General Fund/Instructional Materials/Suppli	451.56
P16-04209	4,370.48	01-4310	General Fund/Instructional Materials/Suppli	761.85-
		01-4410	General Fund/Equipment $500 - $4,999	149.53-
			Total PO P16-04209	911.38-
P16-04228	328.84	01-4310	General Fund/Instructional Materials/Suppli	113.27-
P16-04404	535.12	01-4310	General Fund/Instructional Materials/Suppli	74.53-
P16-04503	740.00	01-5810	General Fund/Tickets/Fees/Regis.for Parents	45.00-
P16-04515	2,557.57	01-4310	General Fund/Instructional Materials/Suppli	185.84
			Total PO Changes	**957,587.23**

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

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

ESCAPE ONLINE

Sacramento City Unified School District

Date: August 18, 2016

To: Jose L. Banda, Superintendent

From: Gerardo Castillo, Chief Business Officer

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

The following contracts were issued May 1, 2016 through June 30, 2016

SERVICE AGREEMENTS

REGISTER NO.	VENDOR	DESCRIPTION	AMOUNT
SA16-00743	HMR Architects	2/1/16 - Completion of Services. Architectural & Engineering Services as needed for the Roof Replacement Emergency Repair Program (ERP) Project at Will C. Wood MS.	$25,371 Emergency Repair Program Funds
SA16-00751	Premier Management Group	2/1/16 - Completion of Services. Construction Management Services as needed for AC Paving Replacement ERP Projects at Ethel I. Baker ES.	$21,671 Emergency Repair Program Funds
SA16-00755	Premier Management Group	2/1/16 - Completion of Services. Construction Management Services as needed for Paving ERP Projects at Fruit Ridge ES.	$35,652 Emergency Repair Program Funds
SA16-00759	Premier Management Group	2/1/16 - Completion of Services. Construction Management Services as needed for the Roof Repair ERP Project at Peter Burnett ES.	$74,053 Emergency Repair Program Funds
SA16-00761	Premier Management Group	2/1/16 - Completion of Services. Construction Management Services as needed for the Roof Repair ERP Project at Pacific ES.	$66,362 Emergency Repair Program Funds
SA16-00766	Target Excellence	2/16/16 - 5/20/16: After School Tutoring Program at Elder Creek ES.	$50,000 Title I Funds

SA17-00779	MCF Construction Services	6/1/16 - Completion of Services. Inspection Services as needed for 19 Portable Relocations at eight school sites for class size reduction.	$66,880 Measure Q Funds
SA16-00780	Premier Management Group	2/1/16 - Completion of Services. Construction Management Services as needed for the AC Paving ERP Project at Susan B. Anthony ES.	$26,010 Emergency Repair Program Funds
SA17-00784	MCF Construction Services	6/1/16 - Completion of Services. Inspection Services as needed for the new two-story classroom building at Theodore Judah ES.	$86,400 Measure Q Funds
SA16-00788	Premier Management Group	2/1/16 - Completion of Services. Construction Management Services as needed for the Ceiling Tiles ERP Project at Fruit Ridge ES.	$32,857 Emergency Repair Program Funds
SA16-00791	Premier Management Group	2/1/16 - Completion of Services. Construction Management Services as needed for the Window Systems ERP Project at Oak Ridge ES.	$71,406 Emergency Repair Program Funds
SA16-00794	Premier Management Group	2/1/16 - Completion of Services. Construction Management Serv9ces as needed for the Doors/Windows ERP Project at Tahoe ES.	$20,906 Emergency Repair Program Funds
SA16-00855	Pia Wong	4/15/16 - Completion of Services. Conduct "Allocating Resources for Equity: Feasibility Study of the Weighted Student Formula in SCUSD".	$49,800 General Funds
SA16-00873	Always Knocking	6/27/16 - 7/28/16: Summer Matters programming at Rosa Parks, Fern Bacon, Kit Carson and Will C. Wood Schools.	$50,200 After School Education & Safety Funds
SA16-00876	Target Excellence	6/27/16 - 7/28/16: Summer Matters programming at Bret Harte, John Sloat, Rosa Parks, and Sutter Schools.	Original amount = $83,240 Increased by $43,800 to add Elder Creek New Total = $127,040
SA16-00877	City of Sacramento, Teen Services	6/27/16 - 7/28/16: Summer Matters programming at Sam Brannan MS.	$21,800 21st Century Community Ctr Learning Funds

SA16-00878	Boys & Girls Club	6/27/16 - 7/28/16: Summer Matters programming at the Teichert Branch (community based program).	$22,000 After School Education & Safety Funds
SA16-00879	Center for Fathers & Families	3/1/16 - 7/28/16: Provide Summer Quest Program at H.W. Harkness ES.	$32,900 After School Education & Safety and 21st Century Community Ctr Learning Funds
SA16-00880	Roccsolid Advisement	3/1/16 - 8/5/16: Summer Matter programming at Hiram Johnson, John F. Kennedy and Luther Burbank High Schools at CSUS and Sac City College.	$20,900 After School Education & Safety and 21st Century Community Ctr Learning Funds
SA16-00881	Center for Multicultural Cooperation	6/27/16 - 7/28/16: Summer Matters programming at Hiram Johnson HS.	$35,000 Title III Funds
SA16-00882	916 INK	6/27/16 - 7/28/16: Summer programming at summer camps held at the whimsical 916 INK Imaginarium in South Sacramento.	$46,500 Title III Funds
SA16-00883	Sacramento Country Day School Breakthrough Sacramento	6/27/16 - 7/28/16: Summer programming at California, Fern Bacon, Rosa Parks, Sam Brannan, Sutter, C.K. McClatchy, Health Professions, John F. Kennedy, Luther Burbank, West Campus and Rosemont Schools.	$50,000 Title I Funds
SA16-00891	Reading Partners	9/1/15 - 6/30/16: One-on-One Tutoring Services at Ethel Phillips ES.	$20,000 LCFF Funds
SA16-00896	West Ed	4/1/16 - 6/30/16: Assist District in building a comprehensive and viable master plan for English learners (Stage One).	$56,000 Title III Funds
SA16-00900	New Hope Community Development	6/27/16 - 7/29/16: Summer Mandarin Immersion Program at William Land ES.	$27,500 Title III Funds
SA16-00901	United College Action Network	2/15/16 - 6/30/16: Assist District with minority teacher recruitment program.	$30,000 General Funds
SA16-00906	SchoolDude	7/1/15 - 6/30/16: Renewal of Software License used for Civic Permits.	$37,693 General Funds

SA16-00913	Optima Inspections	3/1/16 - Completion of Services. Inspection services as needed for two-story modular building installation at William Land ES.	$38,400 Measure Q Funds
SA16-00916	Optima Inspections	3/1/16 - Completion of Services. Inspection services as needed for S.T.E.A.M. renovation project at Washington ES.	$27,200 Measure Q Funds
SA16-00926	Optima Inspections	3/1/16 - Completion of Services. Inspection services as needed for paving work at Fruit Ridge ES.	$20,250 Emergency Repair Program Funds
SA16-00928	HMC Architects	3/1/16 - Completion of Services. Architectural and engineering services as needed for the restroom remodel project at Bowling Green McCoy Academy.	$63,000 Measure Q Funds
SA17-00945	Sharp Architecture	6/1/16 - Completion of Services. Inspection Services as needed for the HVAC Upgrade & Lighting Project at California MS.	$20,000 Measure Q & Prop 39 Funds