Sacramento City Unified School District
BOARD OF EDUCATION
MEETING AND WORKSHOP

Board of Education Members
Darrel Woo, President (Trustee Area 6)
Christina Pritchett, Vice President (Trustee Area 3)

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

The Pledge of Allegiance will be led by Sherry Her, an eighth grade student from Rosa Parks K-8 School.

- Presentation of Certificate by

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Division: Business Services

Recommendation: Recommend approval of items submitted.

Background/Rationale:

Financial Considerations: See attached.

Documents Attached:

1. Grants, Entitlements, and Other Income Agreements
2. Notices of Completion – Facilities Projects

Estimated Time of Presentation: N/A
Submitted by: Gerardo Castillo, CPA, Interim Chief Business Officer
Kimberly Teague, Contract Specialist

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

Agenda Item#_**8.1b**_

Meeting Date: November 6, 2014

Subject: Approve Personnel Transactions

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

Division: Human Resources and Employee Compensation Services

Recommendation: Approve Personnel Transactions

Background/Rationale: N/A

Financial Considerations: N/A

Documents Attached:

Estimated Time of Presentation: N/A

Submitted by: Cancy McArn, Assistant Superintendent
Human Resources

Attachment 1: CERTIFICATED 11/06/2014

NameLast	NameFirst	JobPerm	JobClass	PrimeSite	BegDate	EndDate	Comment
EMPLOY							
OHAYON	MYRHA	B	School Social Worker	INTEGRATED COMMUNITY SERVI	10/7/2014	6/30/2015	EMPLOY PROB1, EFF 10/7/14
LIN	VICTORIA	B	Teacher, Elementary	NEW JOSEPH BONNHEIM	10/2/2014	6/30/2015	EMPLOY .10 PROB1 10/2/14
LIN	VICTORIA	B	Teacher, Elementary	NEW JOSEPH BONNHEIM	10/2/2014	6/30/2015	EMPLOY .30 PROB1 10/2/14
LIN	VICTORIA	B	Teacher, Elementary	NEW JOSEPH BONNHEIM	10/2/2014	6/30/2015	EMPLOY .60 PROB1 10/2/14
PARKER	BRYAN	0	Teacher, High School	ROSEMONT HIGH SCHOOL	9/30/2014	6/30/2015	EMPLOY PROB0 9/30/14
GUILLEN	JACQUELINE	B	Teacher, Elementary	SEQUOIA ELEMENTARY SCHOOL	10/13/2014	6/30/2015	EMPLOY PROB1 10/13/14
VUE	STEVEN	B	Teacher, Elementary	H.W. HARKNESS ELEMENTARY	9/29/2014	6/30/2015	EMPLOY PROB1 9/29/14

O=Zero Yr Probationary; A=Permanent; B=First Yr Probationary; C=Second Yr Probationary; E=Temp Contract; I=Long Term Temp; J=Short Term Temp; Q=Limited Term Assignment - Evaluated; R=Limited Term Assignment - Not Evaluated

NameLast	NameFirst	JobPerm	JobClass	PrimeSite	BegDate	EndDate	Comment
LEAVES							
FAYER	ALYSSA	C	Teacher, Middle School	FERN BACON BASIC MIDDLE	10/3/2014	6/30/2015	LOA (PD) FMLA / HE 10/3-11/28/14
FULLOVE	AFRICA	0	Teacher, Spec Ed	SUTTERVILLE ELEMENTARY SCH	9/2/2014	11/7/2014	LOA (UNPD) ED 9/2/14-11/7/14
WILSON	ALLEN	A	Teacher, Elementary	PHOEBE A HEARST BASIC ELEM.	8/27/2014	12/31/2014	LOA HE PD 8/27/14-12/31/14
JOHNSON KELLER	MARISSA	A	Teacher, Middle School	SUTTER MIDDLE SCHOOL	8/18/2014	2/16/2015	LOA HE PD 8/27-2/15/15
WHITEHEAD	ROBERT	A	Teacher, Elementary	HOLLYWOOD PARK ELEMENTAR'	10/2/2014	6/30/2015	LOA PD ADMIN 10/2-6/30/15
REEVES	CHRISTINE	A	Teacher, K-8	LEONARDO da VINCI ELEMENTAF	8/27/2014	6/30/2015	LOA PD HE/FMLA 8/27-6/30/15
TERM/RESIGN/RETIRE							
LIUZZI	JOAN	A	Counselor, High School	LUTHER BURBANK HIGH SCHOOI	7/1/2013	6/30/2014	RETIRED RV 6/30/14

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Attachment 2: CLASSIFIED 11/06/2014

NameLast	NameFirst	JobPerm	JobClass	PrimeSite	BegDate	EndDate	Comment
EMPLOY							
HERNANDEZ	HUGO	B	Inst Aid, Spec Ed	LUTHER BURBANK HIGH SCHOOI	9/29/2014	6/30/2015	EMPLOY PROB1 9/29/14
SEM	CHANDAVID	B	Inst Aid, Spec Ed	TAHOE ELEMENTARY SCHOOL	9/29/2014	6/30/2015	EMPLOY PROB1 9/29/14
RE-EMPLOY							
WHARTON	JASON	NULL	Inst Aid, Spec Ed	BRET HARTE ELEMENTARY SCH(	9/29/2014	6/30/2015	REEMPLOY EFF 9/29/14
STATUS CHANGE							
PEREZ	STEVEN	B	Campus Monitor	ROSA PARKS MIDDLE SCHOOL	8/27/2014	10/31/2014	STCHG FR .375 EFF 8/27/14
TUTTLE	MENDE	B	Inst Aid, Spec Ed	LUTHER BURBANK HIGH SCHOOI	9/2/2014	6/30/2015	AMEND STCHG PROB1/TR FR MLK 9/2/14
LEAVES							
HANNON	SCARLOTTE			7/29/2014 10/8/2014 AMENSE yR•2A53.484720148D/201-			

O=Zero Yr Probationary; A=Permanent; B=First Yr Probationary; C=Second Yr Probationary; E=Temp Contract; I=Long Term Temp; J=Short Term Temp; Q=Limited Term Assignment-Evaluated; R=Limited Term Assignment-Not Evaluated

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

Agenda Item# 8.1c

Meeting Date: November 6, 2014

Subject: West Campus Field Trip to the 2014 Nike Basketball Tournament of Champions from December 17 – 23, 2014

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

Division:

Submitted by: Lisa Allen, Chief of Schools
Approved by: José L. Banda, Superintendent

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SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

Agenda Item# 8.1d

Meeting Date: November 6, 2014

Subject: Approve Amended Changes to Board Policy 5150: Foster Youth to be Titled as Board Policy 6173.1: Foster Youth

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

Department:

Sacramento City USD

Board Policy

Education For Foster Youth

BP 6173.1

Instruction

The Governing Board acknowledges its obligation to support foster youth
siency may lead to unstable school placements. In addition, many foster youth
erienced trauma and loss, both of which are known to affect students' academic
Multiple barriers facing foster youth may also result in an increase in classroom
n and students missing out on valuable academic time. Loss of school time
any foster youth to fall behind their peers and eventually lose interest in school.

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

of this policy is to ensure the protection of foster youth rights and that foster
eive the necessary tools and supports needed to ensure that their educational
s successful.

.6 - Alcohol and Other Drugs)
- Dropout Prevention)
- At-Risk Students)
- Academic Standards)
- Extracurricular and Cocurricular Activities)

satisfies the criteria specified in Education Code 42238.01.
(Education Code 42238.01, 48853.5)

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

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

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

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

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

School climate

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

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 0450 - Comprehensive Safety Plan)
(cf. 5131 - Conduct)
(cf. 5131.2 - Bullying)
(cf. 5137 - Positive School Climate)
(cf. 5138 - Conflict Resolution/Peer Mediation)
(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.9 – Hate-Motivated Behavior)
(cf. 6020 – Parent Involvement)

District Liaison

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

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

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

Enrollment

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

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

a.

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

a. Has outstanding fees, fines, textbooks, or other items or monies due to the school last attended;
(cf. 5125.2 -

Graduation Requirements

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

Sacramento City Unified School District

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

Agenda Item# 10.1

Meeting Date: September 4, 2014

Subject: New Foster Youth Board Policy – BP 5150

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

Department:

[redacted]

Recommendation:

[redacted]

Board of Education Executive Summary

Department Name: Youth Development Support Services

Sacramento City Unified School District

Agenda Title: New Foster Youth Board Policy

Date of Board Me September 4, 2014

I. OVERVIEW / HISTORY

The proposed new Foster Youth Board Policy will ensure the district's alignment with current legislative requirements, and continue the work of Foster Youth Services (FYS) as presented to the Board on August 21, 2104.

III. BUDGET

N/A

IV. GOALS, OBJECTIVES, AND MEASURES

N/A

V. MAJOR INITIATIVES

The purpose of this Board presentation is to request approval for the new Foster Youth Board

[redacted]

Policy, as previously presented to Board.

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

[redacted]

Board of Education Executive Summary

Department Name: Youth Development Support Services

Sacramento City Unified School District

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

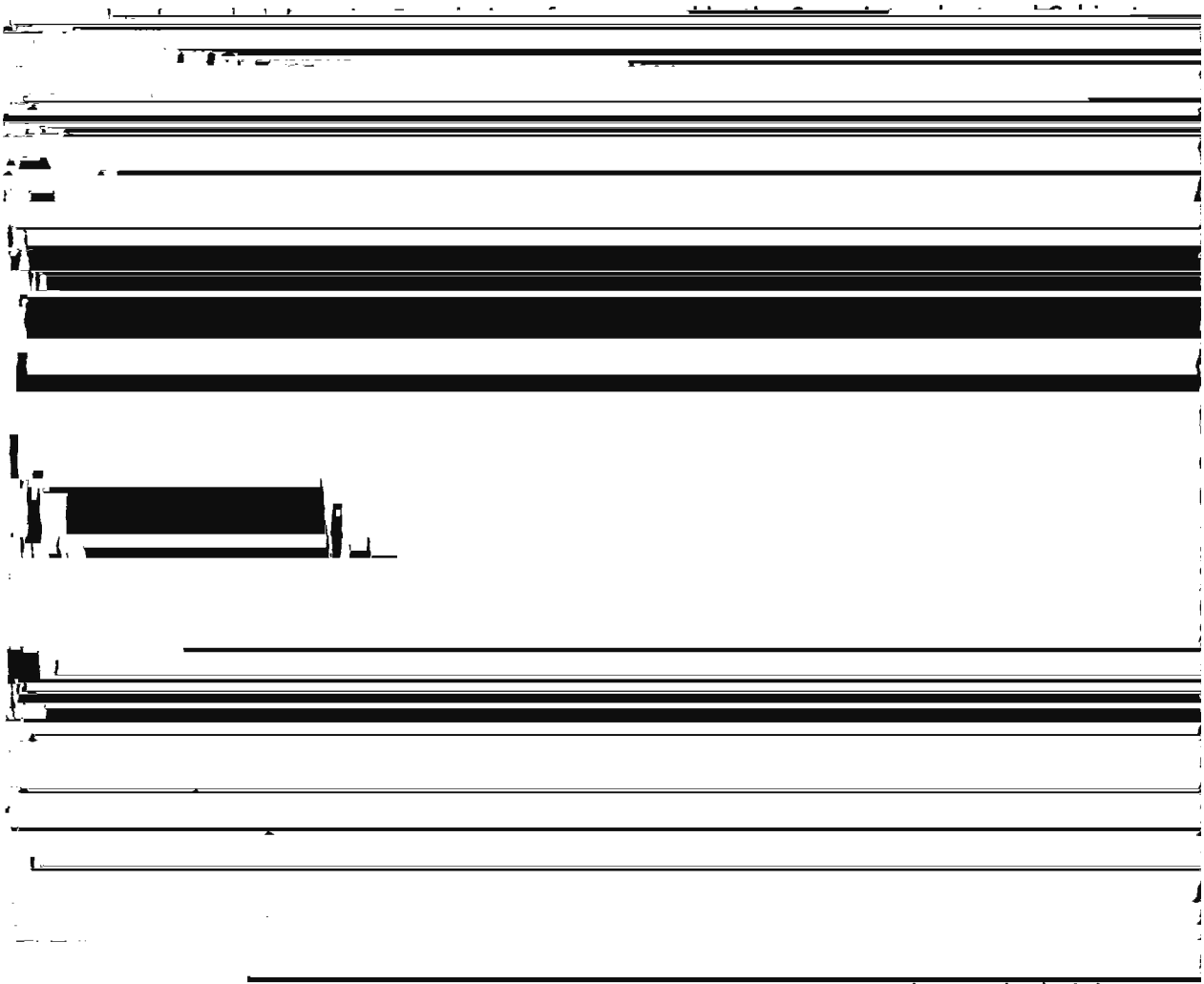
VI. RESULTS

N/A

VII. LESSONS LEARNED / NEXT STEPS

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

- The FYS Coordinator/Ed Liaison, in collaboration with the FYS stakeholders group, will



- The FYS Coordinator/Ed Liaison shall work with registrars, counselors and administrators to develop and maintain protocol regarding the issuance of partial credits in SCUSD;
- FYS Department will continue ongoing focus on Whole Child-Whole Year, by continuing to provide foster youth with priority access and intentional engagement into youth development and other support programming;
- Utilizing Social Justice Youth Development principal of keeping youth at the center, FYS has developed a Foster Youth Council. This advisory group consists of foster youth student representatives from various school sites who will work in partnership with the

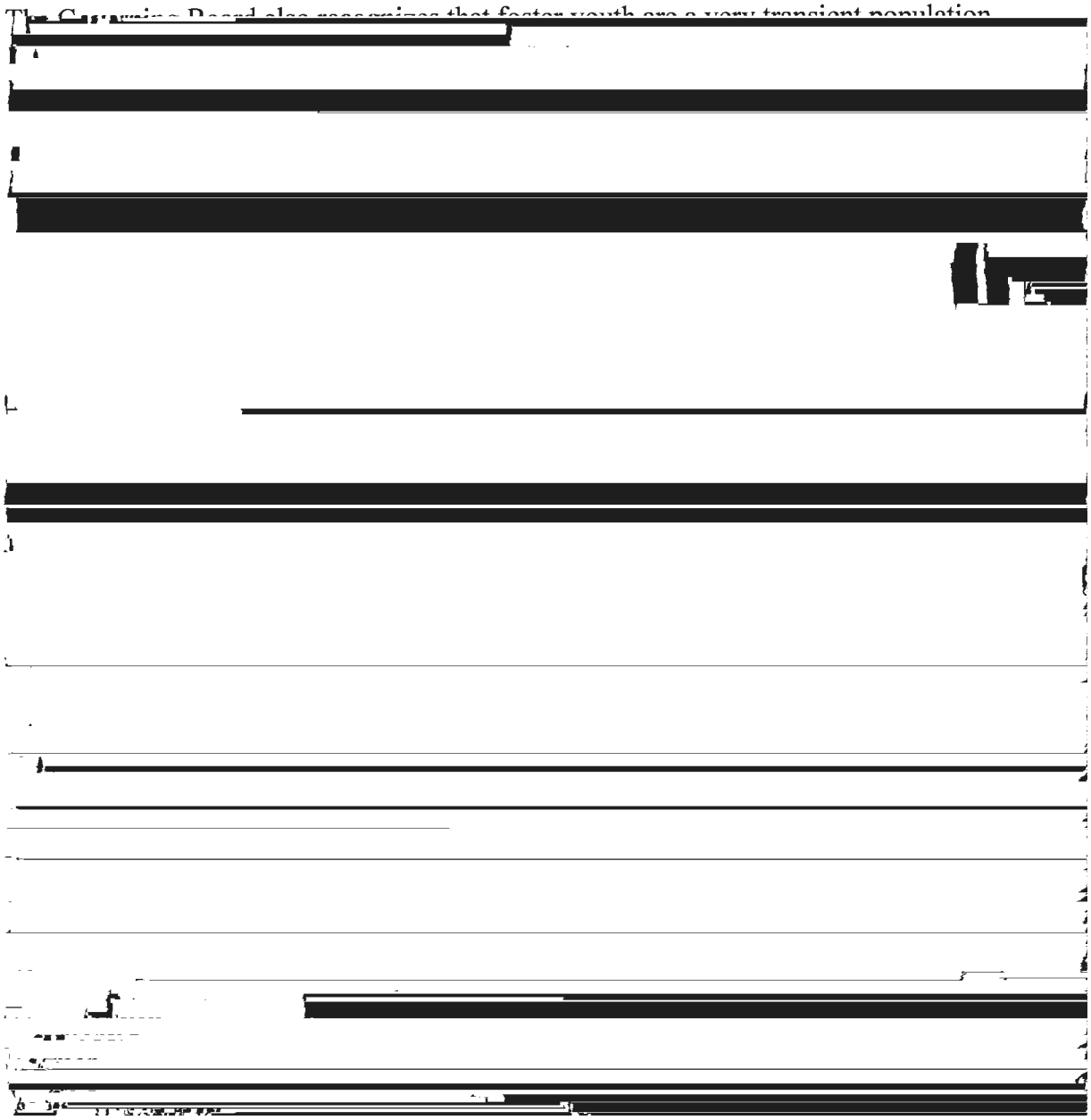
Sacramento City USD

Board Policy
Foster Youth

BP

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

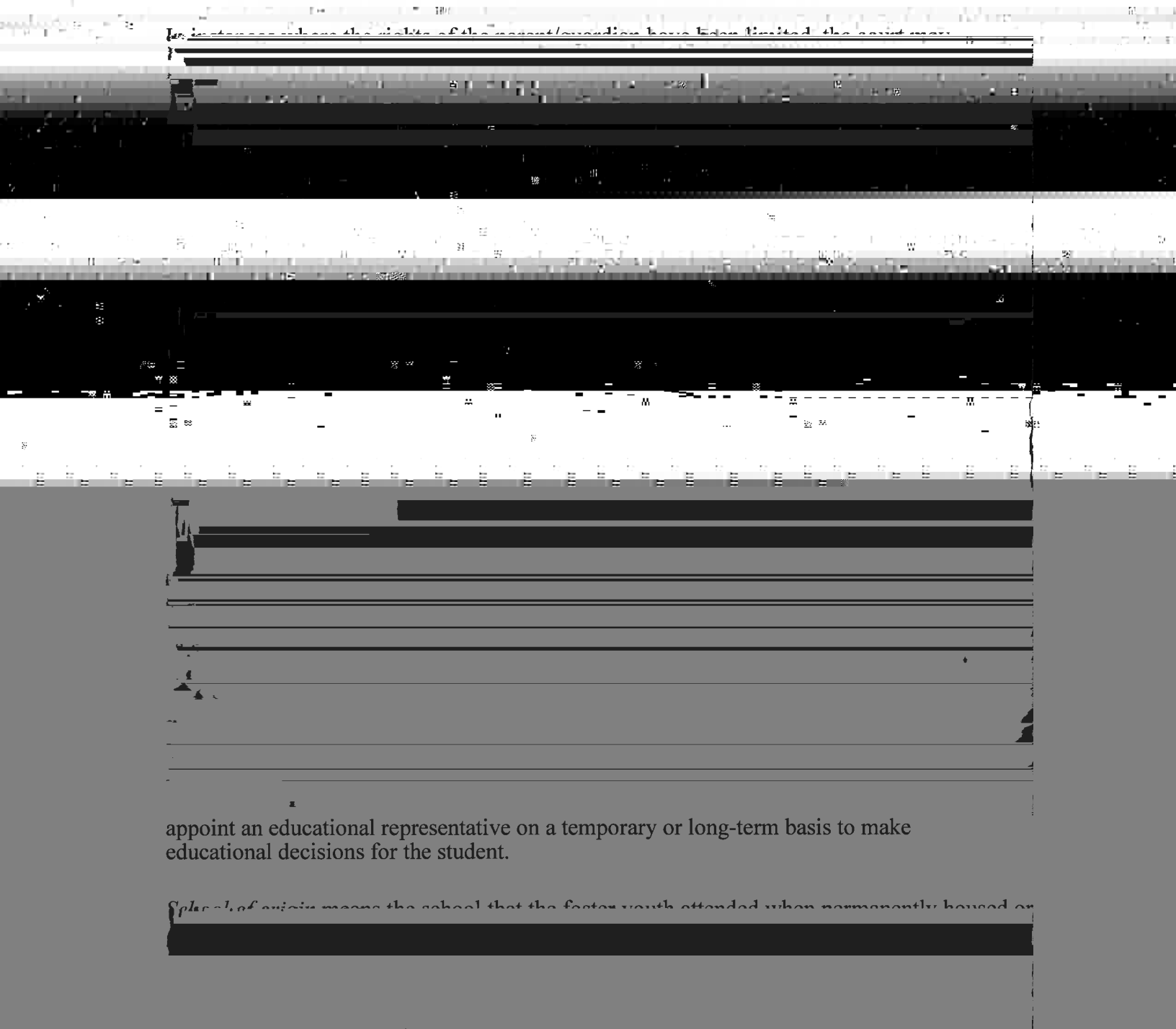
The Governing Board also recognizes that foster youth are a very transient population



(Education Code 42238.01, 48853.5)

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

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



appoint an educational representative on a temporary or long-term basis to make educational decisions for the student.

School of origin means the school that the foster youth attended when permanently housed or

(cf. 6020 – Parent Involvement)

District Liaison

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5735 47th Avenue, Box # 763
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(916) 643-9409

Enrollment

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

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

a. Has outstanding fees, fines, textbooks, or other items or monies due to the school last attended;
(cf. 5125.2 - Withholding Grades, Diploma or Transcripts)

b. Does not have clothing normally required by the school, such as school uniforms
(cf. 5132 - Dress and Grooming)

c. Is unable to produce records normally required for enrollment, such as previous academic records, proof of residency, and medical records, including, but not limited to, immunization records or other documentation
(cf. 5141.26 - Tuberculosis Testing)
(cf. 5141.31 - Immunizations)
(cf. 5141.32 - Health Screening for School Entry)

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

Effect of Absences on Grades

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

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

(cf. 6146.1 - High School Graduation Requirements)

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

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

42920-42925 Foster children educational services
48645-48646 Juvenile court schools
[redacted]

institutions
48915.5 Suspension and expulsion; students with disabilities, including foster youth
48918.1 Notice of expulsion hearing for foster youth
49061 Student records
[redacted]

Board Policy
Foster Youth

BP

The Governing Board acknowledges its obligation to support foster youth and provide

(Education Code 42238.01, 48853.5)

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

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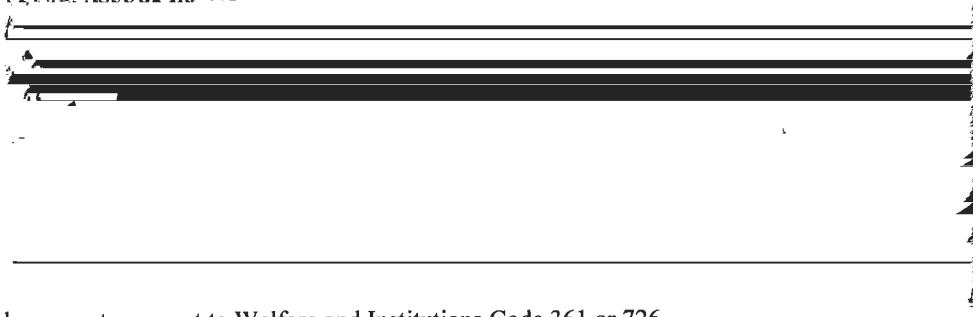
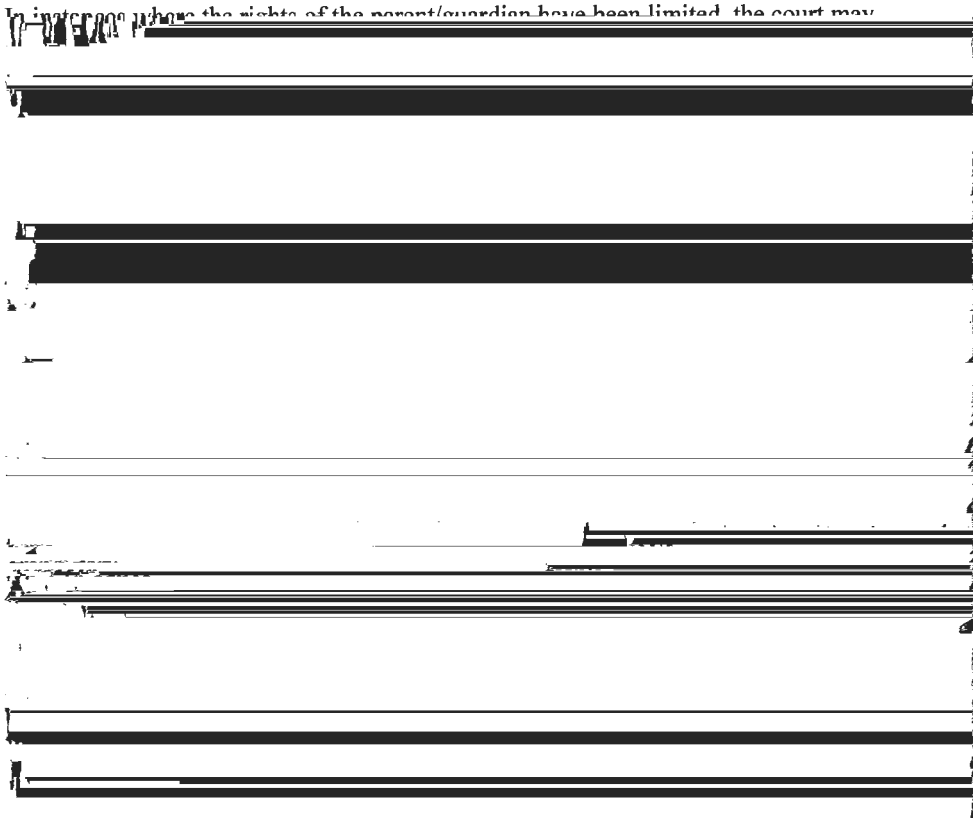


by a court pursuant to Welfare and Institutions Code 361 or 726.



(cf. 6020 – Parent Involvement)

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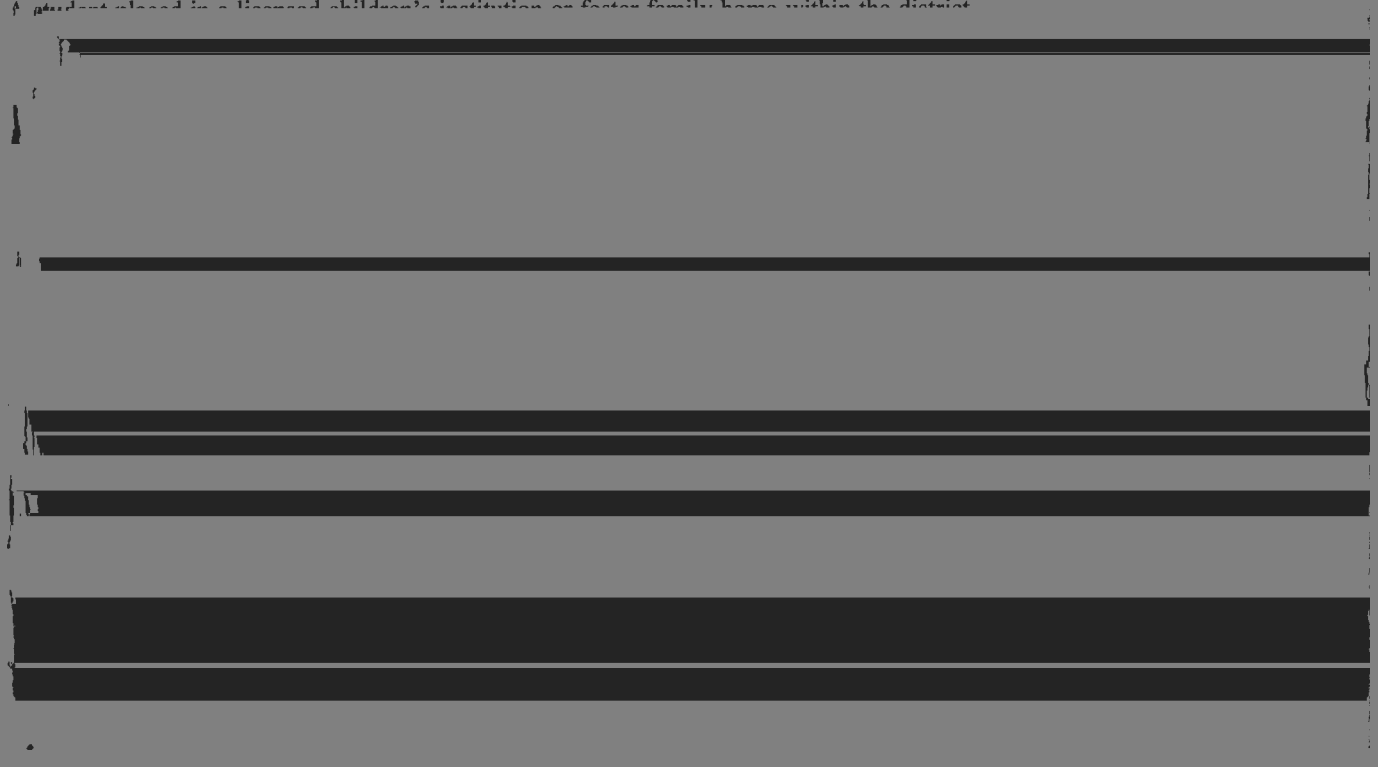
Enrollment

of foster youth.

A student placed in a licensed children's institution or foster family home within the district



served by his/her transfer to a school other than the school of origin, the principal or designee

youth.

Graduation Requirements

Pursuant 122 w

graduation requirements

To obtain a high school diploma, a foster youth shall pass the high school exit examination in English language and mathematics, complete all courses required by Education Code

51225.3, and fulfill any additional graduation requirement prescribed by the Board.

(cf. 6146.1 - High School Graduation Requirements)
(cf. 6162.52 - High School Exit Examination)

However, when a foster youth who has completed his/her second year of high school

Outstanding fees

Education Code 48904 (b) (2)) provides the process for all students to participate in a

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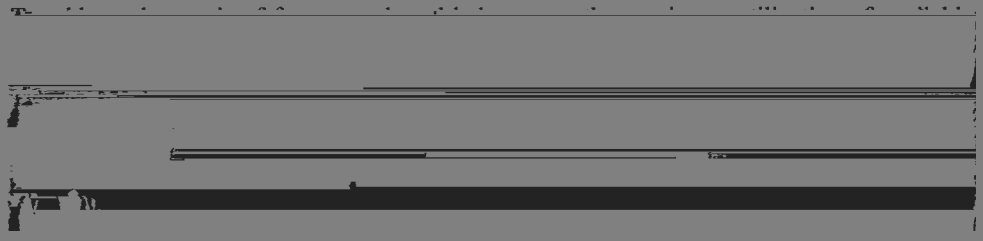
Education Code 48852

Collaboration & Information Sharing

services to foster youth.

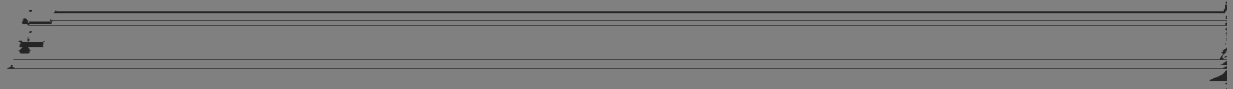


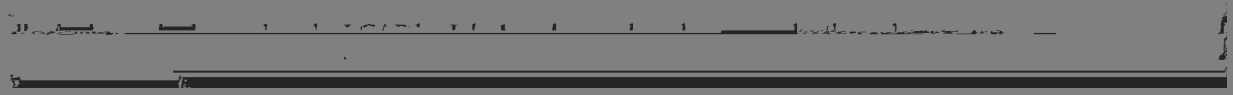
(cf. 1020 - Youth Services)

Local Control Accountability Plan (LCAP)

Pursuant to Education Code 52060, as added by AB 97 (Ch. 47, Statutes of 2013), each

Foster Youth Council





EDUCATION CODE

32228-32228.5 Student safety and violence prevention

[redacted]

42920-42925 Foster children educational services

48645-48646 Juvenile court schools

[redacted]

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

Agenda Item#_

and Procedures/Valuation Table

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

Division: Academic Office/Child Development

Recommendation

:

Child Development is requesting that the newly revised Non-Federal Match (In-Kind) Policies and Procedures as well as the Non-Federal Share Categories (NFS) (Valuation Table) be placed as an item on the Board consent agenda.

Background/Rationale:

The **Head Start Act** stipulates that the Federal share of the total costs of the Head Start program will not exceed 80 percent of the total grantee budget unless a waiver has been granted (**Head Start Act Section 640(b)**). The Non-Federal match is defined as that portion of the total costs of the program provided by the grantee agency in the form of in-kind donations or cash match received from third parties or contributed by the agency. In-kind contributions must be provided and cash expended during the project period, along with Federal funds to satisfy the matching requirements. The Non-Federal share must meet the same criteria for allowability, allocability and reasonableness as other costs incurred and paid with Federal funds.

Financial Considerations: N/A

Documents Attached:

Non-Federal Match (In-Kind) Policies & Procedures
Non-Federal Share Categories (NFS) (Valuation Table)

Estimated Time of Presentation: N/A
Submitted by: Olivine Roberts, Ed.D., Chief Academic Officer and
Dr. Wanda Roundtree, Director, Child Development
Approved by: José L. Banda, Superintendent

Sacramento City Unified School District Child Development (SCUSD) (09-24-14)
Non-Federal Match (In-kind) Policies and Procedures

Public Law 110-134 "improving Head Start for School Readiness Act of 2007 states the: "federal share will not exceed 80% of the total cost of the program. Total cost is defined as: federal share, plus nonfederal share, less refunds, rebates, etc." The non-federal share is defined as the donation of goods and services by outside sources, i.e., donated land, facilities, discounted rent, materials, equipment, volunteers, student interns, etc., cash donated by outside sources and expended on program costs as well as cash contributed to the program by the agency and expended on program costs in the current period. The federal regulations (45 CFR, Part 74.23, PART 92.24) further state that the "non-federal share is defined as property or services that benefit a grant supported project or program and are contributed by non-

the necessary processes and systems to ensure that cash-in-kind contributions from non-federal sources are carefully documented and monitored. Hence, the program uses an efficient financial management system that separately records both the federal and non-federal share. Such reporting consistent with SETA's, SCUSD's and the department's budgetary format (subject to the same standa as other expenditures)

Processes and Procedures:

Parents, Guardians or Other Volunteers

Parent (guardian) volunteerism or the effective engagement of other volunteers and/or stakeh the execution of the Head Start/Early Head Start program is vital to the ongoing successful administration of the program. And while SCUSD-CSD-DV recognizes that the act of volunteering can directly beneficial to the individual, only those volunteer hours that benefit the program (services th are allowable,) are appropriately valued and counted towards the non-federal share. In the case of parents' or guardians' volunteer activities, only the efforts that support the Head Start child's experience and that have been specifically articulated by the teacher or the home visitor in the effective implementation of the curriculum utilized by the SCUSD-CSD-DV, will be used as in-kind Examples of allowable activities include but are not limited to:

- Assisting in the classroom or during a field trip
- Participation in the parent Policy Committee (PC) meetings or Parent Advisory Committ meetings (PAC)
- Participating in employment interviews

appropriate date(s), identification of the type activity, total number of hours/minutes contributed by the volunteer, parents' or guardian's signature as well as the teacher's signature, which verifies that the information provided on the form is correct.

CHDV teachers and home visitors submit the forms (mid-month and as indicated above) to the CHDV Child Development Specialist (CDS), who then distributes the forms to resource teachers and other lead staff for review. The forms are then returned to the CDS for further verification and valuation of the information provided on the forms.

Reporting & Monitoring

The CDS submits an in-kind summary report (SETA Certification of Non-Federal [In-Kind] Contributions) of the in-kind contributions to a CHDV program technician (fiscal staff) by the 23rd of each month. The progress and cumulative amount of in-kind are tracked and monitored by program technicians via two methods: (1) a spreadsheet is maintained, which logs the actual dollar amount claimed monthly and (2) the monthly fiscal report contains a monthly and cumulative total. The monthly fiscal report is signed by the CHDV director and then submitted to SETA.

It is important to note that the monthly fiscal reports include all non-federal share contributions received during that reporting period. This includes in-kind contributions resulting from the State-Head Start/Early Head Start collaboration, student intern hours, discounted consultant rates of pay, discounted costs for goods, etc. With regard to the in-kind contributions, i.e., State

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

Agenda Item# 8.1f

Meeting Date:

Sacramento City Unified School District
BOARD OF EDUCATION
MEETING AND WORKSHOP

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

Thursday, October 2, 2014
4:30 p.m. Closed Session
6:30 p.m. Open Session

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

MINUTES

2014/15-07

Allotted Time

1.0 OPEN SESSION / CALL TO ORDER / ROLL CALL

The meeting was called to order at 4:35 p.m. by President Woo, and roll was taken.

Members Present:
President Darrel Woo
Vice President Christina Pritchett
Second Vice President Jay Hansen
Gustavo Arroyo
Jeff Cuneo
Diana Rodriguez

Members Absent:
Student Member Asami Saito (arrived at 6:00 p.m.)

A quorum was reached.

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

No public comment was requested on Closed Session items, and the Board retired to Closed Session.

3.0 CLOSED SESSION

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

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

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

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

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.

Tom Rogers, a member of the Sacramento area California Teachers' Association/National Education Association Retired Teacher Group, asko (r)-1((y)4nTw 1 a uni)-2(l)-2(at)-2(6.9r)-1(oal)-2(c)4(hange)4(tnTw 1. He nTw 1tat6.9rd that059/CS059/CS05Mdi059/CSnTw 1 rue he 1((y)4nt)-2(nTw 1 t)-2(he)4(B)1(oar)-1(d t)

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8.1e Approve Alice Birney Waldorf-Inspired K-8 School Field Trip to Ashland, Oregon, October 21 – 24, 2014 (Lisa Allen)

Item 8.1c was pulled from the Consent Agenda and is not part of Consent approval. Interim CBO Gerardo Castillo gave a presentation on this Item. Member Rodriguez thanked Mr. Castillo and asked about the difference of an excess budget and a deficit budget, differences between restricted and unrestricted funds, and where those funds are stored. She also asked Mr. Castillo how he thought a good balance could be met trying to meet the needs of current students, but not at the expense of future students. Mr. Castillo replied and explained the District's One Stop Staffing budgeting process, the Budget Department meets with Principals in the middle of the school year to plan the following year's budget as well as review the current year's budget. It is hoped that the school sites will spend their budget in the year allocated, however there is some flexibility within some funds that carry

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Joe Chinn, Assistant City Manager of Rancho Cordova, read a letter from City Manager Brian Nakamura which addressed Item No. 9.1. All Board members had copies. The letter was written on behalf of the Rancho Cordova City Council, and stated that the City of Rancho Cordova cannot relocate the shooting range under construction at this time. In this instance the City's Planning Department determined that the indoor shooting range is an allowed use for the site. The site is zoned for industrial, mixed-use and allows for indoor entertainment such as an indoor shooting range. Because this is allowed by

or may not have legal recourse, but

Vice President Pritchett thanked Student Member Saito for her comments and said that had been the response from many of the students. She asked Mr. Chinn and Mr. Junker about the meeting held at George Washington Carver that they mentioned. Mr. Junker replied that the Executive Team of the City of Rancho Cordova holds many meetings throughout the city at many businesses and public institutions The meeting he mentioned

remaining three years. Therefore, two years of physical education is a State and graduation requiremen
The athletic exemption is an exemption for students who are in interscholastic athletic competition. It
needs to be a District sponsored athletic program and needs to be taught by a credentialed teacher. The
teacher does not need to be a PE credentialed teacher, but must be a credentialed teacher. As long as
student is in an athletic, competitive program, it allows them to be exempt from physical education. For
example, a student that plays football in the Fall and continues in an athletic program throughout the
school year can be exempt from physical education. If they do not continue with sports throughout the
year, they then need to be placed in a regular physical education program. Vice President Pritchett ask
if this is something new. Dr. Taylor answered that it is not new; she thinks what is not commonly
understood are some of the nuances in what the law requires. Vice President Pritchett then asked if
freshman could be exempt. Dr. Taylor responded that the State requires that all freshmen take PE. Vice
President Pritchett asked if, under State law, is it possible for Board members to extend the exemption f
all grades if they are in some type of athletic sport, Marching Band, or JROTC? Dr. Taylor stated that it
is a special case under JROTC or Marching Band for local education agencies to decide on whether or
not Marching Band and JROTC count for physical education credit. Both of these are not currently in
Board policy and so part of the reason the item is on the agenda is so that direction can be received
regarding Marching Band and JROTC. It is important to understand, however, with each of those, if
physical education credit is awarded, the course content has to meet certain requirements. Specifically,
needs to be aligned to the physical education standards. There are eight components of physical
education and it is not that all those eight components need to be in Marching Band, for example, but over
the courses that a student takes in physical education all eight of those need to be covered. The physic
fitness testing is required as well as 400 minutes of physical education. The challenge then is how to m
all of the physical education requirements and the Marching Band requirements in one course. Vice
President Pritchett then asked what it would take for a teacher to get credentialed in, for example,
Marching Band. Dr. Taylor answered that the teacher would need to prove that they had the subject
matter competency in music, if it were the PE teacher that was trying to get certified in Marching Band, o
vice-versa, the Marching Band teacher would need to show competency in PE. Then the course of stud
for Marching Band would need to be changed to reflect the physical education content and the Marching
Band content. Vice President Pritchett wanted to know if it is possible for PE teachers to come in to
assist the Marching Band teacher to teach a class or make sure that the PE requirement is being covered.
Dr. Taylor said this d(a s)-1(t)-T42a,7dovfei2Fo-1( )-ght c-0.002 Tw [(t th)u Td [atied in, for example,
Ma.002 Tc 0u-2(e)4-Tac)W(2(ai)-1(n d)-2(e)-2(s)-1(c)-T42a,7(x)-5(23hist)-2Be)-6(d)3(4)-1(-)-10(a)-2(ar)-12(e)

Member Cuneo asked if playing football in the Fall counts for PE the entire school year. Dr. Taylor replied no, a student needs to be involved in a sport throughout the school year. Member Cuneo

Angie Sutherland, a parent at Hollywood Park Elementary School, had a comment on number 18 of the tentative agreement regarding Special Education students in the student inclusion program. She is glad that a work group is being formed and thinks it would be a good idea if parents were part of the group. She feels the Special Education setting is very supportive, but her experience with the general education setting was not as supportive.

Board Member Comments
Second Vice President Hansen stated that he applauds both sides of the negotiations and pointed out that there are many positive developments.

Superintendent Banda also thanked both sides of the negotiation team, the District and SCTA, for their countless hours and work over the weeks and months. He is very appreciative of all the work and looking forward to continuing to build the relationship with SCTA.

President Woo then asked for a motion. Second Vice President Hansen moved that AB 1200 Disclosure Costs of the Tentative Agreement with SCTA and Ratification of the Tentative Agreement with SCTA be approved, and Vice President Pritchett seconded; the motion was approved unanimously.

9.4 Approve Resolution No. 2813: Discontinuance of Policy Governance Model (Board Action

This is a Board item that was requested by Member Arroyo. Member Arroyo made a motion that the Item be approved. The motion was seconded by Second Vice President Hansen. President Woo asked for public comment before the vote was taken.

Public Comment
Nikki Milevsky stated that she saw this resolution as a positive change with access to more information. She also applauds the resolution on the shooting range near George Washington Carver. The SCTA Board also took a position against the shooting range. She also applauds the Board for negotiating a good contract, and asked that the contract be honored.

Board Member Comments
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perhaps at the assistance of staff, as to when items come to the Board and at what intervals. He would like to see a policy that provides a process as to how items come to the Board for approval. This does not have to be determined at this workshop. Regarding the three properties under discussion, Member Ayo feels it is premature to say the Board wants to surplus and sell them as downtown is growing. A property can be worth more than its current

Member Rodriguez said that there are still questions and the fee schedule is not solidified. She sees a jump from discussions and now proposals are being accepted, but nothing was approved by the Board. She feels it is premature and is sorry to the people that submitted proposals, but she does not feel comfortable with it. Superintendent Banda said he does not have the history to know how much input th

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

Agenda Item# 8.1g

Meeting Date: Nov. 6, 2014

Subject: Approve October 16, 2014 Board of Education Meeting Minutes

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

Division: Superintendent's Office

Recommendation: Approve Minutes of the Board of Education Meeting for October 16, 2014.

Background/Rationale: None

Financial Considerations: None

Documents Attached:

1. October 16, 2014 Board of Education Meeting Minutes

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

models of integrity by abiding by the contract regarding health care for staff, teachers, counselor social workers, and the educators of today and tomorrow.

3.2

California Middle School: Matthew Tamanaha
Rosa Parks K-8 School: Pang Yang
Sam Brannan Middle School: Katrina Concepcion
Sutter Middle School: Phillip Kim
Will C. Wood Middle School: Bill Chenh
Genevieve Didion K-8 School: Michael Jang

Overall Top Scorer in each grade level for the 2013-14 school year in the District Mathletes Competition:

7th Grade, Sam Brannan Middle School: Aisha Shahid
8th Grade, Sutter Middle School: Phillip Kim
9th Grade, West Campus High School: Tom Le
10th Grade, John F. Kennedy High School: Xiaoquing (Kerry) Mo
11th Grade, West Campus High School: Jason Kim
12th Grade, John F. Kennedy High School: Junhau Liu

8.0 PUBLIC COMMENT

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

Judy Smith of Tao Holistics said she will be turning in a proposal for the repurposing of Fruit Ridge Elementary School. For the past ten months they have been strategic planning to see how they can bring together a community collaborative to serve this very underserved community. She reported on services that will be offered and organizations involved. She asked that the Board put the repurposing of the school to accept their proposal on the next agenda. Member Cuneo seconded the request that this be put on the agenda.

Ralph Merlett gave a final pitch for the solar eclipse on Thursday afternoon and stressed safety during viewing. He also showed photos that the Sacramento Bee took of the lunar eclipse on the previous week.

Alisha Smith-Hamilton asked that repurposing of Fruit Ridge Elementary School be put on the agenda. She lives in the area and is also in favor of moving forward with repurposing.

Kris Rogers, a parent of two students at Crocker Riverside Elementary School, reported that the dirty carpets spoken about at the October 2nd Board meeting were cleaned on back to school night, and it was a wonderful surprise. She thanked the Board for attending to this so quickly. She is disappointed, however, that a basic need such as this had to be brought to the Board. She heard the carpets had not been cleaned in five years and wants to know how that happened. She suggested investing in flooring such as bamboo. Ms. Rogers also noted that the school has an old blacktop with multiple cracks, two small, rusty, overused bathrooms, small classrooms, poor filtration systems, and carpeting. The bathrooms and classrooms are small for a school with enrollment of approximately 650.

Grace Trujillo feels that discussions and decisions are often made with little or no voice from parents or community members. She feels that students deserve to have access and equal opportunity in their education. She feels this happens when students are provided the best, modern school facilities, learning materials, well qualified teachers, support staff, and extracurricular activities. Ms. Trujillo had questions regarding the Disclosure of Costs of the Tentative Agreement with SCTA that was approved at the Board meeting on October 2, 2014. She submitted a copy of these questions to the Board.

help students and families of the District, especially those that live in disadvantaged areas. He hopes the repurposing of schools that are not being used appear on the next agenda.

Rachel Rios, Executive Director of La Familia Counseling Center, said she appreciates the due diligence the Board has done over the past years in looking at the best utilization for the schools. She also urged the Board to move forward with the process of repurposing closed schools. Mabie Elementary School was mentioned specifically. She also asked the Board to evaluate the least cost in comparison with benefit the students and community will garner from proposals that are being put forward.

10.1 Items Subject or Not Subject to Closed Session

10.1a Approve Grants, Entitlements and Other Income Agreements, Ratification of Other Agreements, Approval of Bid Awards, Approval of Declared Surplus Materials and Equipment, Change Notices and Notices of Completion (Gerardo Castillo)

10.1b Approve Business and Financial Report: Warrants and Checks Issued for the Period of September, 2014 (Gerardo Castillo)

10.1c Approve Personnel Transactions (Cancy McArn)

10.1d Approve Mandatory Reporting to SCOE – Uniform Complaints Regarding Williams Settlement processed for the period of July to September, 2014 (Cancy McArn)

10.1e Approve Staff Recommendations for Expulsion #3, 2014/2015 (Lisa Allen and Stephan Brown)

10.1f Approve C. K. McClatchy Field Trip to Debate Tournament in Las Vegas, Nevada; October 30 – November 2, 2014 (Lisa Allen)

10.1g Approve Minutes of the September 4, 2014 Board of Education Meeting (José L. Banda)

10.1h Approve Minutes of the September 18, 2014 Board of Education Meeting (José L. Banda)

Public Comment:
Ralph Merletti commented on Item 10.1f, C. K. McClatchy High School Debate Tournament Field Trip to Las Vegas, Nevada. He noted that the 150th anniversary of the state of Nevada's admission to the Union is Friday, October 31st, and a large parade is held in Las Vegas around the anniversary date, either on October 31st.

11.2 District Parent Advisory Committees:

- Community Advisory Committee – Angie Sutherland, Chair of the Community Advisory Committee for Special Education, reported on behalf of CAC.
- District Advisory Council – Maria Hare-Sullivan, President of the District Advisory Council, reported on behalf of DAC.
- District English Learner Advisory Committee – No report given.
- Gifted and Talented Education Advisory Committee – No report given.
- Sacramento Council of Parent Teacher Association (PTA) – Terrence Gladney, President, reported on behalf of the Sacramento Council of Parent Teacher Association (PTA).

  Member Rodriguez asked if participants the from Belle Cooledge Library meeting on November 6th starting at 6:30 could be streamed into the Board meeting on November 8th. Counsel Jerry Behrens answered that the Brown Act stipulates that community members have to actually be present to addresiw.006 Tc -.007F-2

Asami Saito reported that another Student Advisory Council meeting was held recently at the S Center, and that they were able to collect all of the data needed from their recent surveys to be able to choose initiatives for this year. They intend to oqe ss the data, making charts and graphs to show what they have collected. They will pick initiatives for this year at their Youth Council meeting next Tuesday. Also, many Juniors and Sophomores in the District took the PSAT yesterday.

11.6 Informat ion Sharing By Board Members Information

Member Rodriguez said that at the last Board meeting it was voted to elimi ed to cdayooce

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forward. He also went over the plan to align the LCAP with site level plans so that there is a more cohesive system District wide. Timeline and next steps were also covered. Ms. Moua presented on the community planning process.

Public Comment:
Howard Lawrence, a representative and part of the leadership of Sacramento Area Congregations Together, wanted the Board to know that the organization and its statewide network, PICO California, have been stakeholders in the LCAP/LCFF process from the beginning. ACT as part of PICO has been helping design the LCAP process since its inception. They work with the State Board staff on every draft and also have partnered with districts across the State to help them work with parents and students to help plan their LCAPs. This sister organization in San Bernardino did a presentation to the State Board of Education on best practices for community engagements for LCAP. They appreciate the District's interest in creating a real LCAP advisory committee. However, they want to raise issues and concerns about what was presented tonight and what's in the Board packet. The plan doesn't seem to address student partnership in the LCAP creation which is a requirement in the new version of the LCAP template. Also the announcement for the plan of the committee's creation isn't clear on how people will be nominated to participate in the committee. Can people apply or recommend others? Section 1, question 2 on the LCAP template from the State states "how have stakeholders been included in the local education agencies process in a timely manner to allow for engagement in development of the LCAP". They question whether inviting people to committee without a chance for parents to apply to the committee allows for engagement. They feel that for the committee to serve its purpose and really have the trust, they think there should be some process; in ipose and reaose and ret012(()477.4 434.76 Tmi)-6(n)--1(anb)f d to p5e GTJ -0.07.(i)(i)iTPe a2d re(e) tt-1(t)-2(at)-2(e)4(he)(om)2pon-1(t)-2(he)4( )3(i)-2(t)-2(hout)-elwith-2(a)-4(kl)d copC-1asWy f t thout-2 t

representation, not smaller and not by invitees. She thinks having an election, as done in Oak
a great idea. There are currently 80 expenditure lines in Section 3 of the LCAP, and a large
percentage of those are salaries for administrative people. If these are the people doing the inviting,
it seems like there could be conflict of interest, so she would like the process of creating the LCAP
advisory committee look more, and be more democratic and more representative.
Grace Trujillo thanked Gabe Ross and Tu Moua for the work that they have been doing as she has
been going to the Department of Education where things have been constantly changing. She feels i
is a challenge and that we all need to work together. She agrees with all prior public comments on
this issue regarding collaboration. She knows everyone wants to be a part and give their input, but
she also feels the focus needs to be on the funds.
Angie Sutherland thanked the presenters for indicating that the Data Dashboard is coming back. She
also thanked Tu Moua for acknowledging Special Education students as part of the engagement
process. She agrees with the comments given by Ms. Swett earlier about the committee selection
being a democratic process and feels the District will get more buy-in from the community and get the
best people for the job if that were the case. Hopefully the advisory committee will be looking at data
and metrics and analyzing along with the District staff instead of just giving input. She looks forward
to the new process and being a part of it.
Darlene Anderson feels that African American students were alienated from the public education
system, and then subsequently alienated as parents. She feels the District never conducts outreach
the African American community and only work with a few black organizations. She feels that data
should be analyzed to make sure that African American students are making progress too.

Board Member Comments:
Vice President Pritchett asked if the District staff have any recommendations on how we will be
choosing the committee. Mr. Ross answered that the reason that there is ambiguity in the presentatio
is that we are still looking at options, but the initial thought was that we want to look at best practices
from other districts, both in the area and throughout the State. We want to begin with representation
from some of our advisory and parent groups that we know are already in existence and have been
democratically elected. When doing that, however, the group quickly gets big. So in looking at a
different approach the challenge is can we include all existing groups and also have another large
application process. We want to make sure we manage the scope of it because with a group of 35 to
40 people it's going to be difficult to dig in like everyone wants this group to do. He is certainly open
to suggestions and ideas. Guidance from the State has been sparse. It is up do the individual counti
and districts to determine how they interpret it, so different models are being seen all over the State
and all are being approved. So this does not tell if one is right or another wrong; it is just a matter of
how do we make it work for us.
Member Pritchett referred to Mr. Ross's prior statement regarding having a representative from each
stakeholder group and asked if there is a way we can do a democratic process of having them vote in
a representative from each of their groups. Mr. Ross answered that this is something that can be
considered, however the group has to be represented demographically of LCFF subgroups. So the
challenge is that we wouldn't want to offer a group the ability to elect somebody and then rule
somebody out because there isn't enough representation from Title I schools or to represent English
Language students. What if we did that and no one was elected that represented these groups, for
example? The goal is not for the District to manage that process; we say "invitation", but it could be
an invitation to h goal is nobution f

brought to the Board for final approval if that is not already part of the plan. One of the speake made a comment about sharing information as we go forward, looking at the new Data Dashboard and the site plan Toolkit for the principals, and those are both great opportunities with folks that we know are major stakeholders now so they can review and give some feedback before going live or sent to the principal. He also recommends that whoever is put on the advisory committee be allowed to let an appointee or someone sub in for them so we don't have to worry about trying to coordinate everyone's schedule.

Member Rodriguez feels it is normal that districts across the State are doing this differently because each has to tailor to their own needs, and so she feels the approach we are moving in is the right direction. She feels, however, we almost need an advisory committee to discuss what a democratic process looks like. In the presentation, "pockets of excellence" was talked about, and this raises concerns about equity. She would like to see those members included as stakeholders in addition to the three subgroups that LCFF calls out. Regarding the site plan Toolkit, Member Rodriguez asked what communication is going out. Ms. Moua answered that communication will go out in the Toolkit, and hands on services will be offered to train with and in conjunction with the school principal. Member Rodriguez also said that at the last presentation of the LCAP there were lots of recommendations that came forward from the community partner groups that were provided late. However, it was discussed that for next time around and we would like to see that type of feedback for the arts programs, music, and sports. There was a whole list of things brought forward. She asked if we are reaching out to those groups and giving them advance notice about our process, how to get engaged in the process now, and what to expect. Mr. Ross answered that this is the beginning and w

Success. Member Cuneo said a great portion, 85 percent, of our monies goes for salaries and benefits. If we don't give our community an ability to talk about funding in a constructive way, then we miss an opportunity, specifically about our unfunded health care liability and the level and pay and benefits we give our members. He said the LCAP provides a good mechanism for parents and community members to give us their feedback. Ignoring 85 percent of our budget is a real missed opportunity, and he would like more feedback from community members about how we feel about our unfunded liabilities, do we have enough qualified teachers, and are we meeting data point benchmarks, for example. Maybe some of the reason why we don't see robust success in our District is because our monies are going to the wrong places due to institutional things that the Board can do something about. But the Board needs to hear that the community wants something done about it. So it provides a good opportunity for our community to communicate their priorities, such the contracts into which we enter. He also asked how do these new committees start fitting into the old parent committees we have? Mr. Ross said that's sort of the intent of the vision for the LCAP advisory committee being representative of those groups so that it can aggregate those voices in a way that's respectful of their roles without being exclusively the role of one group having that kind of input. That's why when we talk about the process to select a representative from these groups, the LCAP advisory committee does have the opportunity then to sort of bring those voices together, and potentially accomplish exactly what you are talking about. Member Cuneo said the problem he sees going forward with multiplying committees is that criticism of the Board for informing people or hearing back from them is going to get worse. So how does one allow people to interact in a truly constructive way without diluting the whole process? So he is not saying to eliminate any group, but it does not make sense going forward to have all things occurring because at the end of the day, the community members and the parents will miss out. Mr. Ross said we want to make sure we are engaging a broader group than ever before to make sure the voice is representative of our entire community, but at the same time we know that we have a group of engaged folks that are committed

12.2 AB 1200 Disclosure of Costs of the Tentative Agreements and Ratification of Tentative Agreements with Bargaining Units – CSA, SEIU, and Teamsters (Cancy McArn) Action

Cancy McArn, Assistant Superintendent of Human Resources, shared and brought for Board approval the tentative agreements with CSA, SEIU, and Teamsters, all of which consist of three year agreements. She thanked each of the bargaining unit negotiation teams as well as the District negotiation team. She recommended Board approval.

Public Comment:
Ian Arnold said that he hopes the Board passes the Item. He thought bargaining went well and that we are moving in the right direction.
Grace Trujillo thanked Member Cuneo for speaking on unfunded liabilities. She feels it is a key issue. She in favor of Proposition 45 and feels that it will help all of us. She also agrees that the LCAP is an opportunity for parents to speak up.
Angela Sutherland, a parent of a student at Hollywood Park Elementary School, agrees with Ms. Trujillo. She has concerns about conditions at the schools such as not enough support for teachers, programs for students, or upkeep of facilities.

Board Member Comments:
Second Vice President Hansen thanked the bargaining partners and working throughout the summer, in particular for work on the health care part of the agreement and coming to a deal that was very good for bargaining unit members, the District, our students, and for us to prepay some of our health care obligations. He hopes our other bargaining partners follow their lead.

President Woo called for a motion. Member Cuneo moved to approve the Item with a second from Vice President Pritchett. A roll call vote was taken:

Arroyo	Yes
Cuneo	Yes
Hansen	Yes
Pritchett	Yes
Rodriguez	Yes
Woo	Yes

Yes
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- [x] Child Development August 2014 Fiscal Report - Head Start Training and Technical Assistance
- [x] Child Development August 2014 Fiscal Report - Early Head Start

15.0 ADJOURNMENT

President Woo asked for a motion to adjourn the meeting; a motion was made by student member Asami Saito and seconded by Member Arroyo. The motion was passed unanimously, and the meeting was adjourned at 9:09 p.m.

_____

José L. Banda, Superintendent and Board Secretary

NOTE: The Sacramento City Unified School District encourages those with disabilities to participate fully in the public meet process. If you need a disability-related modification or accommodation, including auxiwm [(a)12(c6A( )0. 6d[-10(r)-1p9-10(r)

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

Agenda Item# 10.1

Meeting Date: November 6, 2014

Subject: SMUD High School Energy Audit Training Project – Energy Efficiency Recommendations for Luther Burbank High School

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

energy auditor and training project. Students were trained in energy efficiency auditing, the impact of energy use on the global environment, and green career pathways. In the process, students developed workforce skills and experience. Students used new skills to audit Luther Burbank High School and are presenting their findings.

Financial Considerations

_____: N/A

Students and teachers were paid stipends for their participation.

Documents Attached:

1. Executive Summary

Estimated Time of Presentation: 30 minute presentation

Submitted by: José L. Banda, Superintendent
Cathy Allen, Assistant Superintendent
Facilities Support Services

Approved by:

Board of Education Executive Summary

Facilities Support Services

SMUD High School Energy Audit Training Project – Energy Efficiency Recommendations for Luther Burbank High School

November 6, 2014

I. OVERVIEW / HISTORY

SMUD has become the first utility in California to develop a comprehensive set of services in support of the California Clean Energy Jobs Act (Proposition 39). As part of its Prop 39 services, SMUD is training the next generation of the energy industry's workforce through a program called "Auditing Conservation, and Training (ACT)". The program pairs junior and senior high school students with a teacher mentor from their school, and provides them with the skills and experience to begin energy efficiency related and energy auditing careers. The program also provides opportunities for participating students to help their own school districts save money through making energy efficiency recommendations. Student and teacher participants are paid a stipend for their time.

Sixty-four students from eight different school districts were broken into two week-long classes and trained on the green energy industry, energy efficiency, electrical load auditing, and were coached in developing workforce skills. The summer course was delivered by SMUD's contractor, Strategic Energy Innovations (SEI), and included theoretical classroom lessons and practical field work. Eight students from Luther Burbank used their new skills to audit their school, and have prepared a report and presentation of their findings. The Luther Burbank team, led by science teacher Mayra Tellez, will also lead local middle school students through a classroom energy audit. SMUD provides funding to develop and carry out the curriculum and support in developing presentations. SMUD provides tools and materials to assist teacher

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

Agenda Item: November 6, 2014 C

Additional information provided:

- SCUSD website
  - FAQs
  - Insurance Requirements
  - Utility Reports

Financial Considerations: None at this time.

Documents Attached:

1. Executive Summary
2. Proposal

Estimated Time of Presentation: 15 minutes	
Submitted by:	José L. Banda, Superintendent
	Cathy Allen, Assistant Superintendent
	Facilities Support Services
Approved by:	José L. Banda, Superintendent

Board of Education Executive Summary

Facilities Support Services

Repurpose and Reuse Proposal, Ranking and Fee Structure for Approval
November 6, 2014

I. OVERVIEW / HISTORY

On March 6, 2014, the 7-11 Committee presented a recommendation to the Board regarding the schools closed during the 2012-13 school year. The recommendation was to not surplus any of the closed school sites and to seek viable tenants to occupy the various sites.

On June 19, 2014, The Boar encouraged staff to continue moving forward and to keep the Board updated. The Board comments and requests included:

- Multiple options for defining the fee structure

Board of Education Executive Summary

Facilities Support Services

Repurpose and Reuse Proposal, Ranking and Fee Structure for Approval
November 6, 2014

Information presented included:

- x FAQs
- x Utility reports for all of the closed school sites
- x Insurance requirements for all of the closed school sites
- x Draft proposal format

On October 2, 2014, staff presented the Board with a draft proposal format and scoring process to evaluate proposals received from interested individuals/organizations.

II. DRIVING GOVERNANCE

Education Code 17387-17391.

III. BUDGET

N/A

IV. GOALS, OBJECTIVES, ATJ --5(S,)5(U)3(9228ii9O)2(TJ --5(S,)5(U)3(9228ii9O)2yR U)3(9 Tc 1.4

Sacramento City Unified School District

Description of

Start of Operation and Hours of Operation

By what date do you anticipate beginning your operations at the site?

What hours do you anticipate operating? Will you follow the Sacramento City Unified School District calendar? During your h ours of operation, will you require exclusive use of common space, such as multi - purpose rooms, fields, playground equipment, etc.?

Services/Benefits Provided

Describe your services and why there is a demand for them. How do they benefit Sacrament o City

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

Agenda Item# 10.3

Meeting Date : November 6, 2014

Subject : First Reading of New Board Policy: Early Kindergarten

- ☐ Information Item Only
- ☐ Approval on Consent Agenda
- ☐ Conference (for discussion only)
- ☒ Conference/First Reading (Action Anticipated: November 20, 2014)
- ☐ Conference/Action
- ☐ Action
- ☐ Public Hearing

Segment /Departmen t: Academic Office/Early Kindergarten

Recommendation : The Board of Education is requested to approve the Early Kinder

Board of Education Executive Summary

Academic Office: Early Kindergarten Board Policy
November 6, 2014

I. Overview of the Early Kinder Program

An important step in reaching the vision outlined in Pillar One, College and Career Ready Students, of the district's strategic plan, is to build a stronger support network for our youngest learners. In 2010, California enacted the Kindergarten Readiness Act, S.B. 1381. Prior to that

This gift of time affords children who turn five between September 1

st and December 2nd an additional year of school and serves as a bridge between preschool and Kindergarten. Early Kinder uses developmentally appropriate curricula aligned to the Common Core State Standards and taught by credentialed teachers in an enriching environment.

The district continues to deepen its implementation of the Early Kinder program for its students and families. Since its implementation in 2011 with five pilot school sites (Alice Birney Waldorf Inspired K-8, Leonardo da Vinci K-8, Theodore Judah, and Hubert Bancroft/Thomas Jefferson), it has expanded to H.W. Harkness, A.M. Winn, and Pacific, providing students and families regional access for this early educational opportunity. The response from parents and school staff strongly indicate that Early Kinder provides the extra support to help students develop the social, emotional and academic skills needed for regular Kindergarten and success in school. It is the district's intent to expand the program to each school that is able to support this educational opportunity for its school community.

An important step in sustaining the Early Kinder program is the adoption of a Board policy

The adoption of the

To ensure the program's success, the district is committed to providing an infrastructure of support based on research, reform initiatives and exemplary practices. This includes quality professional learning that is continuous and fosters a deepening of subject matter knowledge and a greater understanding of learning for improving classroom practice and student learning, as well as customized targeted support.

DR

Students enrolled at a regional non-neighborhood Early Kinder school site shall return to their assigned/neighborhood home school to continue their regular 2nd year in Kindergarten. Parents requesting to continue the second year of Kindergarten at a regional non-neighborhood school would apply to do so through the Open Enrollment Process.

A student shall not attend more than two years in a combination of Early Kinder and Kindergarten. (Education Code 46300)

(cf. 5123 - Promotion/Acceleration/Retention)

Program Evaluation

The Superintendent or designee shall develop or identify appropriate assessments of Early Kinder student growth. He/she shall monitor and regularly report to the Board regarding program implementation and the progress of students in meeting related academic standards.

(cf. 0500 - Accountability)
(cf. 6162.5

DRAFT

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

Agenda Item# 10.4

Meeting Date : November 6, 2014

Subject :

Board of Education Executive Summary

Human Resources & Employee Compensation

AB 1200 Disclosure and UPE Tentative Agreement
November 6, 2014 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.

Name of Bargaining Unit:	UPE, SEIU, CSA andTeamsters
Certificated, Classified, Other:	Certificated, Classified

(date) (date)

(date)

		Annual			
		Cost Prior to	Year 1	Year 2	Year 3
		Proposed Agreement	Increase (Decrease)	Increase (Decrease)	Increase (Decrease)
		FY 13/14	FY 14/15	FY 15/16	FY 16/17
1	Salary Schedule (This is to include Step and Columns, which is also reported separately in Item 6)	$65,087,348.17	$1,301,746.96	$1,965,637.91	$0.00
			2.00%	2.96%	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				
3	Statutory Benefits - STRS, PERS, FICA WE, UI, Medicare, etc.	$12,015,377.85	$250,404.18	$380,441.09	$0.00
			2.08%	3.10%	0.00%
4	Health/Welfare Plans	$25,243,776.00	$128,809.00	$128,809.00	$0.00
5	T0a.6(0)⊬.72 Tm312.46647.68 166.2 21.72 re				

9 .

The negotiated percentage increase was 2% effective July 1, 2014.

10 .

No

11 .

12 .

	Yes	No
		X

D .

E.

No

F.

None

G.

N/A

The total increase of this agreement is 3% (2% FY 2014-15 and 1% FY 2015-16) and we plan to cover with part of LCFF funds. The projected increase is inlcuded in the Multi Year Projection.

Restricted General Fund

Enter Bargaining Unit:

	Column 1 Latest Board - Approved Budget Before Settlement (As of 7/17/2014)	Column 2 Adjustments as a Resul of Settlement	Column 3 Other Revisions	Column 4 Total Current Budget (Columns 1+2+3)
REVENUES				
Revenue Limit Sources (8010-8099)	$0	$0		$0
Remaining Revenues (8100-8799)	$87,840,416			$87,840,416
TOTAL REVENUES	$87,840,416	$0	$0	$87,840,416
EXPENDITURES				
Certificated Salaries (1000-1999)	$45,407,757		$0	$45,407,757
Classified Salaries (2000-2999)	$19,515,301	$213,226		$19,728,527
Employee Benefits (3000-3999)	$37,122,458	$62,115	$0	$37,184,573
Books and Supplies (4000-4999)	$12,787,934			$12,787,934
Services, Other Operating Expenses (5000-5999)	$31,042,768			$31,042,768
Capital Outlay (6000-6999)	$642,135			$642,135
Other Outgo (7100-7299) (7400-7499)	$5,283			$5,283
Direct Support/Indirect Cost (7300-7399)	$2,462,494			$2,462,494
Other Adjustments	$0			$0
TOTAL EXPENDITURES	$148,986,130	$275,341	$0	$149,261,471
OPERATING SURPLUS (DEFICIT)	-$61,145,714	-$275,341	$0	-$61,421,055
TRANSFERS IN & OTHER SOURCES (8910-8979)	$0			$0
TRANSFERS OUT & OTHER USES (7610-7699)	$0			$0
CONTRIBUTIONS (8980-8999)	$52,313,778			$52,313,778
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	-$8,831,936	-$275,341	$0	-$9,107,277
	.			
BEGINNING BALANCE				

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Child Development Fund

Enter Bargaining Unit: UPE, SEIU, CSA andTeamsters

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Enter Bargaining Unit:

Column 1	Column 2	Column 3	Column 4
Latest Board - Approved Budget Before Settlement (As of _____)	Adjustments as a of Settlement	Resul	

Page 5

J. IMPACT OF PROPOSED AGREEMENT ON UNRESTRICTED RESERVES

1. State Reserve Standard

		2014-15	2015-16	2016-17
a.	Total Expenditures, Transfers Out, and Uses (Including Cost of Proposed Agreement)	$424,617,135	$417,029,052	$427,537,793
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	$8,492,343	$8,340,581	$8,550,756

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

a.	General Fund Budgeted Unrestricted Designated for Economic Uncertainties (9770)	$8,763,133	$8,763,133	$8,763,133
b.	General Fund Budgeted Unrestricted Unappropriated Amount (9790)	$728,262	$6,423,494	$11,305,246
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	$9,491,395	$15,186,627	$20,068,379
h.	Reserve for Economic Uncertainties Percentage	2.2%	3.6%	4.7%

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

2014-15	Yes X	No
2015-16	Yes	No
2016-17	Yes	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: N/A

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

N/A - RL is not longer used

	$	(Estimated)	
	$	(Actual)	
(c) Amount of Current-Year Increase: (a) minus (b)	$	0	
			N/A %
			%
			%
(g) Total Compensation Percentage Increase from Section A, Line 5, Page 1 for current year (Year 1)		1.64%)	

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, SEIU, CSA andTeamsters Bargaining Units, during the term of the agreement from 07/01/2014 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	Increase
Expenditures/Other Financing Uses	Increase
Ending Balance Increase (Decrease)	Decrease

N/A _____ (No budget revisions necessary)

District Superintendent (Signature) — Date

Interim 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, Interim CBO — Contact Person

(916) 643-9405 — Phone

After public disclosure of the major provisions contained in this summary, the Governing Board at its meeting on October 2, 2014 took action to approve the proposed Agreement with the Bargaining Unit.

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

Tentative Agreement
Between

[redacted]

And
Sacramento City Unified School District

This Agreement is made and entered into October 21. 2014 between

[redacted]

Coordinator III, Curriculum & Instruction - English Language
Coordinator III, Equity, Access, and Excellence

Director I, Federal and State Programs

Director I, Youth Development
Director II, Attendance, Dropout Prevention, and Recovery
Director II, Integrated Support Services
Director II, Multilingual Literacy
Director II, Social and Emotional Learning
Director II, Student Services/Alt Education
Principal, Elementary/Charter School
Principal, New Joseph Bonnheim

Article 5: Evaluation of Work Performance

4. The parties agree to revise the current language of the second paragraph of paragraph 4 of Article 5 to read as follows:

   a. Both parties agree to establish a Joint Evaluation Committee to review the current evaluation instrument and process. The committee will consist of equal members of UPE and District staff

Article 7 –Salary and Health Benefits

F. The parties agree to add Section 4 to Article 7 to read as follows:

7. Under Article 7 of the current Collective Bargaining Agreement between the District and UPE, the Parties agree to participate in a "Health and Welfare Benefits Committee" for the purpose of studying fringe benefit coverage.

The Parties agree to add the following language to Article 7 (d) to read as follows:

a. Section 7 (d): The Benefits Committee shall study all matters related to fringe benefits coverage and make recommendations regarding feasibility and cost efficiency. Special emphasis shall be given to the future plan design of health care coverage offered to all employees of the District in light of requirements established for employers and individuals as a result of the Affordable Care Act and/or other applicable law and the need to control benefit cost.

b. Based on the "fair share" savings generated from the withdrawal of

a. Employees with accumulated vacation shall be allowed to cash out up to ten (10) days during each fiscal/school year. Employees desiring to cash

[redacted]

Department. Requests received by Payroll by October 1 will be reimbursed by November 30 and requests received by Payroll by May 1

[redacted]

13. This tentative agreement shall not be effective until [redacted]

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

Agenda Item # 11.1

Meeting Date : November 6, 2014

Subject

Sacramento City Unified School District
Developer Fees Revenue/Expenditure Actuals
for Fiscal Year Ending June 30, 2014

				6/30/2014
Beginning Fund Balance			$	122,384.83
REVENUE				
Developer Fees Collected			$	920,224.33
Educational Revenue Augmentation Fund (City and County Redevelopment)			$	2,281,614.75
Interest Earned				3,093.00
Contributions from Closed Redevelopment Agency Resources				381,254.77
2013-14 Total Revenue			$	3,586,186.85
TOTAL AVAILABLE REVENUE			$	3,708,571.68
EXPENDITURES				
Site	Purpose	Type		
COP Debt Service	Principal and interest expenses for 2001 and 2002 COPs	Administrative	$	2,405,000.00
District Operations	Consulting for Office of Public School Construction Applications	Administrative		19,337.50
TOTAL EXPENDITURES			$	2,424,337.50
2013-14 Available Ending Fund Balance			$	1,284,234.18

	Amount Invested	Estimated Annual Earnings	Investment Director	% Yield
Sacramento County Pooled Investment Fund :				
General Fund	$ 39,749,567	$ 138,726	Sacramento County Investment	0.35%
Special Revenue Funds [1]	$ 5,711,710	$ 19,934	Sacramento County Investment	0.35%
Debt Service Fund	$ 163,757	$ 572	Sacramento County Investment	0.35%
Internal Service Funds [2]	$ 12,840,156	$ 44,812	Sacramento County Investment	0.35%
Capital Project Funds [3]	$ 45,565,180	$ 159,022	Sacramento County Investment	0.35%
Local Agency Investment Fund :				
2001 Investment Fund	$ 905,994	$ 2,392	LAIF	0.26%
Investment Agreements For:				
2001 COP - Serna Center/Refunding	$ -	$ -	US Bank	0.00%
2002 Variable Rate Demand COP	$ 0	-		