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BOARD COMMUNICATIONS**Date: February 26, 2016****SUPERINTENDENT – JOSÉ L. BANDA**

BC NO.	FROM	REGARDING
S-123	José Banda	Highlights of Calendar for the Week of February 29
S-124	José Banda	School Services of California's Sacramento Weekly Update

DEPUTY SUPERINTENDENT – LISA ALLEN, INTERIM

BC NO.	FROM	REGARDING
DS-86	Stacey Bell	New Visions for Summer School Convening
DS-87	Lisa Allen	Community Meetings to Be Held to Select Principal Positions
DS-88	Mary Hardin Young	IB Team to Visit Kit Carson March 10-11

CHIEF ACADEMIC OFFICER – DR. IRIS TAYLOR, INTERIM

BC NO.	FROM	REGARDING
CAO-45	John Conway	Enrollment Practices for Early Kinder

CHIEF COMMUNICATIONS OFFICER – GABE ROSS

BC NO.	FROM	REGARDING
CCO-270	Gabe Ross	Read Across America Day Event

CHIEF OPERATIONS OFFICER – CATHY ALLEN

BC NO.	FROM	REGARDING
COO-27	Brenda Padilla	Free and Reduced Lunch Information for High Schools

CHIEF STRATEGY OFFICER – DR. AL ROGERS

BC NO.	FROM	REGARDING
CSO-23	Al Rogers	Community Meeting Schedule Preparation



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD COMMUNICATION

BC NO: S-123

CONFIDENTIAL ITEM - <i>(Check a Box)</i>	No:	<input checked="checked" type="checkbox"/>		Yes:	<input type="checkbox"/>	Date: 2/26/2016
Approved by: José L. Banda, Superintendent						
To the Members of the Board of Education						
Prepared by: José L. Banda, Superintendent					Contact Email: superintendent@scusd.edu	
Subject: Highlights of Calendar for the Week of February 29						

Monday, February 29

- Executive Cabinet Meeting
- 1:1 Meetings with Cabinet Members

Tuesday, March 1

- Meeting with Board Member Hansen
- Meeting with Assembly Select Committee on Financial Literacy
- Meeting with Board Member Pritchett
- 1:1 Meetings with Cabinet Members

Wednesday, March 2

- Read Across America – Reading to a Class at Bret Harte Elementary
- 1:1 Meetings with Cabinet Members
- Operations Cabinet Meeting
- Meeting with Kevin Gordon and Larry Berger
- Meeting with Member Cochrane

Thursday, March 3

- Meeting regarding School Impact Fee Appeal
- Board Meeting Day

Friday, March 4

- Attend Superintendents' Executive Leadership Forum (SELF) – Session V of VI



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD COMMUNICATION

BC NO: S-124

CONFIDENTIAL ITEM - <i>(Check a Box)</i>	No:	<input checked="checked" type="checkbox"/>		Yes:	<input type="checkbox"/>	Date: 2/26/2016
Approved by: José L. Banda, Superintendent						
To the Members of the Board of Education						
Prepared by: José L. Banda, Superintendent					Contact Email: Superintendent@scusd.edu	
Subject: School Services of California's Sacramento Weekly Update						

Attached is the weekly update from School Services of California for your review.



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DATE: February 26, 2016

TO: Jose Banda
Superintendent

AT: Sacramento City Unified School District

FROM: Your SSC Legislative Team

RE: ***SSC's Sacramento Weekly Update***

Friday, February 19, 2016, was the last day for new bills to be introduced in the Legislature this year, and the day was marked with a flurry of activity at both the Senate and Assembly desks that is typically associated with the last minute rush to beat the deadline. In total, more than two thousand bills have been introduced, and about 10% of those bills would add to or amend the Education Code. A review of the education bills shows that they are responsive to several different policy themes, shown below with a brief summary to highlight some of the bills addressing each of the themes:

Teacher Shortage

Now that we are in the boom part of the perennial bust-and-boom cycle governing Proposition 98 funding, public schools face a teacher shortage as they try to restore the many cuts made during the Great Recession.

- Assembly Bill (AB) 2248 (Holden, D-Pasadena) would require the Commission on Teacher Credentialing to issue a five-year preliminary teaching credential to an out-of-state prepared teacher who meets specified requirements *within 30 days of receiving all required documentation*
- AB 2122 (McCarty, D-Sacramento) would establish the *California Classified School Employee Teacher Credentialing Program* to encourage classified school employees to enroll in teacher training programs and to provide instructional service as teachers in the public schools

Student Safety in Sports

The last few years have seen a growing awareness of the long-term consequences of concussion and repeated brain traumas in both professional and amateur sports. And, tragically, several student athletes have died from sudden cardiac arrest. Both issues have prompted legislative action.

- AB 2007 (McCarty) adds concussion awareness requirements to youth sports organizations in the same way as they are already required for schools

- AB 1639 (Maienschein, R-San Diego) establishes the Sudden Cardiac Arrest Prevention Act—Among its many provisions is a requirement for a coach to complete a sudden cardiac arrest training course each school year and to require students to sign acknowledgment of receipt of an information sheet on sudden cardiac arrest symptoms and warning signs each school year they are participating in sports

Student Discipline

The Legislature struggles to match the law to changes in technology, and disciplining students or bad behavior is no exception.

- AB 2536 (Chau, D-Arcadia) would include engaging in an act of sexting, as defined, as an act for which a pupil may be suspended or expelled from school
- AB 2212 (Harper, R-Huntington Beach) would expressly include a video or image of two or more pupils fighting that is posted to the Internet within the definition of what constitutes engaging in an act of bullying by means of an electronic act

At-Risk Student Transitions

2016 sees a continued focus on assuring that students don't get lost as they transition to and from regular comprehensive schools and alternative educational settings.

- AB 2306 (Frazier, D-Oakley) would require a school district of residence to issue a diploma of graduation to a pupil who completes statewide coursework requirements for graduation while attending a juvenile court school
- Senate Bill (SB) 1068 (Leyva, D-Chino) would require the California Department of Education (CDE) to provide training materials to local educational agency (LEA) liaisons for homeless children and youths regarding the educational rights of homeless children and youths and the resources available to schools to assist homeless children and youths

Tinkering Towards Utopia¹

Measures that would tweak the statutory framework for the Local Control and Accountability Plan (LCAP) continue to be popular.

- AB 1935 (Kim, R-Fullerton) requires multilingual notice requirements to apply to an LCAP update or revision posted to the Internet website of a school district
- AB 2443 (Baker, R-Dublin) requires an accounting of the number of practicing school psychologists that are working on school climate issues among the LCAP factors

Other areas of legislative interest that are carried over from 2015 include teacher evaluation, early education, and the school district reserve cap. Assessment and accountability, which is also a recurring policy area for legislators and the Administration, was center stage this week as the Senate Education

¹ Taken from the title of the book, *Tinkering Toward Utopia: A Century of Public School Reform*, by David Tyack and Larry Cuban.

Committee held a comprehensive informational hearing on the *Local Control Funding Formula: Understanding the Evolving Accountability Framework*. The hearing included testimony from the Legislative Analyst's Office staff; State Board of Education members and department staff; the California Collaborative for Educational Excellence director and vice chair; and representatives of local school districts, county offices of education, and public advocacy groups. Materials provided for the hearing can be found [here](#).

In other news this week, oral arguments were taken by a three-member panel of the appellate court in Los Angeles in the case of *Vergara v. California*, which challenged teacher tenure and employment laws as harmful to low-income and minority children. With spirited arguments made by the attorneys for both sides and intense questioning from the three member appellate court, a decision on the appeal of the lower court ruling that favored the plaintiffs in this case is required within 90 days.

Nancy LaCasse
Robert Miyashiro

Note: The question of how the state and stakeholders can know whether or not local control improves student outcomes was front and center at a recent Senate hearing about accountability under the Local Control Funding Formula.

Senators Want to Know More About How Districts Spend Funding

By John Fensterwald
EdSource
February 24, 2016

State senators pressed members of the State Board of Education on Wednesday to tell them whether dollars spent for schools under a new system of local control are being spent effectively.

“Are we getting our money’s worth and how do we know?” Sen. Marty Block, D-San Diego, asked during a Senate Education Committee hearing.

He and other senators didn’t get a simple or fully satisfying response from State Board President Michael Kirst and board member Sue Burr. They told the committee, in an otherwise upbeat assessment of landmark changes the state is going through, that it’s too soon to know.

In the past three years, Block said, school districts have received \$13 billion in new funding. Funding per student varies by district under the Local Control Funding Formula, or LCFF, in which revenue is distributed partly according to enrollment of low-income children and English language learners. So it’s been a big increase for some districts, yet barely enough to bring spending back to pre-recession levels for others with few high-needs students.

Districts are required to account for spending in a Local Control and Accountability Plan, in which they set three-year goals and priorities and then update annually. County offices of education must review and approve each LCAP, but Kirst acknowledged that the state is not compiling and studying data on how districts are spending money under the funding formula.

That troubled Sen. Richard Pan, D-Sacramento, who said that legislators want to know how the state is spending overall education dollars. “That data is out there. Shouldn’t we be gathering it to know about impact?”

Kirst noted the challenge of striking a balance between flexibility and accountability under the new law. The Legislature, in passing LCFF, did away with dozens of categorical programs that dictated district spending. At the same time, the general accounting categories required by the state are too broad for useful comparisons, he said. They won’t differentiate between spending for counselors, lowering class sizes or hiring new English teachers.

Then that’s a problem, Pan said, and it extends to tracking spending at the school level, too. “There need to be some standardized definitions for parents to have a better handle on how districts are allocating resources. We always say, ‘Budgets indicate priorities.’”

Burr said that parents must examine spending in the LCAP and then the annual updates to see how the money was actually used. But critics have pointed out the LCAP is vague on requiring itemized expenditures for the supplemental dollars that districts receive for low-income students and English

learners. Money for those students that is not spent at the end of the year is not earmarked for the following year.

Kirst said that the challenge is not to make the LCAP more complicated than it already is by adding details that will turn off parents and community members from reading it. But he also acknowledged that he is “not satisfied with where we are now.”

Common criticisms he has heard, he said, are that the LCAPs are too long, complex and hard to understand, that there is a lack of connection between LCAP priorities and a district’s overall budget, and that there is not enough information on how money is being used to improve or increase services for students targeted for extra money.

The state board is considering amending the LCAP template and will discuss ideas at its May meeting, with a plan to adopt changes in the fall.

NEW MEASUREMENTS OF ACHIEVEMENT

Along with rolling out a new funding system, the state has adopted new standardized tests for the Common Core standards, and the state board is developing a new system to measure student achievement; it will be adopted this fall.

Accountability remains a work in progress, complicating an ability to measure immediate results. Burr pointed to high school graduation rates, which have increased for all students and dramatically for some low-performing subgroups of students. The state has one-year results on the Smarter Balanced tests, measuring performance in English language arts and math based on Common Core standards, with a second year out next summer. The state will be using a handful of other metrics, beyond test scores, as well, Kirst said, although they have not yet been chosen.

But he and Burr said that statewide metrics are only one piece of performance. Districts also set their own priorities in their LCAPs, and those goals must be measured as well.

Oakland Unified, said Kirst, is spending substantially on career pathway programs, and so a key metric should be how well it is implementing them.

Rick Miller, executive director of CORE, the California Office to Reform Education, reiterated that view. The six districts in CORE, which include three of the four largest in the state – Los Angeles, Long Beach and Fresno – have created their own [School Quality Improvement Index](#) with metrics on school climate and middle school readiness that the state doesn’t currently require and probably won’t in the future.

All accountability systems should not look alike, Miller said during the hearing. The state should not impose a single system but should “allow districts to improve with local innovation.”

Wednesday was an informational hearing, with legislators expected to take up their own ideas for accountability through the budget or legislation in coming months.

Note: After tough questioning of the plaintiffs, appellate court decision in the Vergara case are expected no later than May 2016.

Appellate Judges Intensely Question Lawyers In Vergara Case

By Larry Gordon
EdSource
February 25, 2016

In a closely watched case affecting public schools and students throughout California, a state appeals court on Thursday heard vociferous arguments over whether employment laws protect incompetent teachers and disproportionately hurt low-income and minority children.

The one-hour hearing in downtown Los Angeles involved an appeal by teachers unions and the state government to reverse a 2014 ruling by a lower court judge who struck down laws that he said help keep bad teachers in classrooms. The impact on students' lives "shocks the conscience," Los Angeles County Superior Court Judge Rolf Treu declared in his August 2014 decision in *Vergara v. California*.

The three appellate judges on Thursday gave no overwhelming sense of how they might rule over the next 90 days, a decision with powerful implications for California's 6 million public school students. But two of them expressed skepticism about some of the legal reasoning in Treu's decision.

In their presentation Thursday in a full courtroom, attorneys for the California Teachers Association and the California Federation of Teachers, along with the state Attorney General's office, sharply criticized Treu's ruling.

Deputy Attorney General Nimrod Elias said the teacher employment rules – which include rights to tenure after two years, mandate that layoffs be based on seniority and set up complex dismissal procedures – have only a "highly indirect" influence on allowing ineffective teachers to stay and certainly not enough to merit "the extreme remedy" of throwing out the statutes.

Michael Rubin, attorney for the unions, emphasized that the statutes aid education statewide by providing some job protection to teachers. "They improve the overall quality of the teaching pool because they make the teaching profession more attractive," he told the three-judge panel in the Court of Appeal's Second Appellate District.

Rubin contended that Treu's decision wrongly exaggerated the impact of the statutes and did not prove that a large, clearly identifiable group of students is being harmed. "Exposure to a single teacher in the bottom 5 percent (of teacher ratings) is not enough" to overturn the statutes, he said.

"There will always be some teachers who perform better than others," Rubin said. The way to improve the process is for parents to complain about weak instructors and for principals to enforce standards but "not by blowing up the entire system," he said.

Rubin insisted that school districts regularly remove grossly incompetent teachers. He argued that it is administrators' fault, not the result of the laws, if a small number of underperforming instructors remain in their jobs.

In contrast, Theodore J. Boutrous Jr., attorney for the Students Matter organization that first filed the lawsuit on behalf of nine California schoolchildren, urged the judges to uphold the previous decision.

The employment laws, he declared “are absurd, they are irrational.” Boutrous noted that many educational experts in the original trial testified that the laws encourage dumping grossly incompetent teachers in the schools with the most faculty vacancies. And having teachers who are unable to properly move students through grade-level studies or control their classrooms costs low-income and minority students up to a year’s worth of lost education and harms their lifelong earning power, he said.

“This isn’t some complicated physics formula. It’s a simple equation of two plus two is four,” Boutrous said, describing what he said is a direct link between the laws and violations of the “fundamental right to educational quality.”

In his statements to the court, Boutrous said the laws result in a “dance of the lemons”— a term for not dismissing incompetent teachers but instead transferring them to other schools, usually those serving minority and poor children. “The statutes are harmful; they are injuring students,” he said.

Students Matter was founded by David Welch, a Silicon Valley businessman who is involved in school reform efforts that have antagonized teachers unions. Welch attended the hearing and later spoke at a press conference expressing confidence that the Vergara ruling would stand, even if it had to go to the state Supreme Court.

While both sides in the case later said they were pleased with how the hearing went, the Students Matter side clearly faced tougher questioning from the judicial panel.

Treu’s decision repeatedly referred to the historic Serrano v. Priest cases in the 1970s, which struck down the financing of schools based on local property taxes, a system that had hurt students in poor communities. The employment laws have similar effects, he wrote.

However, appellate judge Judith Ashmann-Gerst said that the Serrano cases correctly showed that unequal tax bases had a concrete and measurable impact on school funding and that the method discriminated against children in poor communities. “Here it’s not so clear,” she said of the employment laws’ supposed effect on students. She also questioned whether principals and administrators should be blamed rather than the laws. “Don’t administrators have the ultimate decision?” she asked.

Judge Brian Hoffstadt raised questions about whether there is a statewide impact as a result of clustering incompetent teachers and whether groups of students being harmed can be clearly identified. He asked how a small school district with only one elementary school can be depicted as dumping bad teachers. He also said that it appeared difficult to pinpoint a class of students harmed by the laws since the group “may change year to year.”

Boutrous countered that the Serrano cases did not show that every student in California was getting a bad education but it proved that enough of them suffered educational inequities to merit judicial action. The Superior Court testimony in the Vergara case, he said Thursday, clearly supports Treu’s decision, and he urged the appeals judges to concur. “Are rights being violated (by the employment statutes)?” he asked. “The record is clear: absolutely yes. I don’t think this is a close call.”

“I don’t know how the state can defend these statutes,” he added.

The case clearly has prompted strong political passions. And on Thursday, the two sides both held press conferences outside the state office building on Spring Street that contains the courtroom, and held phone conferences as well.

After the hearing, Boutros said he “felt very good about how the arguments went today.” He said the judges asked “a lot of good questions” and would ultimately decide to strike down statutes that he said “are hurting our state, are hurting our kids.”

Welch said that the Vergara case already has had a positive impact by changing the public conversation about teacher employment. While some of the original student plaintiffs have already graduated from high school, he said many other youngsters around the state will be aided if the appeals court upholds Treu’s ruling.

“Californians deserve an appellate court ruling that puts politics aside and does what is right for the children of our state,” Welch said.

Just before the hearing, civil rights activist and farm worker organizer Dolores Huerta spoke on behalf of the California Teachers Association and the California Federation of Teachers. She described the Student Matters lawsuit as an attack on teachers and their rights.

“Teachers are not the problem,” Huerta said. “They need higher wages. They need smaller classrooms. They need more support from administrators and principals and more support from the public.”

She said she had been deceived at first in lending some support to the Students Matter organization but came to realize that its lawsuit will not improve education in California.

Attorney Rubin, in a press call after the hearing, said he was “delighted” with the way the arguments went. “Three engaged justices asked the right questions” and identified the flaws in Treu’s decision, he said. “We are confident we will prevail,” Rubin said.

Earlier, at a press conference before the court session, Rubin alleged that the original lawsuit was filed to help establish an “ideological political agenda” at the expense of the carefully refined laws passed by the Legislature. If the Vergara decision is upheld, he predicted that teachers will become “at-will employees who can be fired for any reason or no reason at all.” The result, he said, would “destroy the system of education to the detriment of schoolchildren.”

Treu issued his 16-page decision in 2014 following a two-month trial with 60 witnesses. He concluded that the plaintiffs had presented abundant evidence that the five statutes in question protected “grossly ineffective teachers” whose poor instruction interfered with students’ fundamental right of equal access to a quality education.

Lawyers for Students Matter and the state both agreed that the number of those awful teachers was small, between 1 and 3 percent, equal to 2,750 to 8,250 teachers in California. But for students assigned to those teachers, Treu said there is “a direct, real, appreciable and negative impact on a significant number of students now and well into the future as long as the teachers hold their positions.”

Rather than go through the expensive process of firing the worst-performing teachers, districts transferred them to the most challenging schools, Treu said. Treu called layoffs strictly based on length of service “a

lose-lose situation,” in which ineffective veteran teachers stay on the job while effective, newer teachers are let go. The state’s defense of the status quo “is unfathomable,” he wrote.

He wrote that granting tenure or permanent status after two years hurts students and potentially some teachers by not allowing enough time to make “an informed decision” on teacher competence.

Treu dismissed the unions’ arguments that the current dismissal statutes are needed to protect teachers’ due-process rights. There would be sufficient protections without the laws, which he said are “so complex, time-consuming and expensive, as to make effective, efficient yet fair dismissal of a grossly ineffective teacher illusory.”

John Fensterwald contributed to this report.

Justices Ask: Do California Teacher Laws Bind Administrators?

By Jeremy B. White
The Sacramento Bee
February 25, 2016

Justices hearing the appeal of a case that could overturn California’s teacher employment rules appeared skeptical Thursday that the current laws force the worst teachers into certain classrooms.

Los Angeles Superior Court Judge Rolf Treu in 2014 ruled unconstitutional California’s laws for granting tenure and firing teachers, either for performance reasons or because of budget constraints. A group of students brought the case, arguing California is depriving them of their constitutional right to a quality education with rules that regularly subject poor and minority kids to incompetent teachers. The state appealed Treu’s decision, and oral arguments came before a three-justice panel for the 2nd District Court of Appeal in Los Angeles on Thursday

“No state has the combination of egregiously non-student-protective statutes that California has,” argued Theodore Boutros, an attorney for the plaintiffs. “The evidence is overwhelming,” he said, that those laws “compel districts to leave grossly under-performing, ineffective teachers in the classroom” and that “low income and minority students are feeling this brunt.”

But the justices pressed for evidence that California’s rules directly or inevitably lead poor teachers to be concentrated in disadvantaged schools. They probed how much authority local school officials wield when it comes to hiring and firing teachers.

Deputy Attorney General Nimrod P. Elias

Whether statutes “tie local administrators’ hands” is crucial, Justice Brian M. Hoffstadt said, adding that the plaintiffs had to prove that “the control local administrators have is not going to be sufficient” to overcome detrimental laws.

“At least some of the school districts have been able to apply the statutes in a way that doesn’t result in this unlawful concentration” of ineffective teachers, Hoffstadt said.

“Is it the statute or how they are administered?” asked Justice Judith Ashmann-Gerst. “Don’t the administrators have the ultimate power” over where teachers are assigned?

Attorneys opposing Treu’s ruling underscored that point. They conceded that ineffective teachers will always exist but argued that school administrators – not rigid state laws – have the final say in where teachers end up.

“These statutes don’t dictate how districts assign teachers to schools or classrooms,” Deputy Attorney General Nimrod P. Elias said. “District administrators have complete discretion to assign their teachers and workforce to classrooms as they see fit,” so “it cannot be inevitable that these statutes cause these harms.”

While the outcome could have profound implications for California’s sprawling public school system, the case also crystallizes a national debate around how to best improve schools.

Attorney Theodore Boutros, Jr.

On one side stand data-driven organizations that promote ideas like reforming tenure rules, instituting more rigorous teacher evaluations and making it easier to retain effective teachers regardless of their experience. They say the current system allows incompetent teachers to remain in the classroom.

Those groups have clashed with teachers’ unions who call the agenda an assault on teachers’ job security. Organized labor and allies warn of a corporate agenda dedicated to undermining public education and despair of an inordinate reliance on testing. The National Education Association has denounced and filed a brief opposing Treu’s ruling.

Underscoring those fault lines, an attorney for the California Teachers Association – a politically formidable organization with 325,000 members – joined California’s attorney in making arguments on Thursday.

Current tenure rules and a thorough dismissal process “have the effect of improving overall quality of the teaching pool because they make the teaching profession more attractive,” attorney Michael Rubin argued.

“The mere fact that there are students who at some point in their career have been assigned to a bad teacher” shouldn’t force California to discard those rules, Rubin said.

Throughout the arguments, attorneys on both sides alluded to the political stakes. Lawyers for California and the CTA argued the courts should not be rewriting education policy. Rubin said that “it’s for the Legislature, not the court, to decide” rules around policies like tenure.

“The question before the court is not, ‘are these statutes better or worse than theoretical policy alternatives?’” Elias said.

Boutros disagreed, directly appealing to justices to act. So far, lawmakers in California have rejected bills responding directly to Treu’s prescriptions after the trial phase.

“This court and the California Supreme Court are the only hope for these children,” Boutros said. “The Legislature isn’t going to do anything.”

The court has 90 days to issue an opinion.



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD COMMUNICATION

BC NO: DS-86

CONFIDENTIAL ITEM - <i>(Check a Box)</i>	No:	<input checked="checked" type="checkbox"/>		Yes:	<input type="checkbox"/>	Date: 2/26/2016
Approved by: José L. Banda, Superintendent						
To the Members of the Board of Education						
Prepared by: Stacey Ault Bell, Director, Youth Development Services					Contact Email: Stacey-bell@scusd.edu	
Subject: New Visions for Summer School Convening						

In partnership with the National Summer Learning Association and the Partnership for Children and Youth, SCUSD is excited to bring the New Visions for Summer School to Sacramento on Friday March 11, 2016, from 9am to 4pm. This conference will feature a panel discussion from Superintendents that have made a significant commitment to summer programming. This is a great opportunity for us to highlight the work that is happening within the district and the Sacramento community. We will conduct a guided discussion around strategies to increase awareness about the devastating effects of summer learning loss, and opportunities we have created for youth to be involved in learning all year long. This fits right in with our motto “whole child, whole year.” Finally, there will be an opportunity to participate in breakout sessions focusing on programming for older youth.

Hopefully you can join us as we bring together site staff, community members, parents and other elected officials, for this event.



THE *new* VISION FOR SUMMER SCHOOL NETWORK

The [National Summer Learning Association](#) (NSLA) and [Partnership for Children and Youth](#) are pleased to invite you to join us for the spring NSLA [New Vision for Summer School](#) meeting!

Meeting Details:

Date: Friday, March 11, 2016

Time: 9 a.m. - 4:30 p.m.

Location: Sacramento, CA (location details coming soon!)

Agenda Highlights:

- Panel discussion featuring superintendents who have made significant commitments to summer programs
- Case studies and best practices from the California “[Summer Matters](#)” campaign
- Guided discussion and hands-on planning around **COMMUNICATIONS**
 - Strategies and best practices for communicating with students and families
 - Strategies and best practices for communicating with community stakeholders and policymakers
 - Hands-on communications planning for districts
 - Note: Please bring with you to the meeting any of the following: communications plans, summer school collateral material, and any other communications materials you have used for your summer program
- Breakout sessions for peer discussion on **PROGRAMMING FOR OLDER YOUTH**
 - Middle school curriculum
 - Summer youth employment
 - College preparatory programming

The meeting is free for participants. Typically, attendees are school district personnel who are:

- Directors/managers of summer school or out-of-school time programs
- Directors/managers of school/community partnerships that expand youth services beyond the school day

PLEASE [SUBMIT YOUR NVSS REGISTRATION](#) BY February 25 TO CONFIRM YOUR SPOT.

Hotel information:

Deadline to book hotel rooms at the group rate is February 18, 2016.

Sheraton Grand Sacramento Hotel

1230 J Street

Sacramento, CA, 95814

Phone: 916-447-1700

Reservation Link: <https://www.starwoodmeeting.com/Book/NSL2016>

Please do not hesitate to reach out if you have any questions:

Rachel Gwaltney

Director of Policy & Partnerships, National Summer Learning Association

410-856-1370 x107

rgwaltney@summerlearning.org

We look forward to seeing you in Sacramento!



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD COMMUNICATION

BC NO: DS-87

CONFIDENTIAL ITEM - <i>(Check a Box)</i>	No:	<input checked="checked" type="checkbox"/>		Yes:	<input type="checkbox"/>	Date: 2/26/2016
Approved by: José L. Banda, Superintendent						
To the Members of the Board of Education						
Prepared by: Lisa Allen, Interim Deputy Superintendent					Contact Email: lisa-allen@scusd.edu	
Subject: Community Meetings to Be Held to Select Principal Positions						

Staff is working to plan and schedule community meetings at many of the sites where we have an interim principal to gather feedback on the possibility of making the principal appointments permanent. Scheduling of these meetings will be difficult given the number of interim principals we have in the district. Once the meetings are scheduled, we will let the Board know in case you would like to attend the meetings in your area. The following schools are the sites with an interim principal:

- Cesar Chavez
- Woodbine
- School of Engineering and Science
- Susan B. Anthony
- Luther Burbank
- Sutter Middle
- Bowling Green Chacon

A community meeting will also be held at A.M. Winn in order to select a permanent principal.



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD COMMUNICATION

BC NO: D-88

CONFIDENTIAL ITEM - <i>(Check a Box)</i>	No:	<input checked="checked" type="checkbox"/>		Yes:	<input type="checkbox"/>	Date: 2/26/2016
Approved by: José L. Banda, Superintendent						
To the Members of the Board of Education						
Prepared by: Mary Hardin Young, Area Assistant Superintendent					Contact Email: mary-HardinYoung@scusd.edu	
Subject: IB Team to Visit Kit Carson March 10-11						

The International Team for International Baccalaureate (IB) World Schools will be at Kit Carson on March 10 and 11 for a verification visit. The team will conduct interviews with Central Office administrators on the morning of March 11. As was the case with Caleb Greenwood, we won't hear anything official that day but will receive notification within three months.



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD COMMUNICATION

BC NO: CAO-45

CONFIDENTIAL ITEM - <i>(Check a Box)</i>	No:	<input checked="checked" type="checkbox"/>		Yes:	<input type="checkbox"/>	Date: 2/26/2016
Approved by: José L. Banda, Superintendent						
To the Members of the Board of Education						
Prepared by: John Conway, Coordinator, Early Kinder Program					Contact Email: john-conway@scusd.edu	
Subject: Enrollment Practices for Early Kinder						

Our district's first priority for Early Kinder enrollment is for student's turning age five with a September 2 through December 2 birthdates. Enrollment for the Early Kinder (EK) program normally starts the third week in January at the program school sites. This coincides with regular kindergarten enrollment at our district's schools. Enrollment then continues and is monitored at Early Kinder sites throughout the year by the school offices and program coordinator.

Completed Early Kinder applications are collected at the EK schools beginning in January and continue to be collected through April. At the end of April, if there is an over enrollment (more than 24 student applications) occurs, an equitable lottery is held at the school site for all applicants. The first 24 names drawn will have class placement if accepted by the parents and the 25th student name drawn will become first on the waiting list and so on. If a school site has less than 24 applicants all students who have applied will be admitted. Families that apply after May will be added to the class or waiting list as space permits. With eight available sites, Early Kinder has been filling to capacity with these priority students.

All families are notified by mail during the first week of May regarding either student placement or regrets with placement on the waiting list for the next school year. The waiting lists developed from the lottery are utilized throughout the year to place families as space becomes available for the priority applicants.

Additionally, three of the Early Kinder sites; Alice Birney, A.M. Winn and Leonardo da Vinci are parent choice schools and have a similar timeline, but adhere to enrollment timelines set by the district enrollment office. Parents interested in these three selected school programs are asked to attend a site meeting to hear about the program before they apply to see if school best matches the educational need for their child.

Please see the district website for additional Early Kinder program information.



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD COMMUNICATION

BC NO: CCO-270

CONFIDENTIAL ITEM - <i>(Check a Box)</i>	No:	<input checked="checked" type="checkbox"/>		Yes:	<input type="checkbox"/>	Date: 2/26/2016
Approved by: José L. Banda, Superintendent						
To the Members of the Board of Education						
Prepared by: Gabe Ross, Chief Communications Officer					Contact Email: gabe-ross@scusd.edu	
Subject: Read Across America Day Event						

Superintendent Banda, Assemblyman Kevin McCarty, CTA President Eric Heins and children's book author Kate David will help celebrate Dr. Seuss' birthday (Read Across America Day) on Wednesday, March 2, at Bret Harte Elementary School. Events will begin at 9 a.m. Read Across America Day is sponsored annually by the NEA and the CTA president often selects an SCUSD school to visit on this occasion. At Bret Harte, children in pajamas will be read to throughout the morning by volunteers from UC Davis Medical Center, Sierra Health Foundation and other institutions. Author David is the wife of a Kings executive and the team is donating books for Bret Harte classroom libraries. We are sending out a media advisory so there may be press at the event as well.



**SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD COMMUNICATION**

BC NO: COO-27

CONFIDENTIAL ITEM - <i>(Check a Box)</i>	No:	<input checked="checked" type="checkbox"/>		Yes:	<input type="checkbox"/>	Date: 2/26/2016
Approved by: José L. Banda, Superintendent						
To the Members of the Board of Education						
Prepared by: Brenda Padilla, Director, Nutrition Services					Contact Email: Brenda-padilla@scusd.edu	
Subject: Free and Reduced Lunch Information for High Schools						

Per the request of a Board member, please see the attached information on free and reduced lunch for the high schools.

High School (19 days)	Lunch Period (minutes)	Enrollment				Served/Month (October 2016)				
		Free	Reduced	Paid	Total	Free	Reduced	Paid	Total	Average/Day
American Legion	12:15-12:51 (36 mins)	226	12	166	404	1964	216	242	2422	127
A. Health Pro	12:53-1:30 (37 mins)	126	4	120	250	2542	259	437	3238	170
C.K. McClatchy	12:26 - 1:03 (37 mins)	1135	208	1164	2507	11403	1960	1222	14585	768
H. Johnson*	12:26-1:05 (39 mins)	1472	139	406	2017	16634	1328	1005	18967	998
JFK	12:26-1:02 (36 mins)	1113	282	1125	2520	11693	2671	2156	16520	869
L. Burbank*	12:13-12:47 (34 mins)	1654	119	171	1944	20407	1449	2701	24557	1292
Rosemont	12:10 - 12:40 (30 mins)	800	251	452	1503	10708	2953	1628	15289	805
Sac Accellerated	Varies with Succes	144	30	80	254	338	54	11	403	21
West Campus	12:15 - 12:45 (30 mins)	440	150	329	919	5837	1486	1182	8505	448
GWC	12:25-1:00 (35 mins)	115	50	178	343	1416		752	2822	149
Sac New Tech	11:03-11:33 (30 mins)	148	36	74	258	2023	479	171	2673	141
The Met	12:00-12:30 (30 mins)	119	51	147	317	1033	443	280	1756	92

*Provision 2 Site (We feed all the students "Free" at Lunch and claim F/R/P based on Base Year Eligible served)



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD COMMUNICATION

BC NO: CSO-23

CONFIDENTIAL ITEM - <i>(Check a Box)</i>	No:	<input checked="checked" type="checkbox"/>		Yes:	<input type="checkbox"/>	Date: 2/26/2016
Approved by: José L. Banda, Superintendent						
To the Members of the Board of Education						
Prepared by: Al Rogers, Chief Strategy Officer					Contact Email: Al-Rogers@scusd.edu	
Subject: Community Meeting Schedule Preparation						

The Strategy and Innovation team will be sharing the updated, detailed Strategic Plan, along with the draft LCAP, with all stakeholders during the month of April.

Our team would like to ensure that one community meeting is scheduled in each trustee area at the location and date that works best for you. We ask that each Board member please respond at your earliest convenience with two preferred dates and location for the meeting so that we may proceed with scheduling and promoting these meetings. Send this information to Cathy Morrison (cathy-morrison@scusd.edu).

Continual revision of the documents relating to the strategic planning process, including the data from our recent survey and the Needs Assessment, can be found on the webpage: <http://www.scusd.edu/strategic-plan>.

Please don't hesitate to contact Al Rogers with any questions or concerns.