MISSION STATEMENT OF THE SFUSD:

The mission of the San Francisco Unified School District is to provide each student with an equal opportunity to succeed by promoting intellectual growth, creativity, self-discipline, cultural and linguistic sensitivity, democratic responsibility, economic competence, and physical and mental health so that each student can achieve his or her maximum potential.

DISTRICT GOALS:

(In Accordance with 85-13Sp2 – Proposal to Implement a Strategic Plan. Adopted 5/27/08)

- Access & Equity – Make Social Justice a Reality.
- Student Achievement – Engage High Achieving and Joyful Learners.
- Accountability – Keep Our Promises to Students and Families.
ORDER OF BUSINESS
ADJOURNMENT: 10:00 P.M.

 dél ROLL CALL AND PLEDGE OF ALLEGIANCE

A. APPROVAL OF BOARD MINUTES
➢ Regular Meeting of February 11, 2014

B. PRESENTATIONS TO THE BOARD OF EDUCATION/
SUPERINTENDENT’S REPORT
➢ Superintendent’s Thoughts for the Evening

C. RECOGNITIONS AND RESOLUTIONS OF COMMENDATION
➢ RAVE Distinguished Service Award
➢ RAVE Special Service Award

D. STUDENT DELEGATES’ REPORT

E. PARENT ADVISORY COUNCIL (PAC) REPORT
(Report given at First Regular Meeting of the Month)

F. PUBLIC COMMENT ON CONSENT ITEMS (Members of the public shall not be permitted to sever agenda items for discussion. Rather, Board discussion on a consent item shall only occur if the Board or the Superintendent, in their discretion, severs the item for discussion.)

G. CONSENT CALENDAR – SEE EXHIBIT A FOLLOWING SUMMARY PAGES
FOR LIST OF ITEMS - Motion/Second; Items Corrected/Withdrawn/Removed for First Reading/Severed. Formal vote taken up in Section N. Severed Items taken up in Section O.
H. **SUPERINTENDENT'S PROPOSALS**
   - HELD FOR SPEAKER CARDS AND ACTION

   ➢ 142-11Sp2 – Recommendation for Aligning Mathematics Course Sequence to the Common Core State Standards for Mathematics for All Students

I. **BOARD MEMBER'S PROPOSALS**
   - HELD FOR SPEAKER CARDS AND ACTION

   ➢ 1312-10A4 – Establishment of a Safe and Supportive Schools Policy in the San Francisco Unified School District
     - Commissioner Matt Haney
     **(ORIGINAL MOTION)**
     (Report from the Committee of the Whole Meeting)

   ➢ 1312-10A4 – Establishment of a Safe and Supportive Schools Policy in the San Francisco Unified School District
     - Commissioner Matt Haney
     **(AMEND BY SUBSTITUTE MOTION)**

J. **REQUESTS TO SPEAK REGARDING GENERAL MATTERS – 30 MINUTE**

This part of the Board's meeting is set aside for members of the public requesting to address the Board on general items which are not agenda items calendared for action, which are not first readings listed in the agenda, and are not items previously referred to committee and not yet returned to the Board for action.

This agenda item will be limited to thirty (30) minutes and will begin no later than 7:30 p.m. or following the item under discussion at that time. Anyone whose name remains on the speakers list at the end of the allotted time will be granted time at the end of the regular meeting.

K. **ADVISORY COMMITTEE REPORTS/APPOINTMENTS TO ADVISORY COMMITTEES BY BOARD MEMBERS**

   ➢ Annual District English Learners Advisory Committee (DELAC) Report
L. SPECIAL ORDER OF BUSINESS

PUBLIC HEARINGS:


   Recommendation: That the Board of Education holds a public hearing on the 2013-2014 Initial Proposal for a reopener from the San Francisco Unified School District to the United Administrators of San Francisco (UASF).

2. Subject: 2013-2014 Reopener Initial Proposal from United Administrators (UASF) of San Francisco to the San Francisco Unified School District

   Recommendation: That the Board of Education holds a public hearing on the 2013-2014 Initial Proposal for a reopener from the United Administrators of San Francisco (UASF) to the San Francisco Unified School District.

3. Subject: 2013-2014 Initial Proposal from the San Francisco Unified School District to the International Union of Operating Engineers (IUOE), Local 39

   Recommendation: That the Board of Education holds a public hearing on the 2013-2014 Initial Proposal from the San Francisco Unified School District to IUOE, Local 39.

4. Subject: 2013-2014 Initial Proposal from the International Union of Operating Engineers (IUOE), Local 39 to the San Francisco Unified School District

   Recommendation: That the Board of Education holds a public hearing on the 2013-2014 Initial Proposal from IUOE, Local 39 to the San Francisco Unified School District.

5. Subject: 2013-2014 Initial Reopener Proposal from the Sheet Metal Workers’ Union, Local 104 to the San Francisco Unified School District

   Recommendation: That the Board of Education holds a public hearing on the 2013-2014 Initial Reopener Proposal from the Sheet Metal Workers’ Union, Local 104 to the San Francisco Unified School District.
6. Subject: 2013-2014 Reopener Initial Proposal from the San Francisco Unified School District to International Brotherhood of Electrical Workers (IBEW), Local 6; Carpenters and Locksmiths, Local 22; United Association of Journeymen and Apprentices of the Plumbing and Pipefitting Industry of the United States and Canada, Local 38; United Union of Roofers, Waterproofers and Allied Workers, Local 40; Plasterers and Shophands, Local 66; Sheet Metal Workers International Union, Local 104; Iron Workers Union, Local 377; Glaziers, Architectural Metal and Glass Workers Union, Local 718; Teamsters, Local 853; Auto, Marine and Specialty Painters, Local 1176; and Machinists Union, Local 1414 (COMMON CRAFTS)


M. DISCUSSION OF OTHER EDUCATIONAL ISSUES

➢ Presentation on the Common Core State Standards (CCSS) for English Language Arts (ELA)

➢ Presentation on the Common Core State Standards (CCSS) for Mathematics

N. CONSENT CALENDAR RESOLUTIONS – REMOVED AT PREVIOUS MEETING FOR SECOND READING AND ACTION

O. VOTE ON CONSENT CALENDAR – Moved and Seconded under Section F

P. CONSENT CALENDAR RESOLUTIONS – SEVERED FOR BOARD DISCUSSION AND IMMEDIATE ACTION – SEE EXHIBIT A FOLLOWING SUMMARY PAGES FOR LIST OF ITEMS

Q. SUPERINTENDENT’S PROPOSALS – FIRST READING Pg. 38 - 42

(5 Minutes will be given for total public testimony under this item.)

➢ 142-25Sp1 – Recommendation for Amending Board of Education Policy 6105.6 on Physical Education Exemptions to Further Clarify Conditions for Exemptions and Requirements
142-25Sp2 – Authorization to Grant or in the Alternative Deny the Renewal Petition for Life Learning Academy Charter School

142-25Sp3 – In Support of Renaming the James Lick Middle School Library to the E. Dwight Burns Library

R. BOARD MEMBERS’ PROPOSALS – FIRST READING
(5 Minutes will be given for total public testimony under this item.)

NONE

S. BOARD MEMBERS’ REPORTS – a. Standing Committees; b. Board Delegates to Membership Organizations (NSBA, CSBA, CGCS); c. All other reports by Board Members.

Report from the Ad Hoc Committee on Student Assignment
February 12, 2014 – Reporting: Commissioner Emily M. Murase, Ph.D.

INFORMATIONAL UPDATES:
1. 3rd Annual Report on Student Assignment (2013-14 School Year)
2. Middle School Feeders
3. Lowell High School
4. Enrollment Process for the 2014-15 School Year
5. Future Meetings

Report from the Committee of the Whole
February 18, 2014 – Reporting: Commissioner Emily M. Murase, Ph.D.

INFORMATIONAL ITEMS:
➢ Update on Budget Issues
  o Governor’s Proposed Budget for FY 2014-15
  o Local Control Funding Formula
  o Local Control Accountability Plan
  o SFUSD Budget Development

Report from the Rules, Policy, and Legislation Committee
February 19, 2014 – Reporting: Commissioner Matt Haney

ACTION ITEMS:
➢ Legislative Overview – Consideration and Action of District Positions on Selected Legislative Proposals
➢ Review & Recommendation – Board of Education Advisory Committees – Appointment Processes
➢ Review & Recommendation – New/Revised Board of Education Policies
  ➢ Board Policy 0410 – Non Discrimination in District Programs and Activities
  ➢ Board Policy 5141 – Athletic Competition
  ➢ Board Policy 5146 – Married/Pregnant/Parenting Students
  ➢ Board Policy 6145 – Extracurricular and Co-curricular Activities
S. BOARD MEMBERS’ REPORTS – a. Standing Committees; b. Board Delegates to Membership Organizations (NSBA, CSBA, CGCS); c. All other reports by Board Members. – CONTINUED

➤ Budget and Business Services Committee
➤ Curriculum and Program Committee
➤ Ad Hoc Committee on Personnel Matters/Labor Relations
➤ City and School District Select Committee
➤ Ad Hoc School District/City College Joint Committee

T. REPORT OF CLOSED SESSION ACTIONS

U. OTHER INFORMATIONAL ITEMS

V. ADJOURNMENT
1. Instructional Resolutions

1a. (142-2511) Approval of Student Travel for Alice Fong Yu Alternative Elementary School

Recommendation: That the Board of Education approve the student travel of fifty-seven (57) students and five (5) certificated employees to China to provide the students with a true "immersion" experience.
Cost to the District: $0

1b. (142-2512) Approval of Student Travel for Lowell High School

Recommendation: That the Board of Education approve the student travel of thirty-eight (38) students and one (1) certificated employee to Chicago, Illinois to attend the Choral Festival at Chicago Symphony Hall.
Cost to the District: $0

1c. (142-2513) Approval of Student Travel for Lowell High School

Recommendation: That the Board of Education approve the student travel of twenty (20) students and one (1) certificated employee to Leon, Nicaragua to install and plant school gardens in Nicaragua to promote food security.
Cost to the District: $0

2. Finance Resolutions


Recommendation: That the Superintendent recommends changes to the FY 2013-2014 Budget as adopted by the Board of Education on June 25, 2013. The budget is revised periodically as new information is received or when the assumptions on which the adopted budget was developed change. Administration recommends the following budget revision as presented.
Unrestricted and Restricted General Funds (Funds 01 & 05)
2b. **(142-25B2)** Authorization to Amend Resolution 141-14B6 to Enter Into the School Resource Officer Memorandum of Understanding (MOU) with the San Francisco Police Department

**Recommendation:** That the Board of Education of the San Francisco Unified School District authorizes the amendment of Resolution 141-14B6, which approved the School Resource Officer Memorandum of Understanding (MOU) between the San Francisco Unified School District and the San Francisco Police Department (SFPD). Through the approval of this amendment, the Board of Education adopts the MOU as originally presented to the Board.

2c. **(142-25B3)** Authorization to Renew the Agreement with the American Red Cross Bay Area Chapter for Readiness Training

**Recommendation:** That the Board of Education of the San Francisco Unified School District authorizes the Superintendent and/or his designee to renew the agreement with American Red Cross Bay Area Chapter, to provide training of District school site staff in evaluating the readiness of its facilities in case of disasters and emergencies, for the term of July 1, 2013 to June 30, 2016, for the District to agree to dual indemnification with the American Red Cross and to any appropriate modifications to the agreement as required. There is no cost to the District attached to this agreement.

2d. **(142-25B4)** Approval of the San Francisco Unified School District Memoranda of Authority with Community Based Organizations

**Recommendation:** That the Board of Education approves the Memoranda of Authority entered into between the San Francisco Unified School District and Community Based Organizations and Agencies during the 2013-2014 fiscal year. A list of the Memoranda of Authority has been attached to the Resolution.

2e. **(142-25B5)** Authorization to Amend Resolution #139-10B3, to Enter Into a Memorandum of Understanding (MOU) with Catalyst Prep, LLC

**Recommendation:** That the Board of Education of the San Francisco Unified School District authorize the amendment of Resolution #139-10B3, which allowed the Superintendent and/or his designee to enter into an MOU with Catalyst Prep, LLC. This amended resolution will add additional dates of service at Lowell High School.

2f. **(142-25B6)** Authorization to Declare Obsolete Computer Monitors, Other Computer Related Accessories, Furniture, Fixtures, Equipment Including Cafeteria Equipment, Instructional Materials and Other Miscellaneous Items as Surplus Property

**Recommendation:** Pursuant to Board Policy P3262 and Education Code Sections 17545-17555, and Education Code Sections 60510-60530, it is recommended that the Board of Education declare certain furniture, fixtures, equipment and obsolete instructional materials no longer suitable for school purposes and delegate the Director of Purchasing the authority to dispose of same by sale, auction and/or disposal donation using the most cost effective manner.
3a. (142-25W1) Authorization to Approve Contracts, Orders for Service, Work Orders, and Modifications in Connection with the School Building Program

Recommendation: That the Board of Education approve this modification between Hoi's Construction, Inc. and the San Francisco Unified School District and instruct the Chief Facilities Officer or designee to sign all documents necessary for the execution of the modification on behalf of the District and encumber sufficient funds from the Capital Facilities Fund.
Leola Havard - $116,403.11

3b. (142-25W2) Authorization to Approve Contracts, Orders for Service, Work Orders, and Modifications in Connection with the School Building Program

Recommendation: That the Board of Education approve this modification between Lionakis and the San Francisco Unified School District and instruct the Chief Facilities Officer or designee to sign all documents necessary for the execution of the modification on behalf of the District and encumber sufficient funds from the Capital Facilities Fund.
Lowell High School - $778,422

3c. (142-25W3) Authorization to Approve Contracts, Orders for Service, Work Orders, and Modifications in Connection with the School Building Program

Recommendation: That the Board of Education approve this modification between Creegan+D'Angelo and the San Francisco Unified School District and instruct the Chief Facilities Officer or designee to sign all documents necessary for the execution of the modification on behalf of the District and encumber sufficient funds from the 1990 School Facility Safety Special Tax Fund and the Capital Facilities Fund.
Sherman Elementary School - $6,700

3d. (142-25W4) Authorization to Approve Contracts, Orders for Service, Work Orders, and Modifications in Connection with the School Building Program

Recommendation: That the Board of Education approve this contract modification between Zolman Construction and the San Francisco Unified School District for an amount not to exceed $101,067 and instruct the Chief Facilities Officer or designee to sign all documents necessary for the execution of the contract modification on behalf of the District and to encumber sufficient funds from Proposition 39 School Repair Program Fund.
New Academic Campus @ 300 Seneca - $101,067
3e. **(142-25W5) Authorization to Approve Contracts, Orders for Service, Work Orders, and Modifications in Connection with the School Building Program**

**Recommendation:** That the Board of Education approve this modification between Alpha Bay Builders and the San Francisco Unified School District for an amount not to exceed $27,405.08 and instruct the Chief Facilities Officer or designee to sign all documents necessary for the execution of the contract modification on behalf of the District and to encumber sufficient funds from Proposition 39 School Repair Program Fund.

Cesar Chavez Elementary School Modernization - $27,405.08

3f. **(142-25W6) Authorization to Approve Contracts, Orders for Service, Work Orders, and Modifications in Connection with the School Building Program**

**Recommendation:** That the Board of Education approve this contract modification between PLUM Architects (PLUM) and the San Francisco Unified School District for an amount not to exceed $11,000 and instruct the Chief Facilities Officer or designee to sign all documents necessary for the execution of the contract modification on behalf of the District and to encumber sufficient funds from Proposition 39 School Repair Program Fund.

Paul Revere Elementary School - $11,000

3g. **(142-25W7) Authorization to Approve Contracts, Orders for Service, Work Orders, and Modifications in Connection with the School Building Program**

**Recommendation:** That the Board of Education approve this contract modification between Mobile Modular Management Corporation and the San Francisco Unified School District for an amount not to exceed $21,400 and instruct the Chief Facilities Officer or designee to sign all documents necessary for the execution of the contract modification on behalf of the District and to encumber sufficient funds from Proposition 39 School Repair Program Fund.

Monroe Elementary School - $21,400

3h. **(142-25W8) Authorization to Approve Contracts, Orders for Service, Work Orders, and Modifications in Connection with the School Building Program**

**Recommendation:** That the Board of Education approve this modification to the Master Agreement between Sandis Engineers and the San Francisco Unified School District for an amount not to exceed $13,120 and instruct the Chief Facilities Officer or designee to sign all documents necessary for the execution of the Master Agreement modification on behalf of the District and to encumber sufficient funds from Proposition 39 School Repair Program Fund.

McAteer Campus - $13,120
3i. (142-25W9) Authorization to Approve Contracts, Orders for Service, Work Orders, and Modifications in Connection with the School Building Program

Recommendation: That the Board of Education approve this Master Agreement modification between Sensible Environmental Solutions (SES) and the San Francisco Unified School District for an amount not to exceed $135,345 and instruct the Chief Facilities Officer or designee to sign all documents necessary for the execution of the Master Agreement modification on behalf of the District and to encumber sufficient funds from Proposition 39 School Repair Program Fund.
Miraloma Elementary School - $135,345

3j. (142-25W10) Authorization to Approve Contracts, Orders for Service, Work Orders, and Modifications in Connection with the School Building Program

Recommendation: That the Board of Education approve this modification to the Master Agreement between Construction Testing Services and the San Francisco Unified School District for an amount not to exceed $141,166 and instruct the Chief Facilities Officer or designee to sign all documents necessary for the execution of the Master Agreement Modification on behalf of the District and to encumber sufficient funds from Proposition 39 School Repair Program Fund.
Monroe Elementary School - $141,166

3k. (142-25W11) Authorization to Approve Contracts, Orders for Service, Work Orders, and Modifications in Connection with the School Building Program

Recommendation: That the Board of Education approve this modification to the Master Agreement between Vanir Construction Management and the San Francisco Unified School District for an amount not to exceed $1,674,981 and instruct the Chief Facilities Officer or designee to sign all documents necessary for the execution of the Master Agreement modification on behalf of the District and to encumber sufficient funds from Proposition 39 School Repair Program Fund.
Roosevelt Middle School and Gordon J. Lau Elementary School - $1,674,981

3l. (142-25W12) Authorization to Approve Contracts, Orders for Service, Work Orders, and Modifications in Connection with the School Building Program

Recommendation: That the Board of Education approve this contract between Zolman Construction & Development, Inc. (Zolman) and the San Francisco Unified School District for an amount not to exceed $8,786,000 and instruct the Chief Facilities Officer or designee to sign all documents necessary for the execution of the contract on behalf of the District and to encumber sufficient funds from Proposition 39 School Repair Program Fund. In the event the District is not able to enter into a contract with Zolman it will award to the next lowest, most responsive and responsible bidder, or the District may elect to re-bid the project.
Sunnyside Elementary School - $8,786,000

XII
3m. **(142-25W13) Authorization to Approve Contracts, Orders for Service, Work Orders, and Modifications in Connection with the School Building Program**

**Recommendation:** That the Board of Education approve this contract between Loving Campos Associates Architects and the San Francisco Unified School District for an amount not to exceed $1,402,466 and instruct the Chief Facilities Officer or designee to sign all documents necessary for the execution of the contract on behalf of the District and to encumber sufficient funds from Proposition 39 School Repair Program Fund.  
Visitacion Valley Middle School - $1,402,466

3n. **(142-25W14) Authorization to Approve Contracts, Orders for Service, Work Orders, and Modifications in Connection with the School Building Program**

**Recommendation:** That the Board of Education approve this contract between Mobile Modular Management Corporation and the San Francisco Unified School District for an amount not to exceed $364,137.68 and instruct the Chief Facilities Officer or designee to sign all documents necessary for the execution of the contract on behalf of the District and to encumber sufficient funds from Proposition 39 School Repair Program Fund.  
Burton High School - $364,137.68

3o. **(142-25W15) Authorization to Approve Contracts, Orders for Service, Work Orders, and Modifications in Connection with the School Building Program**

**Recommendation:** That the Board of Education approve this contract between CSDA Design Group and the San Francisco Unified School District for an amount not to exceed $1,049,220 and instruct the Chief Facilities Officer or designee to sign all documents necessary for the execution of the contract on behalf of the District and to encumber sufficient funds from Proposition 39 School Repair Program Fund.  
Longfellow Elementary School - Modernization - $1,049,220

3p. **(142-25W16) Authorization to Approve Contracts, Orders for Service, Work Orders, and Modifications in Connection with the School Building Program**

**Recommendation:** That the Board of Education approve this contract between PLUM Architects and the San Francisco Unified School District for an amount not to exceed $1,050,000 and instruct the Chief Facilities Officer or designee to sign all documents necessary for the execution of the contract on behalf of the District and to encumber sufficient funds from Proposition 39 School Repair Program Fund.  
Paul Revere Elementary/Middle School Campus - $1,050,000
3q. (142-25W17) Authorization to Approve Contracts, Orders for Service, Work Orders, and Modifications in Connection with the School Building Program

Recommendation: That the Board of Education approve this contract between Alten Construction, Inc. (Alten) and the San Francisco Unified School District for an amount not to exceed $25,602,000 and instruct the Chief Facilities Officer or designee to sign all documents necessary for the execution of the contract on behalf of the District and to encumber sufficient funds from Proposition 39 School Repair Program Fund. In the event the District is not able to enter into a contract with Alten, it will award to the next lowest, most responsive and responsible bidder, or the District may elect to re-bid the project.

Burton High School - $25,602,000

3r. (142-25W18) Authorization to Approve Contracts, Orders for Service, Work Orders, and Modifications in Connection with the School Building Program

Recommendation: That the Board of Education approve this Master Agreement between Structure Consultants Group and the San Francisco Unified School District for an amount not to exceed $297,460 and instruct the Chief Facilities Officer or designee to sign all documents necessary for the execution of the Master Agreement on behalf of the District and to encumber sufficient funds from Proposition 39 School Repair Program Fund.

Starr King Elementary School - $297,460

3s. (142-25W19) Authorization to Approve Contracts, Orders for Service, Work Orders, and Modifications in Connection with the School Building Program

Recommendation: That the Board of Education approve this Master Agreement between King Construction Inspection, Inc. and the San Francisco Unified School District for an amount not to exceed $249,622 and instruct the Chief Facilities Officer or designee to sign all documents necessary for the execution of the Master Agreement on behalf of the District and to encumber sufficient funds from Proposition 39 School Repair Program Fund.

Sunnyside Elementary School - $249,622

3t. (142-25W20) Authorization to Approve Contracts, Orders for Service, Work Orders, and Modifications in Connection with the School Building Program

Recommendation: That the Board of Education approve this Master Agreement between CIS, Inc. and the San Francisco Unified School District for an amount not to exceed $229,320 and instruct the Chief Facilities Officer or designee to sign all documents necessary for the execution of the Master Agreement on behalf of the District and to encumber sufficient funds from Proposition 39 School Repair Program Fund.

Roosevelt Middle School - $229,320
3u. **(142-25W21) Authorization to Approve Contracts, Orders for Service, Work Orders, and Modifications in Connection with the School Building Program**

**Recommendation:** That the Board of Education authorizes the Chief Facilities Officer to reject all bids for Presidio Boiler Replacement Project. Presidio Middle School Boiler Replacement Project – no cost impact

4. **Personnel Resolutions**

4a. **(142-25F1 – F14) Administrative, Secondary, Elementary Certificated Personnel Actions**

**Recommendation:** That the Board of Education approves the following personnel actions as summarized

4b. **(142-25K1 – K8) Consultant Services Contracts**

**Note:** Contracts with Individuals = Resolutions K1
Contract with Organizations = Resolutions K2 – K8

**Recommendation:** That the Board of Education approves the following consultant services contracts.

**K1. Alvarado Elementary School** – To assist the administration with home school communication and serve as a translator and daily interpreter for the Spanish speaking community which comprises approximately 45% of the school population.
Nancy Velasco - $4,000 - Trust Fund – Principal Discretionary Funds

**K2. C & I / Multilingual Pathways Department** - To provide consulting to the Multilingual Pathways Department on the implementation of the new ELD standards.
The Regents of the University of California - $20,000 - NCLB: Title III, Limited English Proficient Student Program and Cowell Foundation: Long Term English Learner Initiative

**K3. Student, Family & Community Support Dept.** – To provide, as Lead Agency, overall management and operation of the comprehensive summer supplemental program, to include programmatic and fiscal accountability in accordance with grant guidelines at Marshall Elementary School.
Mission Graduates - $44,322 - NCLB: Title IV, Part B, 21st Century Community Learning Centers
**K4.** **Student, Family & Community Support Dept.** – To provide, as Lead Agency, overall management and operation of the comprehensive summer supplemental program, to include programmatic and fiscal accountability in accordance with grant guidelines at Marshall Elementary School.

Mission Graduates - $44,608 - NCLB: Title IV, Part B, 21st Century Community Learning Centers  
(Pending FY 2014-2015 Budget Approval)

**K5.** **Student, Family & Community Support Dept.** – To provide, as Lead Agency, overall management and operation of the comprehensive summer supplemental program, to include programmatic and fiscal accountability in accordance with grant guidelines at Visitacion Valley Middle School.

Real Options for City Kids - $46,170 - NCLB: Title IV, Part B, 21st Century Community Learning Centers  
(Pending FY 2014-2015 Budget Approval)

**K6.** **Student, Family & Community Support Dept.** – To provide, as Lead Agency, overall management and operation of the comprehensive summer supplemental program, to include programmatic and fiscal accountability in accordance with grant guidelines at El Dorado Elementary School.

Real Options for City Kids - $49,815 - NCLB: Title IV, Part B, 21st Century Community Learning Centers  
(Pending FY 2014-2015 Budget Approval)

**K7.** **Student, Family & Community Support Dept.** – To provide polling services for a joint Department of Children, Youth and Their Families – San Francisco Unified School District survey of K-5 parents to assess the use and need for after school/out of school time services during the school year and summer.

Fairbank, Maslin, Maulin, Metz & Associates - $60,000 – After School Education & Safety Program and DCYF System Support & Development

**K8.** **Student, Family & Community Support Dept.** – To work with the Parent Advisory Council and community partners to lead community engagement to provide input to the SFUSD Local Control Accountability Plan

Community Initiatives - $5,000 – QTEA – Innovation, Research and Development

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**4bb. (142-25K9 – K17) Consultant Services Contracts Amendments**

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**Note:** Contracts with Individuals = Resolution NONE  
Contract with Organizations = Resolutions K9 – K17

**Recommendation:** That the Board of Education approves the following consultant services contracts.
K9. **Research, Planning and Accountability** – To revise and/or produce new assessments aligned to the district curricular guides, following the scope and sequence of standards in SFUSD. The purpose for this amendment is to change the funding year and source.  
Cost of this Amendment – $0  
Amplify Education, Inc. dba Intel Assess, Inc. – Total Program Cost to Date - $183,866 – State CCSS Funding and Unrestricted General Fund

K10. **Early Education Department** – To develop a two-week science summer camp curriculum for upper elementary schools students. The purpose for this amendment is to change the funding year.  
Cost of this Amendment – $0  
University of California, San Francisco – Total Program Cost to Date - $34,630 – EED: Evelyn & Walter HAAS, Jr. Fund

K11. **C & I / Multilingual Pathways Dept.** – To provide RALLI (Results: Academic Language and Literacy Institute) professional development to 80-90 teachers, administrators, support staff including paraprofessionals from targeted schools. The purpose for this amendment is to change the name of the Organization.  
Cost of this Amendment – $0  
Regents of The University of California, Berkeley - $103,450 – NCLB: Title II, Part A, Improving Teacher Quality Local Grant and NCLB: Title III, Limited English Proficient Student Program

K12. **Visual & Performing Arts Department** – The groups of artists and/or organizations will provide art programs for the Elementary Arts Program at various sites. The purpose for this amendment is to add/delete artists and/or art organizations.  
Cost of this Amendment - $0  
Various Artists and Organizations – Total Program Cost to Date - $559,811 – Elementary Arts Program

K13. **Student, Family & Community Support Dept.** – To provide equitable access programs and services for targeted ExCEL youth at Redding Elementary School. The purpose for this amendment is to cancel the Original K Resolution.  
Cost of this Amendment – ($5,532) Credit  
Community Youth Center of San Francisco – Total Program Cost to Date - $0 – NCLB: Title IV, Part B, 21st Century Community Learning Centers

K14. **Student, Family & Community Support Dept.** – To provide, as Lead Agency, overall management and operation of the after school program, to include programmatic and fiscal accountability in accordance with grant guidelines at Charles Drew Elementary School. The purpose for this amendment is to correct the funding sources and SACs Codes.  
Cost of this Amendment – $0  
K15. **Student, Family & Community Support Dept.** – To provide, as Lead Agency, overall management and operation of the comprehensive summer supplemental program, to include programmatic and fiscal accountability in accordance with grant guidelines at San Francisco Community School. The purpose for this amendment is to cancel a duplicate K Resolution.

Cost of this Amendment – ($49,030) Credit

Bay Area Community Resources - $0 – NCLB: Title IV, Part B, 21st Century Community Learning Centers

K16. **Special Education Services** – To provide services to special education students when no appropriate public education services are available. The purpose for this amendment is to add NPA/NPS consultants.

Cost of this Amendment – $0

Various NPA/NPS – Total Program Cost to Date - $13,129,335 – AB114: Special Education – Early Education Individuals with Exceptional Needs, Special Education Services, and AB114: Special Education – Mental Health Services

K17. **Special Education Services** – To review all records, files, assessment, IEP’s and communication documents where a legitimate educational interest exists. The purpose for this amendment is for additional services needed.

Cost of this Amendment – $57,000

Ken Ferro Consulting, LLC – Total Program Cost to Date - $69,000 – Special Education Services
Per Board Rules and Procedures Series 9000, the Board meets in Regular Session on the second and fourth Tuesdays of each month at 6:00 p.m. in the Irving G. Breyer Board Meeting Room, 555 Franklin Street, First Floor. Parking is available through the gate off McAllister Street.

The Board Agenda is posted and its contents are made available for public view in the Lobby of the SFUSD Administrative Building at 555 Franklin Street on the Friday before each regular meeting. A copy of the complete Agenda is also available in the Office of the Board of Education, Room 106, at the same address. Additional documents which are distributed to at least a majority of the Board after the publication of the Agenda and relate to items on the Agenda are available for public view in Room 106 at the time of distribution to the commissioners. Additional documents distributed to the Board during the meeting can be viewed at the meeting (if prepared by the District) or after the meeting (if prepared by some other person) by directing your request to the Executive Assistant to the Board.

Since 2010, childcare at the Regular Meetings of the Board of Education is no longer available. Children, supervised by an adult, are welcome to attend meetings of the Board of Education.

Translation services in Spanish and Chinese are available at Regular Meetings of the Board of Education. Adequate notice and request must be given to the Office of the Board of Education for other languages.
INFORMATION ON DISABILITY ACCESS TO MEETINGS OF THE BOARD OF EDUCATION

SAN FRANCISCO UNIFIED SCHOOL DISTRICT GENERAL ADMINISTRATIVE OFFICES
555 FRANKLIN STREET, SAN FRANCISCO, CA 94102
(THE IRVING G. BREYER BOARD MEETING ROOM IS WHEELCHAIR ACCESSIBLE.)

MUNI: ACCESSIBLE MUNICIPAL LINES ARE:
- 47 VAN NESS ON VAN NESS AVENUE
- 71 AND 71L ON MARKET STREET
- F LINE ON MARKET STREET (SURFACE)
- J, K, L, M, & N LINES (SUBWAY)
- FOR ADDITIONAL INFORMATION ABOUT MUNI ACCESSIBLE SERVICES, CALL (415) 701-4485 OR (415) 923-6142.

BART: CIVIC CENTER BART STATION

PARKING: ACCESSIBLE PARKING IS AVAILABLE.
PLEASE ENTER THROUGH THE GATE OFF MCALLISTER STREET.

AMERICAN SIGN LANGUAGE:
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IT IS REQUESTED THAT INDIVIDUALS REFRAIN FROM WEARING PERFUME OR OTHER SCENTED PRODUCTS IN ORDER TO ALLOW THOSE WITH ENVIRONMENTAL ILLNESSES OR MULTIPLE CHEMICAL SENSITIVITY TO ATTEND THE MEETINGS OF THE BOARD OF EDUCATION.
Resolution # 142-11Sp2- Recommendation for Aligning Mathematics Course Sequence to the Common Core State Standards for Mathematics for All Students

REQUESTED ACTION: That the Board of Education of the San Francisco Unified School District (SFUSD) approve and support the actions necessary to implement the recommendations of the Superintendent to adopt a 6-12 sequence of mathematics courses aligned to the Common Core State Standards for Mathematics (CCSS-M) and the Smarter Balanced Assessment (SBAC) beginning in 2014-2015 school year.

Below is a diagram that describes the course sequence supported by the Superintendent:

![Course Sequence Diagram]

**BACKGROUND:**

San Francisco Unified School District is committed to a district-wide implementation of the CCSS-M that effectively impacts math learning for all PK-12 students and is both deep and sustainable. This commitment is in keeping with the first strategy for success in SFUSD’s Strategic Plan: “Implement the SFUSD Core Curriculum and use student data to make informed decisions and monitor our progress toward goals” as well as our district goal of Access and Equity Goal: “Make social justice a reality by ensuring every student has access to high quality teaching and learning.”

Implementation of the CCSS-M requires each student to have a focused, coherent, and rigorous learning experience in mathematics that makes sense to students as they move from course to course, and that ensures students are college-ready by the end of high school. Focusing deeply on fewer concepts allows students to gain strong foundational conceptual understanding and developing coherence across grades allows students to build upon deep conceptual understanding from earlier years so that each standard is not a new event, but an extension of previous learning. The CCSS-M define rigor to mean that all students in every grade are enrolled in courses that balance conceptual understanding—the ability to access concepts from multiple perspectives and apply them to new situations—with procedural skill and fluency.

This differs from the current practice in California where the previous 1997 California State Standards in Mathematics are described as a “mile-wide and inch-deep.” In particular, California Schools, including SFUSD, have placed the majority of their 8th grade students in the course formally labeled Algebra 1. This was accomplished by racing through topics in grades K-7 in the illusion that the “covering of topics” would prepare students for success in upper level mathematics. The results of racing through mathematical topics that had previously been in higher-grade levels have been unfavorable for the vast majority of SFUSD students and further disenfranchised our most underserved populations.
Superintendent’s Proposal – 142-11Sp2

The chart below describes how a cohort of SFUSD 8th grade students progressed through the current expected sequence of math courses from 8th grade through 10th grade. This course sequence is 8th grade: Algebra 1, 9th grade: Geometry, 10th grade: Algebra 2, from Fall 2011 to Spring 2013.

<table>
<thead>
<tr>
<th></th>
<th>All Students</th>
<th>African American</th>
<th>Latino</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of 8th grade students enrolled in</td>
<td>2,705</td>
<td>214</td>
<td>525</td>
</tr>
<tr>
<td>Algebra 1 in the Fall 2011</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of 10th grade students enrolled in</td>
<td>1,112</td>
<td>35 (16.4%)</td>
<td>96 (18.2%)</td>
</tr>
<tr>
<td>Algebra 2 in the Fall of 2013</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of 10th grade students who tested</td>
<td>516 (19.1%)</td>
<td>3 (1.4%)</td>
<td>20 (3.8%)</td>
</tr>
<tr>
<td>“Proficient” on the California State Test for</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Algebra 2</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

These data show that our current sequence of math courses is not preparing students for success in learning algebraic concepts and skills. Only 19.1% of all students, and 1.4% of African American students, are able to progress through our current sequence without repeating courses and testing proficient on the state test. This is a very strong indication that our current practice is not working.

By adopting this resolution, the board furthers the SFUSD goals of:
1. Preparing all students for College and Career success through the careful and intentional sequencing of mathematical concepts, skills, and applications within and across grade levels and courses. This thoughtful progression, along with adequate time given to all concepts, will build the strong mathematical foundation that will allow all students the opportunity to succeed in College and Career;
2. Providing all students the foundational background and opportunities to satisfy the SFUSD graduation requirements;
3. Align SFUSD curriculum and course sequence to the CCSS-M and SBAC;
4. Providing a single coherent sequence of mathematics courses for all students that embodies the rigor, coherence, and focus of the new standards.
5. Additionally, the superintendent recognizes that the 2014-2015 school year will be a transition year in which the proposed course sequence will be partially implemented. This sequence will be fully implemented in all grades in 2015-16.

Superintendent’s Proposal
142-11Sp2

2/11/14
2/25/14
INSTRUCTION

Mathematics Course Sequence Grades 6 through 12

In addition to the Standards for Mathematical Practice, the Common Core State Standards-Mathematics content standards are organized by grade level in Grades K–8 and by conceptual category in high school (number and quantity, algebra, functions, geometry, probability and statistics, and modeling), showing the body of knowledge students should learn. San Francisco Unified School District assumes the responsibility to ensure that the courses we make available to all students meets the rigor of the Common Core State Standards-Mathematics, and we must provide students clear options for pursuing course sequences that will prepare them for college, careers, and life beyond high school.

The mathematics course sequence is based on our belief that:

- All students can and should develop a belief that mathematics is sensible, worthwhile, and doable.
- All students are capable of making sense of mathematics in ways that are creative, interactive, and relevant.
- All students can and should engage in rigorous mathematics through rich, challenging tasks.
- Students’ academic success in mathematics must not be predictable on the basis of race, ethnicity, gender, socioeconomic status, language, religion, sexual orientation, cultural affiliation, or special needs.

Section A below describes the course sequence for students in grades 6 through 8. Section B below describes the course sequence for students in grades 9 through 12.

Section A: Course sequence for students in grades 6 through 8

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Course Name</th>
<th>Common Core State Standards Mathematics Themes</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>CCSS Math 6</td>
<td>• Connecting ratio and rate to whole number multiplication and division</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Using ratio and rate to solve problems</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Developing understanding of division of fractions</td>
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<tr>
<td></td>
<td></td>
<td>• System of rational numbers, including negative numbers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Writing, interpreting, and using expressions and equations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Developing understanding of statistical thinking</td>
</tr>
<tr>
<td>7</td>
<td>CCSS Math 7</td>
<td>• Understanding and applying proportional relationships</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Developing understanding of operations with rational numbers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Working with expressions and linear equations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Scale drawings and informal geometric constructions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Working with 2- and 3-dimensional shapes to solve problems involving area, surface area, and volume</td>
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<tr>
<td></td>
<td></td>
<td>• Drawing inferences about populations based on samples</td>
</tr>
<tr>
<td>8</td>
<td>CCSS Math 8</td>
<td>• Formulating and reasoning about expressions and equations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Modeling an association in bivariate data with a linear equation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Solving linear equations and systems of linear equations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Using functions to describe quantitative relationships</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Geometric transformations and congruence</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Analyzing 2- and 3-dimensional space and figures using distance, angles, similarity, and the Pythagorean Theorem</td>
</tr>
<tr>
<td>Grade Level</td>
<td>Course Name</td>
<td>Common Core State Standards Mathematics Themes</td>
</tr>
<tr>
<td>-------------</td>
<td>------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| 9           | CCSS Algebra 1               | • Understand concept of a function, use function notation, interpret functions in applications, analyze and model with functions  
• Interpret the structure of expressions and write expressions in equivalent forms  
• Perform arithmetic operations on polynomials, understand relationship between zeros and factors of polynomials  
• Solving linear equations, linear systems, and quadratic equations  
• Construct and compare linear, quadratic, and exponential models  
• Summarize, represent, and interpret categorical and quantitative data on one or two variables |
| 10          | CCSS Geometry                | • Congruence, transformations, and rigid motions  
• Similarity, right triangles, and trigonometric ratios  
• Prove geometric theorems  
• Circles theorems, arc lengths, and areas of sectors  
• Expressing geometric properties with equations, use coordinates to prove theorems algebraically  
• Explain and use volume formulas, relationships between 2- and 3-dimensional objects and model with geometry |
| 11          | CCSS Algebra 2 OR CCSS Algebra 2 + Precalculus Compression | **CCSS Algebra 2**  
• Build a function that models a relationship between two quantities and build new functions from existing functions  
• Construct and compare linear and exponential models  
• Trigonometric functions, unit circle, modeling periodic phenomena, prove and apply trigonometric identities  
• Use polynomial identities, rewrite rational functions  
• Random processes, statistical experiments, making inferences and justifying conclusions  
• Conditional probability, rules of probability, compound events, expected value, use probability to evaluate outcomes of decisions  

**CCSS Algebra 2 + Precalculus**  
• Build a function that models a relationship between two quantities and build new functions from existing functions  
• Construct and compare linear and exponential models  
• Trigonometric functions, unit circle, trigonometric identities, inverse trigonometric functions and restricted domains, modeling  
• Conic sections, including ellipses and hyperbolas, and curves defined parametrically  
• Rational functions and their graphs, including zeros, asymptotes, increasing and decreasing intervals, and maximum or minimums, polynomial identities, rewrite rational functions  
• Complex numbers, polar coordinates, and vectors  
• Random processes, statistical experiments, making inferences and justifying conclusions  
• Conditional probability, rules of probability, compound events, expected value, use probability to evaluate outcomes of decisions |
Mathematics Course Sequence Grades 6 through 12

<table>
<thead>
<tr>
<th>12</th>
<th>Precalculus</th>
<th>Precalculus</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>OR</td>
<td>Complex numbers and polar coordinates</td>
</tr>
<tr>
<td></td>
<td>AP Calculus</td>
<td>OR Vectors and matrices, and using matrices to transform the plane and</td>
</tr>
<tr>
<td></td>
<td>OR AP Statistics</td>
<td>OR to represent and solve linear systems</td>
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<tr>
<td></td>
<td></td>
<td>Trigonometric functions, their graphs and properties, inverse</td>
</tr>
<tr>
<td></td>
<td></td>
<td>OR trigonometric functions and restricted domains, modeling</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Conic sections, including ellipses and hyperbolas, and curves defined</td>
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<tr>
<td></td>
<td></td>
<td>OR parametrically</td>
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<tr>
<td></td>
<td></td>
<td>Rational functions and their graphs, including zeros, asymptotes,</td>
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<tr>
<td></td>
<td></td>
<td>OR increasing and decreasing intervals, and maximum or minimums</td>
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<tr>
<td></td>
<td></td>
<td>AP Calculus</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Functions, graphs, limits, asymptotic and unbounded behavior,</td>
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<tr>
<td></td>
<td></td>
<td>OR continuity</td>
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<tr>
<td></td>
<td></td>
<td>Derivatives, tangent line, instantaneous rate, second derivatives,</td>
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<tr>
<td></td>
<td></td>
<td>OR application and computation of derivatives</td>
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<tr>
<td></td>
<td></td>
<td>Integrals, properties and applications of definite integrals,</td>
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<td></td>
<td></td>
<td>OR Fundamental Theorem of Calculus, antiderivatives</td>
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<tr>
<td></td>
<td></td>
<td>Numerical approximations to definite integrals</td>
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<tr>
<td></td>
<td></td>
<td>AP Statistics</td>
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<tr>
<td></td>
<td></td>
<td>Exploring data, and describing patterns and departures from patterns</td>
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<tr>
<td></td>
<td></td>
<td>OR Sampling, experimentation, and planning and conducting a study</td>
</tr>
<tr>
<td></td>
<td></td>
<td>OR Anticipating patterns, and exploring random phenomena using</td>
</tr>
<tr>
<td></td>
<td></td>
<td>OR probability and simulation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>OR Statistical inference, estimating population parameters and testing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>OR hypotheses</td>
</tr>
</tbody>
</table>

LEGAL REFERENCES:

California Education Code (EC)

- Section 51210. Mandates the adopted course of study with a course sequence
- Section 51220 (f). Math course sequence in grades 7–12 — instruction designed to develop mathematical understandings, operational skills, and insight into problem-solving procedures.
- Section 51225.3. Mathematics graduation course requirement — 2 courses in mathematics. One or a combination of these courses must meet or exceed the rigor of the content standards for Algebra I.
- Section 51224.5. Algebra requirement in grades 7-12 —
  - (A) The adopted course of study for grades seven to twelve, inclusive, shall include algebra as part of the mathematics area of study pursuant to subdivision (f) of Section 51220.
  - (B) Commencing with the 2003-04 school year and each year thereafter, at least one course, or a combination of the two courses in mathematics required to be completed pursuant to subparagraph (B) of paragraph (1) of subdivision (a) of Section 51225.3 by pupils while in grades nine to twelve, inclusive, prior to receiving a diploma of graduation from high school, shall meet or exceed the rigor of the content standards for Algebra I, as adopted by the State Board of Education pursuant to Section 60605.
INSTRUCTION

Mathematics Course Sequence Grades 6 through 12

(C) A pupil who, prior to enrollment in grade 9, completes coursework in algebra that meets or exceeds the rigor of the content standards for Algebra I, as adopted by the State Board of Education, is exempt from subdivision (b), but is not exempt from the requirement that the pupil complete two courses in mathematics while enrolled in grades 9 to 12, inclusive, as specified in subparagraph (B) of paragraph (1) of subdivision (a) of Section 51225.3

Other References

Common Core State Standards
Adopted by the California State Board of Education August 2010 and modified January 2013

The Mathematics Framework
Adopted by the California State Board of Education Publication, summer 2014

Introduction to the Math Shifts for the Common Core State Standards (Shifts to teaching practice)
By Achieve the Core, CA Department of Education

CaCCSS-M Task Force (to collect, design, and organize resources that could be used in professional development (PD)).
Sponsored by the California Council of Teachers of Mathematics

Implementing the Math Practices (Shifts in teaching practice)
By Education Development and The National Science Foundation

SFUSD Strategic Plan (College and Career Readiness; Access and Equity)

SFUSD School Quality Implementation System (College and Career Readiness; Multi-tiered systems of support; provision of rich tasks requiring greater cognitive demands)

History/Authorization

Adopted: Resolution 142-11Sp2 (First Reading – February 11, 2014) (Second Reading – February 25, 2014)
WHEREAS: San Francisco Unified School District (SFUSD) believes strongly in creating a District-wide, positive, relationship-based culture that is supportive of all members of the SFUSD community and has been a statewide leader in initiating policies to support Restorative Practices, Positive Behavior Interventions and Supports, and Trauma Sensitive Practices; and

WHEREAS: SFUSD’s leadership in positive, evidence-based alternatives to school discipline, includes its 2009 adoption of resolution 96-23A1, “In Support of a Comprehensive School Climate, Restorative Justice and Alternatives to Suspensions & Expulsions” with the goal that:

- students will learn to accept responsibility, repair the harm their actions caused, recognize their role in maintaining a safe school environment, build upon their personal relationships in the school and contribute as a positive member of the school community;

- an improved sense of community will significantly decrease the need for suspensions, expulsions, and time that students are excluded from instruction due to behavior infractions; and

WHEREAS: SFUSD is committed to addressing disproportionality and disparities in the issuance of office referrals, suspensions, expulsion referrals, and expulsions, all of which result in lost instructional time, and taking affirmative steps to support its school-site leadership, teachers, staff, and parents to support students in the classroom; and

WHEREAS: SFUSD has taken a strong and proactive role in its commitment to addressing disproportionality in suspension and expulsion rates as one of eight California Office to Reform Education (CORE) school districts granted a federal waiver from the requirements of the No Child Left Behind Act with its pledge to develop a School Quality Improvement System (SQIS), which includes a Social/Emotional Domain Index (20%) that will address suspension and expulsion rates for the purposes of reducing disproportionality; and

WHEREAS: Between 2010-2013, over 2500 SFUSD educators have attended full day Restorative Practices trainings, and many thousand more have attended Restorative Practices meetings, conferences, and professional development, and SFUSD’s Restorative Practices program has been recognized nationally for its outstanding work and impact, including receiving the 2013 “Golden Bell Award” from the California School Boards Association; and

WHEREAS: The leadership and systemic change led by SFUSD educators has already resulted in reductions in overall suspensions throughout the District by over 30% from 2009-2010 to 2012-2013; and

WHEREAS: SFUSD recognizes that California law provides that suspension, including supervised suspension, should be utilized for adjustment purposes only when other means of correction have failed to bring about proper conduct and/or safety is at risk, as well as, provides alternatives to suspension that are age appropriate and designed to address and correct the student’s specific misconduct; and
WHEREAS: Studies indicate that suspension does not often result in positive behavior conditioning and furthermore can instead intensify misbehavior by increasing shame, alienation, and rejection amongst students, and an extensive study from Texas found that students are 5 times more likely to dropout, 6 times more likely to repeat a grade, and 3 times more likely to have contact with the juvenile justice system if suspended; and

WHEREAS: The American Academy of Pediatrics released a report describing the adverse effects of out of school suspension as “profound,” and the organization maintains that “out of school suspension and expulsion are counterproductive to the intended goals, rarely if ever are necessary, and should not be considered an appropriate intervention in any but the most extreme and dangerous circumstances;” and

WHEREAS: SFUSD remains concerned that a disproportionate number of African-American students and students with disabilities in SFUSD are given office referrals, suspended and referred for expulsion relative to their counterparts, leading to extensive lost instructional time and deepening the racial achievement/opportunity gap; and

WHEREAS: In 2012-2013, African-American students made up approximately 10% of the school population, but accounted for close to 50% of suspensions and expulsions, and African-American high school students missed an average of 19 more instructional days annually than their peers; and

WHEREAS: In 2012-2013, 36% of all suspensions in SFUSD “willful defiance” (E.C. 48900(k)) is listed as the most serious offense; and

WHEREAS: SFUSD remains concerned that in 2012-2013, overall African-American and Latino students make up 77% of all SFUSD suspensions and 81% of all suspensions identified under the category of “willful defiance”; and

WHEREAS: SFUSD recognizes that by July 1, 2014, it will need to develop and adopt a three-year Local Control and Accountability Plan (LCAP), which shall include, for the district and each of its schools: (1) baseline data on the current suspension and expulsion rates disaggregated for all pupils and subgroups: (2) annual goals to reduce such rates; and (3) the specific actions and funding tied to improved services and supports to meet the goals; and

WHEREAS: California Education Code Section 48900.5, effective January 1, 2013, reads that “Suspension, including supervised suspension, shall be imposed only when other means of correction fail to bring about proper conduct,” and “other means of conduct include but are not limited to: (1) A conference between school personnel, the pupil’s parent or guardian, and the pupil, (2) Referrals to the school counselor, psychologist, social worker, child welfare attendance personnel, or other school support service personnel for case management and counseling, (3) Study teams, guidance teams, resource panel teams, or other intervention-related teams that assess the behavior, and develop and implement individualized plans to address the behavior in partnership with the pupil and his or her parents, (4) Referral for a comprehensive psychosocial or psychoeducational assessment, including for purposes of creating an individualized education program, (5) Enrollment in a program for teaching prosocial behavior or anger management, (6) Participation in a restorative justice program, (7) A positive behavior support approach with tiered interventions that occur during the schoolday on campus, or (8) After-school programs that address specific behavioral issues or expose pupils to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups;” and
WHEREAS: SFUSD’s Strategic Plan, “Beyond the Talk: Taking Action to Educate Every Child Now,” recognizes the achievement gap as the greatest social justice/civil rights issue facing our country, and closing the instructional time gap by reducing office referrals and suspensions for our African American, Latino, and Pacific Islander students is key to closing the achievement gap; and

WHEREAS: The majority of out of classroom time is due to teacher referrals or classroom suspensions for non-compliance and amounts to thousands of incidents a year and must be addressed; and

WHEREAS: In order to effectively reduce the number of out of classroom referrals and suspensions now, it is imperative to provide targeted support that empowers teachers who most need to build effective instructional and classroom management tools that can be exhausted before referring a child out of the classroom.

THEREFORE BE IT RESOLVED: That the Board of Education of the San Francisco Unified School District requests that the Superintendent establish a district policy and an implementation plan, hereafter known as the Safe and Supportive Schools Policy, to deepen and extend positive tiered behavioral interventions and alternatives to suspension, increase instructional time, and reduce racial disparities as follows:

Full Implementation of Restorative Practices (RP) and School-Wide Positive Behavior Interventions and Supports (SWPBIS) at All Schools:

- Develop a policy and implementation plan for the roll-out of Restorative Practices (RP) and School Wide Positive Behavior Interventions and Supports (SWPBIS) at all schools over the next three years.
  - The plan should:
    - Ensure that RP/PBIS supports, including training and professional development, are available to all teachers and educators throughout the district;
    - Identify resources and staffing needed to move towards full implementation, including identifying the roles and responsibilities of staff in District office who are helping to implement alternatives to suspension;
    - Integrate RP and SWPBIS with Response to Intervention (RTI);
    - Include steps to ensure that positive behavior and restorative practices are embraced and modeled and reinforced at all levels of the school district, including by Central District staff and with/among Principals and school-site leaders;
    - Include trauma informed practices and behavior de-escalation support.

- For SWPBIS, the plan should include the following:
  - Develop a school-based team to plan and guide the implementation efforts;
  - Establish simple, objective behavior expectations and a clear set of positive behavior rewards and a positive behavior system that includes both extrinsic and intrinsic motivators;
  - Regularly collect and analyze discipline data and sharing it with the school to inform disciplinary practices and procedures;
  - A structure for providing training and support about trauma informed practices, the need for behavior de-escalation and implicit bias and stereotype training in order to help all staff more effectively respond to and prevent behavior issues from escalating;
• Set measurable outcomes and benchmarks for decreasing the number of students for each subgroup that are referred to the office, suspended, involuntarily transferred, or expelled.

• **Restorative Practices** will include but not limited to:
  o Implement principles and processes throughout the school community that emphasize the importance of positive relationships as central to building community and restoring relationships when harm has occurred;
  o Consistently spend time building trusting relationships among students, staff, and family communities both school wide and within the classroom.

• **Data-based Decision Making**: The implementation plan should include regularly collecting and analyzing discipline data and sharing it with the school community to inform disciplinary practices and procedures.

• **School Community Appeal for Redress**: A mechanism will be created for students and parents, including the School Site Council, to appeal to the district for redress if Restorative Practices and/or SWPBIS have not been made available or implemented on the school site after the third year.

**Tiers of Intervention and Alternatives to School Suspension:**

• **Tiered Behavioral Discipline Matrix at All Schools**:
  o In partnership with educators, union representatives, parents, students and other key stakeholders establish a tiered behavioral discipline matrix, aligned with Response to Intervention, Restorative Practices, and Trauma Informed Practices, that:
    1. Includes which positive and supportive interventions at a minimum shall be utilized for all students in a consistent and age appropriate manner, which may include the “other means of correction” listed under Section 48900.5 of the California Education Code;
    2. Establishes in policy that “out of school suspensions” should only be utilized as the appropriate intervention in the most extreme circumstances when all other interventions have been exhausted and documented in the District data system, or the principal determines that the physical safety of members of the school community are at risk, as required by Section 48900.5 of the California Education Code;
    3. Any student who makes a request for the use of restorative practices as an alternative to suspension for a first time discretionary offense shall receive this alternative.

• **Update District policy to reflect that**:
  o Alternatives to suspension shall be exhausted pursuant to 48900.5 and documented in the District data system;
  o Every student who is suspended from school shall receive a reentry conference and an intervention plan to be developed with the student and guardian/parent(s) that will include clear documented behavioral and academic expectations for the student, and any additional services or support that school staff will provide to assist the student in meeting those expectations.

• **Specify positive interventions for suspended students**:
  o Ensure that if a teacher suspends pursuant to 48910, consistent in-school options are available with appropriately credentialed intensive supervision, behavioral counseling, and academic instruction for the duration of the teacher suspension from class.
  o For “out of school suspension,” to the extent feasible, offer the SFUSD “Counseling Center” for the student to serve the “out of school suspension” in lieu of serving the suspension at home.
Regular and Accurate Data Reporting on Disciplinary Measures and Interventions:
- **Publish aggregate data on school discipline and behavioral interventions** and disaggregate by all subgroups on the District’s website bi-annually after each semester for the District and each school and include the prior year’s data in the parent handbook. Data shall include:
  - The aggregate number of referrals, teacher, supervised in-school, and out-of-school suspensions, expulsion referrals, expulsions, and stipulated expulsions disaggregated by all subgroups, including race, ethnicity, ELL status, socio-economic status, and disability and by offense for the district and by school-site:
  - The number of instructional days and ADA funding lost to suspensions, transfers, and expulsions.
  - Interventions and alternatives to suspension utilized by school sites, including restorative practices circles and conferences.
  - The explanation for the behavior that led to the referral, suspension or expulsion from the student and the educator, as well as any requests or recommendations for support or services.
  - In reporting such data, the privacy of individual students and teachers shall be protected.

Reducing Suspensions and Racial Disproportionality in Balanced Scorecard:
- **Balanced Scorecard**: Beginning in the fall of 2014, revise the Balanced Scorecard to include indicators that measure reductions in suspensions, referrals, and racial disproportionality in discipline, as well as adoption of restorative practices and alternatives to suspension.

Alternatives to Suspensions for Disruption/Willful Defiance:
- **Alternative to Suspension for “Willful Defiance”**: Ensure that proactive and evidence-based alternative interventions are in place for incidents involving “defiance” or “disruption.”
- Alternatives to suspension should reflect evidence-based interventions for differing levels of defiant or disruptive behavior, and should include behavior de-escalation support and trauma sensitive practices.
- Beginning in the fall of 2014, update District policy to provide that no student shall receive a suspension or recommendation for expulsion/be expelled solely on the basis of “disruption/willful defiance” (48900(k)).

Disproportionate Referral, Suspension, and Loss of Instructional Time for African-American Students:
- The Superintendent’s plan should include policies and approaches aimed at ending the significant disproportionate referral, suspension and expulsion rates of African American students.
- For schools where the percentage of suspensions for African-American students is **significantly** greater than percentage of African-American students enrolled:
  - **Provide Priority and Deeper Site Support in**:
    - Restorative principles and practices
    - School-wide Positive Behavior Interventions and Supports (SWPBIS)
    - Trauma sensitive practices
    - Implicit/explicit bias
  - **School-site goal setting**, with support and review by the Superintendent, for reducing suspensions/expulsions for African-American students at the beginning of each year.
  - **Significant Disproportionality**: For the purposes of this section, significant disproportionality will be defined in the policy, with input from educators, parents, and community in a manner that is consistent with civil rights laws.
• Support for Students and Educators:
  o The site principal will consult with the appropriate Asst. Superintendent or Superintendent’s designee, who will identify and ensure that “other means of correction” under the behavioral discipline matrix have been exhausted for African-American students recommended for suspension for a discretionary offense, as required by California law under Education Code 48900.5.
  o The Asst. Superintendent or Superintendent’s designee shall work with the school site to identify available in-school and out-of-school supports for the African-American student recommended for suspension.

Suspension Appeals:
• Update the suspension notification issued to parents/students/guardians to include clear information on the steps and timeline to initiate a suspension appeal, including that a suspension can be appealed for the failure to exhaust alternatives to suspension.

Create Clear Policy for Use of “Permitted Dismissals” and End Undocumented Suspensions
• Create a policy regarding the use of permitted dismissals and “permits to leave” (PTL), which should include data collection, monitoring and reporting.
• As part of this policy, reiterate that “undocumented suspensions” are prohibited and unlawful.
• Develop a broader communication plan for implementation in the 2014-15 school year to inform students, parents and school staff regarding policies relating to permitted dismissals and undocumented suspensions and ways to address the issue if misuse occurs.

Implementation and Reporting:
Be it further resolved that the Superintendent shall:
  1. Within 120 days, present a proposal to update district policies, including the tiered behavioral intervention matrix, and an implementation plan to the Board of Education regarding how and when the district will implement all of the above including implications for staffing and support for school sites;
  2. Develop a process to include input and participation from educators, including the United Educators of San Francisco and United Administrators of San Francisco, parents and students;
  3. Establish a review and oversight process that includes involvement and recommendations by school staff and community, and bi-annual progress reports to the Board of Education.

FURTHER BE IT RESOLVED: That the Board of Education directs the Superintendent to address this agreement with resources for teachers including Professional Development (PD) for restorative practices, working with students impacted by trauma, de-escalation techniques, Cultural Competency, relationship building, communication skills and working with students with special needs, prioritizing schools with highest behavioral needs; and
BE IT FURTHER RESOLVED: That the Board of Education directs the Superintendent to prioritize in labor negotiations with UESF, the reduction of out of classroom time due to referrals and classroom suspensions for non-compliance.

Amendments from the 2/5/13 Committee of the Whole meeting. Amendments in bold, italics, and underscored.

12/10/13
2/25/14

Please Note:

➢ Referred by order of the Chair on 12/10/13 to a Committee of the Whole meeting to be held in January 2014.
➢ Taken up at the Committee of the Whole meeting of February 4, 2014. Forwarded to the Board as amended. Held for action at a future meeting of the Board.
Subject: Resolution No. 1312-10A4
ESTABLISHMENT OF A SAFE AND SUPPORTIVE SCHOOLS POLICY IN THE SAN FRANCISCO
UNIFIED SCHOOL DISTRICT
- Commissioner Matt Haney

WHEREAS: San Francisco Unified School District (SFUSD) believes strongly in creating a District-wide,
positive, relationship-based culture that is supportive of all members of the SFUSD community and has
been a statewide leader in initiating policies to support Restorative Practices, Positive Behavior
Interventions and Supports, and Trauma Sensitive Practices; and

WHEREAS: SFUSD’s leadership in positive, evidence-based alternatives to school discipline, includes its
2009 adoption of resolution 96-23A1, “In Support of a Comprehensive School Climate, Restorative
Justice and Alternatives to Suspensions & Expulsions” with the goal that:
• students will learn to accept responsibility, repair the harm their actions caused, recognize
  their role in maintaining a safe school environment, build upon their personal relationships
  in the school and contribute as a positive member of the school community;
• an improved sense of community will significantly decrease the need for suspensions,
  expulsions, and time that students are excluded from instruction due to behavior
  infractions; and

WHEREAS: SFUSD is committed to addressing disproportionality and disparities in the issuance of office
referrals, suspensions, expulsion referrals, and expulsions, all of which result in lost instructional time,
and taking affirmative steps to support its school-site leadership, teachers, staff, and parents to support
students in the classroom; and

WHEREAS: SFUSD has taken a strong and proactive role in its commitment to addressing
disproportionality in suspension and expulsion rates as one of eight California Office to Reform
Education (CORE) school districts granted a federal waiver from the requirements of the No Child Left
Behind Act with its pledge to develop a School Quality Improvement System (SQIS), which includes a
Social/Emotional Domain Index (20%) that will address suspension and expulsion rates for the purposes
of reducing disproportionality; and

WHEREAS: Between 2010-2013, over 2500 SFUSD educators have attended full day Restorative
Practices trainings, and many thousand more have attended Restorative Practices meetings,
conferences, and professional development, and SFUSD’s Restorative Practices program has been
recognized nationally for its outstanding work and impact, including receiving the 2013 “Golden Bell
Award” from the California School Boards Association; and

WHEREAS: The leadership and systemic change led by SFUSD educators has already resulted in
reductions in overall suspensions throughout the District by over 30% from 2009-2010 to 2012-2013;
and

WHEREAS: SFUSD recognizes that California law provides that suspension, including supervised
suspension, should be utilized for adjustment purposes only when other means of correction have failed
to bring about proper conduct and/or safety is at risk, as well as, provides alternatives to suspension
that are age appropriate and designed to address and correct the student’s specific misconduct; and
WHEREAS: Studies indicate that suspension does not often result in positive behavior conditioning and furthermore can instead intensify misbehavior by increasing shame, alienation, and rejection amongst students, and an extensive study from Texas found that students are 5 times more likely to dropout, 6 times more likely to repeat a grade, and 3 times more likely to have contact with the juvenile justice system if suspended; and

WHEREAS: The American Academy of Pediatrics released a report describing the adverse effects of out of school suspension as “profound,” and the organization maintains that “out of school suspension and expulsion are counterproductive to the intended goals, rarely if ever are necessary, and should not be considered an appropriate intervention in any but the most extreme and dangerous circumstances;” and

WHEREAS: SFUSD remains concerned that a disproportionate number of African-American students and students with disabilities in SFUSD are given office referrals, suspended and referred for expulsion relative to their counterparts, leading to extensive lost instructional time and deepening the racial achievement/opportunity gap; and

WHEREAS: In 2012-2013, African-American students made up approximately 10% of the school population, but accounted for close to 50% of suspensions and expulsions, and African-American high school students missed an average of 19 more instructional days annually than their peers; and

WHEREAS: In 2012-2013, 36% of all suspensions in SFUSD “willful defiance” (E.C. 48900(k)) is listed as the most serious offense; and

WHEREAS: SFUSD remains concerned that in 2012-2013, overall African-American and Latino students make up 77% of all SFUSD suspensions and 81% of all suspensions identified under the category of “willful defiance”; and

WHEREAS: SFUSD recognizes that by July 1, 2014, it will need to develop and adopt a three-year Local Control and Accountability Plan (LCAP), which shall include, for the district and each of its schools: (1) baseline data on the current suspension and expulsion rates disaggregated for all pupils and subgroups: (2) annual goals to reduce such rates; and (3) the specific actions and funding tied to improved services and supports to meet the goals; and

WHEREAS: California Education Code Section 48900.5, effective January 1, 2013, reads that “Suspension, including supervised suspension, shall be imposed only when other means of correction fail to bring about proper conduct,” and “other means of conduct include but are not limited to: (1) A conference between school personnel, the pupil’s parent or guardian, and the pupil, (2) Referrals to the school counselor, psychologist, social worker, child welfare attendance personnel, or other school support service personnel for case management and counseling, (3) Study teams, guidance teams, resource panel teams, or other intervention-related teams that assess the behavior, and develop and implement individualized plans to address the behavior in partnership with the pupil and his or her parents, (4) Referral for a comprehensive psychosocial or psychoeducational assessment, including for purposes of creating an individualized education program, (5) Enrollment in a program for teaching prosocial behavior or anger management, (6) Participation in a restorative justice program, (7) A positive behavior support approach with tiered interventions that occur during the school day on campus, or (8) After-school programs that address specific behavioral issues or expose pupils to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups;” and
WHEREAS: SFUSD's Strategic Plan, "Beyond the Talk: Taking Action to Educate Every Child Now," recognizes the achievement gap as the greatest social justice/civil rights issue facing our country, and closing the instructional time gap by reducing office referrals and suspensions for our African American, Latino, and Pacific Islander students is key to closing the achievement gap; and

WHEREAS: The majority of out of classroom time is due to teacher referrals or classroom suspensions for non-compliance and amounts to thousands of incidents a year and must be addressed; and

WHEREAS: In order to effectively reduce the number of out of classroom referrals and suspensions now, it is imperative to provide targeted support that empowers teachers who most need to build effective instructional and classroom management tools that can be exhausted before referring a child out of the classroom.

THEREFORE BE IT RESOLVED: That the Board of Education of the San Francisco Unified School District requests that the Superintendent establish a district policy and an implementation plan, hereafter known as the Safe and Supportive Schools Policy, to deepen and extend positive tiered behavioral interventions and alternatives to suspension, increase instructional time, and reduce racial disparities as follows:

Full Implementation of Restorative Practices (RP) and School-Wide Positive Behavior Interventions and Supports (SWPBIS) at All Schools:

- Develop a policy and implementation plan for the roll-out of Restorative Practices (RP) and School Wide Positive Behavior Interventions and Supports (SWPBIS) at all schools over the next three years.
  - The plan shall:
    - Ensure that RP/PBIS supports, including training and professional development, are available to all teachers and educators throughout the district;
    - Identify resources and staffing needed to move towards full implementation, including identifying the roles and responsibilities of staff in District office who are helping to implement alternatives to suspension
    - Integrate RP and SWPBIS with Response to Intervention (RTI) and work addressing significant disproportionality in special education to ensure collaboration, unified efforts, and avoid inefficiencies;
    - Include steps to ensure that positive behavior and restorative practices are embraced and modeled and reinforced at all levels of the school district, including by Central District staff and with/among Principals and school-site leaders;
    - Include trauma informed practices and behavior de-escalation support; and
    - Include regularly collecting and analyzing discipline data and sharing it with the school community to inform disciplinary practices and procedures and ensure data-based decisionmaking.
For SWPBIS, the plan shall include but not be limited to the following:

- Develop a school-based team to plan and guide the implementation efforts;
- Establish simple, objective behavior expectations and a clear set of positive behavior rewards and a positive behavior system that includes both extrinsic and intrinsic motivators;
- Regularly collect and analyze discipline data and sharing it with the school to inform disciplinary practices and procedures;
- A structure for providing training and support about trauma informed practices, the need for behavior de-escalation, implicit bias, stereotype, Lesbian Gay Bisexual Transgender sensitivity, and other cultural competency training in order to help all staff more effectively respond to and prevent behavior issues from escalating;

- Set measurable outcomes and benchmarks for decreasing the number of students for each subgroup that are referred to the office, suspended, involuntarily transferred, or expelled.

- **For Restorative Practices, the plan shall include but not be limited to:**
  - Implement principles and processes throughout the school community that emphasize the importance of positive relationships as central to building community and restoring relationships when harm has occurred;
  - Consistently spend time building trusting relationships among students, staff, and family communities both school wide and within the classroom.
  - Provide support for school site staff to

- **School Community Appeal for Redress:** A mechanism shall be created for students and parents, including the School Site Council, to appeal to the District for redress if Restorative Practices and/or SWPBIS have not been made available or implemented on the school site after the third year.

**Tiers of Intervention and Alternatives to School Suspension:**

- **Tiered Behavioral Discipline Matrix at All Schools:**
  - In partnership with educators, union representatives, parents, students and other key stakeholders establish a tiered behavioral discipline matrix, aligned with Response to Intervention, Restorative Practices, and Trauma Informed Practices, that:
    1. Includes which positive and supportive interventions at a minimum shall be utilized for all students in a consistent and age appropriate manner, which may include the “other means of correction” listed under Section 48900.5 of the California Education Code;
    2. Establishes in policy that suspensions, including supervised suspension at school, should only be utilized as the appropriate intervention in the most extreme circumstances when the appropriate identified interventions in the behavioral discipline matrix have been exhausted and documented in the District data system, or the principal determines that there has been a violation of 48900(a)-(e) or there is a danger to persons, as required by Section 48900.5 of the California Education Code;
    3. Any student who makes a request for the use of restorative practices as an alternative to suspension for a first time offense shall receive this alternative, unless the principal determines that an exception applies as outlined in Section 48900.5
• Update District policy to reflect that:
  o Alternatives to suspension as described in #2 above shall be exhausted pursuant to 48900.5 and documented in the District data system;
  o Every student who is suspended from school shall receive a reentry conference and an intervention plan to be developed with the student and guardian/parent(s) that shall include clear documented behavioral and academic expectations for the student, and any additional services or support that school staff will provide to assist the student in meeting those expectations. A parent/guardian’s failure to participate shall not prevent the student from returning to school after the suspension, nor will it prevent the school and student from holding the conference or developing the intervention plan.

• Specify positive interventions for suspended students:
  o Ensure that if a teacher suspends pursuant to 48910, consistent in-school options are available with appropriately credentialed intensive supervision, behavioral counseling, and completion of schoolwork as required by Education Code 48911.1, is provided for the duration of the teacher suspension from class.
  o For “out of school suspension,” to the extent feasible, offer the SFUSD “Counseling Center” for the student to serve the “out of school suspension” in lieu of serving the suspension at home.

Regular and Accurate Data Reporting on Disciplinary Measures and Interventions:
• Publish aggregate data on school discipline and behavioral interventions and disaggregate by all subgroups on the District’s website bi-annually after each semester for the District and each school and include the prior year’s data in the parent handbook. Data shall include:
  o The aggregate number of referrals, teacher, supervised in-school, and out-of-school suspensions, expulsion referrals, expulsions, and stipulated expulsions disaggregated by all subgroups, including race, ethnicity, ELL status, socio-economic status, and disability and by offense for the district and by school-site:
  o The number of instructional days and ADA funding lost to suspensions, transfers, and expulsions.
  o Interventions and alternatives to suspension utilized by school sites, including restorative practices circles and conferences.
  o The explanation for the behavior that led to the referral, suspension or expulsion from the student and the educator, as well as any requests or recommendations for support or services.
  o In reporting such data, the privacy of individual students and teachers shall be protected.
  o Data will not be disaggregated in any manner that could reveal student identity to the public or to knowledgeable members of the school community.

Reducing Suspensions and Racial Disproportionality in Balanced Scorecard:
• Balanced Scorecard: Beginning in the fall of 2014, revise the Balanced Scorecard to include indicators that measure reductions in suspensions, referrals, and racial disproportionality in discipline, as well as adoption of restorative practices and alternatives to suspension.
Alternatives to Suspensions for Disruption/Willful Defiance:
- **Alternative to Suspension for “Willful Defiance:”** Ensure that proactive and evidence-based alternative interventions are in place for incidents involving “defiance” or “disruption.”
- Alternatives to suspension shall reflect evidence-based interventions for differing levels of defiant or disruptive behavior, and shall include behavior de-escalation support and trauma sensitive practices.
- Beginning in the fall of 2014, update District policy to provide that no student shall receive a suspension or recommendation for expulsion/be expelled solely on the basis of “disruption/willful defiance” (48900(k)).

Disproportionate Referral, Suspension, and Loss of Instructional Time for African-American Students:
- The Superintendent’s plan should include policies and approaches aimed at ending the significant disproportionate referral, suspension and expulsion rates of African American students.
- For schools where the percentage of suspensions for African-American students is significantly greater than percentage of African-American students enrolled:
  - **Provide Priority and Deeper Site Support in:**
    - School-wide Positive Behavior Interventions and Supports (SWPBIS)
    - Restorative principles and practices
    - Trauma sensitive practices
    - Implicit/explicit bias
  - **School-site goal setting,** with support and review by the Superintendent, for reducing suspensions/expulsions for African-American students at the beginning of each year.
  - **Significant Disproportionality:** For the purposes of this section, significant disproportionality will be defined in the policy, with input from educators, parents, and community in a manner that is consistent with civil rights laws.

- **Support for Students and Educators:**
  - The site principal will consult with the appropriate Asst. Superintendent or Superintendent’s designee, who will identify and ensure that “other means of correction” under the behavioral discipline matrix have been exhausted for African-American students recommended for suspension, as required by California law under Education Code 48900.5 and District Policy.
  - The Asst. Superintendent or Superintendent’s designee shall work with the school site to identify available in-school and out-of-school supports for the African-American student recommended for suspension.
  - If data reveals that a different subgroup of students is the most disproportionately-referred subgroup for discipline, such supports shall be provided to that sub-group.

Suspension Appeals:
- Update the suspension notification issued to parents/students/guardians to include clear information on the steps and timeline to initiate a suspension appeal, including that a suspension can be appealed for the failure to exhaust identified appropriate alternatives to suspension in the discipline matrix.
Create Clear Policy for Use of “Permitted Dismissals” and End Undocumented Suspensions

- Create a policy regarding the use of permitted dismissals and “permits to leave” (PTL), which shall include data collection, monitoring and reporting.
- As part of this policy, reiterate that “undocumented suspensions” are prohibited and unlawful.
- Develop a broader communication plan for implementation in the 2014-15 school year to inform students, parents and school staff regarding policies relating to permitted dismissals and undocumented suspensions and ways to address the issue if misuse occurs.

Implementation, Reporting, and Applicability to Charter Schools:

Be it further resolved that the Superintendent shall:

1. Within 120 days, present a proposal to update district policies, including the tiered behavioral intervention matrix, and an implementation plan to the Board of Education regarding how and when the district will implement all of the above including implications for staffing and support for school sites;
2. Develop a process to include input and participation from educators, including the United Educators of San Francisco and United Administrators of San Francisco, parents and students;
3. Establish a review and oversight process that includes involvement and recommendations by school staff and community, and bi-annual progress reports to the Board of Education.
4. Ensure that charter schools comply with the Safe and Supportive Schools Resolution and develop procedures to address issues with unlawful, excessive, harsh, disproportionate, discriminatory, or punitive discipline through the charter school authorization and reauthorization processes.

FURTHER BE IT RESOLVED: That the Board of Education directs the Superintendent to address this agreement with resources for teachers including Professional Development (PD) for restorative practices, working with students impacted by trauma, de-escalation techniques, Cultural Competency, relationship building, communication skills and working with students with special needs, prioritizing schools with highest behavioral needs; and
BE IT FURTHER RESOLVED: That the Board of Education directs the Superintendent to prioritize in labor negotiations with UESF, the reduction of out of classroom time due to referrals and classroom suspensions for non-compliance.

Amendments from the 2/5/13 Committee of the Whole meeting. Amendments in **bold**, *italics*, and *underscored*.

12/10/13
2/25/14

Please Note:

- Referred by order of the Chair on 12/10/13 to a Committee of the Whole meeting to be held in January 2014.
- Taken up at the Committee of the Whole meeting of February 4, 2014. Forwarded to the Board as amended. Held for action at a future meeting of the Board.

REQUESTED ACTION: That the Board of Education holds a public hearing on the 2013-2014 Initial Proposal for a reopener from the San Francisco Unified School District to the United Administrators of San Francisco (UASF).

Submitted by Carmelo Sgarlato, Executive Director, Labor Relations

Approved by Richard A. Carranza, Superintendent of Schools
INITIAL REOPENER PROPOSAL OF THE
SAN FRANCISCO UNIFIED SCHOOL DISTRICT TO
UNITED ADMINISTRATORS OF SAN FRANCISCO

Introduction

The District's last initial proposal leading up to the current negotiated United Administrators of San Francisco (UASF) contracts re-stated the continued economic uncertainty facing the state of California and its adverse impact on the District.

It now seems that the California budget is showing positive stable growth and coupled with this improved outlook for economic recovery, passage of Proposition 30, and the advent of the new Locally Controlled Funding Formula, the District is poised to responsibly address many of the consequences of previous years of budget shortfalls.

As the District pursues negotiated actions to secure its current and future solvency, the overriding concern of both parties should be to assure, enhance, and sustain our ability to carry out the District's Vision:

Every student who attends SFUSD schools will graduate from high school ready for college and careers and equipped with skills, capacities, and dispositions necessary for 21st century success.

Therefore, all District proposals and responses to UASF proposals will be based on how and to what degree they are consistent with and contribute toward the further achievement of the following District Goals:

Goal 1: Access and Equity – Making social justice a reality by ensuring every student has access to high quality teaching and learning.
Goal 2: Student Achievement – Create learning environments in all SFUSD schools that foster highly engaged and joyful learners and that support every student reaching his or her potential.
Goal 3: Accountability – Keep District promises to students and families and enlist everyone in the community to join in doing so.

The District looks forward to cooperative, objective and fact-based negotiations with UASF as we prepare to achieve these Goals by leveraging the significant economic changes to the benefit of all District stakeholders.
Article 5 – Salary and Fringe Benefits
While there are many demands on District resources, the Board of Education and District are committed to ensuring San Francisco Unified employees feel the positive impact of increased state funding, including better compensation.

Article 9 – Appointment, Transfer and Reassignment
The District is interested in discussing this Article.

Article 10 – Administrator Evaluation and Leadership Professional Growth
The District is interested in discussing this Article.

Articles 16 – Duration of Contract
The District is interested in negotiating a multiyear agreement to promote certainty and stability in furtherance of achieving the District Goals.
San Francisco Unified School District
San Francisco, CA

Special Order of Business

Board Meeting of February 25, 2014


REQUESTED ACTION: That the Board of Education holds a public hearing on the 2013-2014 Initial Proposal for a reopener from the United Administrators of San Francisco (UASF) to the San Francisco Unified School District.

Submitted by Carmelo Sgarlato, Executive Director, Labor Relations

Approved by Richard A. Carranza, Superintendent of Schools
Re-opener Proposal
United Administrators of San Francisco
&
San Francisco Unified School District
January 7, 2014

Pursuant to Section 16.1 of the 2013-2016 Agreement between the United Administrators of San Francisco (UASF) and the San Francisco Unified School District (SFUSD), UASF proposes to reopen the following items for bargaining with respect to the 2014-2015 school year.

**Salary and Benefits**
To increase salary and benefits for certificated supervisory employees.

**Article 9**
To review the procedures for the appointment, transfer and reassignment of certificated supervisory employees and make changes to the current procedures to provide more fairness and job security.

**Article 10**
To review the evaluation procedures pertaining to certificated supervisory employees and make changes to the current procedures.

**Article 16**
Add language concerning a successor agreement.

**Miscellaneous**
* A commitment by the District to allocate adequate administrative personnel at the school site level in order to support schools meeting certain negotiated criteria.

**Any Other Mutually Agreed Upon Items/Articles**
San Francisco Unified School District  
San Francisco, CA

Special Order of Business

Board Meeting of February 25, 2014

SUBJECT: 2013-2014 Initial Proposal from the San Francisco Unified School District to the International Union of Operating Engineers (IUOE), Local 39

REQUESTED ACTION: That the Board of Education holds a public hearing on the 2013-2014 Initial Proposal from the San Francisco Unified School District to IUOE, Local 39

Submitted by Carmelo Sgarlato, Executive Director, Labor Relations

Approved by Richard A. Carranza, Superintendent of Schools
February 11, 2014

INITIAL PROPOSAL OF THE
SAN FRANCISCO UNIFIED SCHOOL DISTRICT TO
INTERNATIONAL UNION OF OPERATING ENGINEERS (IUOE – STATIONARY
ENGINEERS), LOCAL 39

Introduction

The District’s last initial proposal leading up to the current negotiated IUOE – Stationary
Engineers, Local 39 contracts re-stated the continued economic uncertainty facing the state of
California and its adverse impact on the District.

It now seems that the California budget is showing positive stable growth and coupled with
this improved outlook for economic recovery, passage of Proposition 30, and the advent of
the new Locally Controlled Funding Formula, the District is poised to responsibly address
many of the consequences of previous years of budget shortfalls.

As the District pursues negotiated actions to secure its current and future solvency, the
overriding concern of both parties should be to assure, enhance, and sustain our ability to
carry out the District’s Vision:

Every student who attends SFUSD schools will graduate from high school ready
for college and careers and equipped with skills, capacities, and dispositions
necessary for 21st century success.

Therefore, all District proposals and responses to IUOE – Stationary Engineers, Local 39
proposals will be based on how and to what degree they are consistent with and contribute
toward the further achievement of the following District Goals:

Goal 1: Access and Equity – Making social justice a reality by ensuring every student
has access to high quality teaching and learning.

Goal 2: Student Achievement – Create learning environments in all SFUSD schools
that foster highly engaged and joyful learners and that support every student reaching
his or her potential.

Goal 3: Accountability – Keep District promises to students and families and enlist
everyone in the community to join in doing so.

The District looks forward to cooperative, objective and fact-based negotiations with IUOE –
Stationary Engineers, Local 39 as we prepare to achieve these Goals by leveraging the
significant economic changes to the benefit of all District stakeholders.
February 11, 2014

INITIAL PROPOSAL OF THE
SAN FRANCISCO UNIFIED SCHOOL DISTRICT TO
INTERNATIONAL UNION OF OPERATING ENGINEERS (IUOE – STATIONARY ENGINEERS), LOCAL 39

Introduction

The District’s last initial proposal leading up to the current negotiated IUOE – Stationary Engineers, Local 39 contracts re-stated the continued economic uncertainty facing the state of California and its adverse impact on the District.

It now seems that the California budget is showing positive stable growth and coupled with this improved outlook for economic recovery, passage of Proposition 30, and the advent of the new Locally Controlled Funding Formula, the District is poised to responsibly address many of the consequences of previous years of budget shortfalls.

As the District pursues negotiated actions to secure its current and future solvency, the overriding concern of both parties should be to assure, enhance, and sustain our ability to carry out the District’s Vision:

Every student who attends SFUSD schools will graduate from high school ready for college and careers and equipped with skills, capacities, and dispositions necessary for 21st century success.

Therefore, all District proposals and responses to IUOE – Stationary Engineers, Local 39 proposals will be based on how and to what degree they are consistent with and contribute toward the further achievement of the following District Goals:

Goal 1: Access and Equity – Making social justice a reality by ensuring every student has access to high quality teaching and learning.
Goal 2: Student Achievement – Create learning environments in all SFUSD schools that foster highly engaged and joyful learners and that support every student reaching his or her potential.
Goal 3: Accountability – Keep District promises to students and families and enlist everyone in the community to join in doing so.

The District looks forward to cooperative, objective and fact-based negotiations with IUOE – Stationary Engineers, Local 39 as we prepare to achieve these Goals by leveraging the significant economic changes to the benefit of all District stakeholders.
Article 7 – Compensation and Hours
While there are many demands on District resources, the Board of Education and District are committed to ensuring San Francisco Unified employees feel the positive impact of increased state funding, including better compensation.

Article 24 – Duration
The District is interested in negotiating a multiyear agreement to promote certainty and stability in furtherance of achieving the District Goals.
San Francisco Unified School District
San Francisco, CA

Special Order of Business

Board Meeting of February 25, 2014

SUBJECT: 2013-2014 Initial Proposal from the International Union of Operating Engineers (IUOE), Local 39 to the San Francisco Unified School District

REQUESTED ACTION: That the Board of Education holds a public hearing on the 2013-2014 Initial Proposal from the IUOE, Local 39 to the San Francisco Unified School District

Submitted by Carmelo Sgroiato, Executive Director, Labor Relations

Approved by Richard A. Carranza, Superintendent of Schools
December 12, 2013

Carmelo Sgarlato,
Executive Director Labor Relations
555 Franklin Street, Rm. 306A
San Francisco CA 94102

RE: Sunshine Proposals
Negotiations for Successor Agreement - 2014

Dear Mr. Sgarlato,

Pursuant to Section 3547-3547.5, Article 8 of the California Government code, Local 39 (the Union) gives public notice of its proposed contract revision for the new successor agreement to be negotiated in 2014.

In order to satisfy the Sunshine requirements the Union wishes to open and negotiate the following articles of the M.O.U.:

- **Article 7, Compensation and Hours** - the Union will propose fair and equitable wage increases for all bargaining unit employees.
- **Article 8, Benefits** - the Union will propose fair and equitable benefits for all bargaining unit employees.
- **Article 24, Duration** - the union will propose a collective bargaining agreement with three year duration and will contain the following language: "All matters within the scope of bargaining have been negotiated and agreed upon. The terms and conditions set forth in this Agreement represent the full and complete understanding and commitment between the District and the Union".

The Union reserves the right to add to or modify its proposal during the negotiation process.

Please contact me directly should you have any questions.

Sincerely,

Gilbert F. Rojo Sr., Business Representative IUOE Local 39

337 VALENCIA STREET - SAN FRANCISCO, CA 94103 - PHONE (415) 861-1135 / FAX (415) 861-5264
San Francisco Unified School District
San Francisco, CA

Special Order of Business

Board Meeting of February 25, 2014


REQUESTED ACTION: That the Board of Education holds a public hearing on the 2013-2014 Initial Proposal from the Sheet Metal Workers Union, Local 104 to the San Francisco Unified School District.

Submitted by Carmelo Sgarlato, Executive Director, Labor Relations

Approved by Richard A. Carranza, Superintendent of Schools
Article III – Pay, Hours and Benefits
While there are many demands on District resources, the Board of Education and District are committed to ensuring San Francisco Unified employees feel the positive impact of increased state funding, including better compensation.
January 16, 2014

Mr. Carmelo Sgarlato
San Francisco Unified School District
Labor Relations
555 Franklin Street
San Francisco, CA 94102
VIA ELECTRONIC MAIL: sgarlatoc@sfusd.edu

RE: Wage reopener notice for the Collective Bargaining Agreement between SMART, Sheet Metal Workers' Local Union No. 104 and San Francisco Unified School District
July 1, 2012 through June 30, 2015

Dear Mr. Sgarlato:

This letter shall serve as notice of the wage reopener between SMART, Sheet Metal Workers' Local Union No. 104 and San Francisco Unified School District, effective July 1, 2012 through June 30, 2015. Pursuant to Article VI.B - REOPENERS “2014-2015: Each party shall be entitled to reopen negotiations over Article III.A.” - WAGES

This is to further notify you that it is our desire to make immediate arrangements for meetings between your representatives and those of this Local Union to take place so that we may utilize this period to negotiate the wage reopener to go into effect July 1, 2014.

Sincerely,

Richard Koenig
Business Representative
SMART, Local Union No. 104
RK: kfopeiu3 afl-cio

c: Bruce Word, Business Manager/President, SMART Local Union No. 104 (via electronic mail)
Joseph A. Maraccini, Financial Secretary/Treasurer, SMART Local Union No. 104 (via electronic mail)
Rick Werner, Assistant Business Manager, District 1, SMART Local Union No. 104 (via electronic mail)
Mark DeVost, Sheet Metal Supervisor, SFUSD (via electronic mail)
Charles Piazza, Jr., Sheet Metal Shop Steward, SFUSD
Mimi Chwang, Sr. Labor Relations, SFUSD (via electronic mail)
San Francisco Unified School District
San Francisco, CA

Special Order of Business

Board Meeting of February 25, 2014

SUBJECT: 2013-2014 Reopener Initial Proposal from the San Francisco Unified School District to the International Brotherhood of Electrical Workers (IBEW), Local 6; Carpenters and Locksmiths, Local 22; United Association of Journeymen and Apprentices of the Plumbing and Pipefitting Industry of the United States and Canada, Local 38; United Union of Roofers, Waterproofers and Allied Workers, Local 40; Plasterers and Shophands, Local 66; Sheet Metal Workers International Union, Local 104; Iron Workers Union, Local 377; Glaziers, Architectural Metal and Glass Workers Union, Local 718; Teamsters, Local 853; Auto, Marine and Specialty Painters, Local 1176; and Machinists Union, Local 1414 (COMMON CRAFTS)

REQUESTED ACTION: That the Board of Education holds a public hearing on the 2013-2014 Initial Proposal from the San Francisco Unified School District to the COMMON CRAFTS

Submitted by Carmelo Sgarlato, Executive Director, Labor Relations

Approved by Richard A. Carranza, Superintendent of Schools
February 11, 2014

INITIAL REOPENER PROPOSAL OF THE
SAN FRANCISCO UNIFIED SCHOOL DISTRICT TO
INTERNATIONAL BROTHERHOOD OF ELECTRICAL WORKERS (IBEW), LOCAL 6;
CARPENTERS AND LOCKSMITHS, LOCAL 22; UNITED ASSOCIATION OF JOURNEYMEN AND
APPRENTICES OF THE PLUMBING AND PIPEFITTING INDUSTRY OF THE UNITED STATES
AND CANADA, LOCAL 38; UNITED UNION OF ROOFERS, WATERPROOFERS AND ALLIED
WORKERS, LOCAL 40; PLASTERERS AND SHOPHANDS, LOCAL 66; SHEET METAL
WORKERS INTERNATIONAL UNION, LOCAL 104; IRON WORKERS UNION, LOCAL 377;
GLAZIERS, ARCHITECTURAL METAL AND GLASS WORKERS UNION, LOCAL 718;
TEAMSTERS, LOCAL 853; AUTO, MARINE AND SPECIALTY PAINTERS, LOCAL 1176; AND
MACHINISTS UNION, LOCAL 1414 (COMMON CRAFTS)

Introduction

The District’s last initial proposal leading up to the current negotiated Common Crafts contract(s) re-stated the continued economic uncertainty facing the state of California and its adverse impact on the District.

It now seems that the California budget is showing positive stable growth and coupled with this improved outlook for economic recovery, passage of Proposition 30, and the advent of the new Locally Controlled Funding Formula, the District is poised to responsibly address many of the consequences of previous years of budget shortfalls.

As the District pursues negotiated actions to secure its current and future solvency, the overriding concern of both parties should be to assure, enhance, and sustain our ability to carry out the District’s Vision:

Every student who attends SFUSD schools will graduate from high school ready for college and careers and equipped with skills, capacities, and dispositions necessary for 21st century success.

Therefore, all District proposals and responses to the Common Crafts proposals will be based on how and to what degree they are consistent with and contribute toward the further achievement of the following District Goals:

Goal 1: Access and Equity – Making social justice a reality by ensuring every student has access to high quality teaching and learning.
Goal 2: Student Achievement – Create learning environments in all SFUSD schools that foster highly engaged and joyful learners and that support every student reaching his or her potential.
Goal 3: Accountability – Keep District promises to students and families and enlist everyone in the community to join in doing so.

The District looks forward to cooperative, objective and fact-based negotiations with Common Crafts as we prepare to achieve these Goals by leveraging the significant economic changes to the benefit of all District stakeholders.
SUPERINTENDENT'S PROPOSAL

142-25Sp1 - Recommendation for Amending Board of Education Policy 6105.6 on Physical Education Exemptions to Further Clarify Conditions for Exemptions and Requirements.

REQUESTED ACTION:

That the Board of Education of the San Francisco Unified School District (SFUSD) approve and support the actions necessary to allow students to exempt from Physical Education as allowed by California Education Code and clearly articulates the requirement for every student to successfully complete two years (four semesters) of Physical Education to graduate from high school.

BACKGROUND:

California Education Code lists several exemptions to the Physical Education requirement that may be adopted by local governing boards. The San Francisco Unified School District Board of Education unanimously approved a policy allowing for exemptions from Physical Education on December 4, 2012. On February 3, 2014, the Curriculum and Program Committee of the Board of Education requested for staff to evaluate the policy to clarify language to ensure that all students successfully complete two years (4 semesters) of Physical Education as outlined in the Graduation Requirements Policy 6105.2.

Superintendent's Proposal
142-25Sp1

2/25/14
California Education Code 51222 provides that “All pupils, except pupils excused or exempted pursuant to Section 51241, shall be required to attend upon the courses of physical education for a total period of time of not less than 400 minutes each 10 school days.” This policy outlines the District’s permissible secondary school PE exemptions.

Temporary Exemptions

The Superintendent or designee may grant a temporary exemption from physical education under either of the following conditions: (Education Code 51241)

1. The student is ill or injured and a modified program to meet his/her needs cannot be provided.

2. The student is enrolled for one-half time or less, of the work normally required of full-time pupils.

Two-Year Exemptions

With the student's consent, the Superintendent or designee may exempt a student from physical education courses for any two years during grades 10-12 provided that the student has satisfactorily met at least five of the six standards of the state's physical fitness test (Fitnessgram). The student must successfully completed two years (four semesters) of Physical Education (Education Code 51241).

Permanent Exemptions

The Superintendent or designee may grant a permanent exemption from physical education to an individual student under any of the following conditions: (Education Code 51241)

1. Upon successful completion of two years (four semesters) of Physical Education in grades 9-12, the student is age 16 years or older and has been enrolled in grade 10 for one or more academic years.

2. The student is enrolled as a postgraduate student.

3. The student is enrolled in a juvenile home, ranch, camp, or forestry camp school with scheduled recreation and exercise pursuant to Section 4346 of Title 15 of the California Code of Regulations.
Other Exemptions

Upon successful completion of two years (four semesters) of Physical Education in grades 9-12, the Superintendent or designee may grant an exemption from physical education under the following special circumstances:

1. The student in grades 10-12 attends a regional occupational center or program and attendance in physical education courses results in hardship because of the travel time involved. If a pupil is excused from physical education classes pursuant to this exemption the minimum school day for the student in their regular high school is 180 minutes. (Education Code 52316)

2. The student is enrolled in his or her last semester of the 12th grade and is permitted under Education Code Section 46145 (medical prescription) or 46147 (work experience program) to attend school for less than 240 or 180 minutes per day. However, pupils may not be exempted under this section if such students would, after such exemption, attend school for 240 minutes or more per day.

The District’s physical education graduation requirement shall match the state physical education graduation requirement outlined in Education Code Section 51225.3 (a)(F), which requires two years of physical education unless the pupil has been exempted pursuant to the Education Code exemptions authorized by the Board.

The Superintendent will develop Administrative Regulations to administer these exemptions.

Legal Reference:
EDUCATION CODE

51210 Course of study, grades 1-6
51220 Course of study, grades 7-12
51222 Physical education
51223 Physical education, elementary schools
51241 Temporary, two-year or permanent exemption from physical education
51242 Exemption from physical education for athletic program participants
52316 Excuse from attending physical education classes
60800 Physical performance test

HISTORY/AUTHORIZATION

Adopted Resolution # 1211-13Sp1 (First Reading – November 13, 2012)
(Second Reading – December 4, 2012) Special Meeting

Amended – Resolution #142-25Sp1 (First Reading – February 25, 2014)
(Second Reading – )
SAN FRANCISCO UNIFIED SCHOOL DISTRICT
San Francisco, California
Superintendent's Proposal

Superintendent's Recommendation Regarding Life Learning Academy Charter School Petition

142-25Sp2 - AUTHORIZATION TO GRANT OR IN THE ALTERNATIVE DENY THE RENEWAL PETITION FOR LIFE LEARNING ACADEMY CHARTER SCHOOL

WHEREAS: Pursuant to California Education Code section 47605, the Life Learning Academy submitted a Petition for Renewal of to the San Francisco Unified School District ("District"); and

WHEREAS: Pursuant to California Education Code section 47605(b) the Board of Education of the District is in receipt of the renewal petition, effective February 25, 2014; and

WHEREAS: District shall comply with all timelines for review and action on the Petition as required by law; and

WHEREAS: The Board of Education shall consider the level of public support for the Charter School and shall review the Petition and all information received with respect to the Petition, including supporting documentation; and

WHEREAS: In reviewing the Petition, the Board of Education shall be guided by the intent of the California Legislature that charter schools are and should become an integral part of the California educational system and that the establishment of charter schools should be encouraged; and

WHEREAS: The District Superintendent and District staff shall complete a review of the Petition and issue a report and recommendation to the Board of Education regarding the review of the Petition.

THEREFORE BE IT RESOLVED: That the Board of Education shall grant or, in the alternative, deny the Petition, subject to the requirements set forth by law.

Superintendent's Proposal
142-25Sp2

2/25/14
SAN FRANCISCO UNIFIED SCHOOL DISTRICT
San Francisco, California

Superintendent's Proposal

142-25Sp3 - In Support of Renaming the James Lick Middle School Library to the E. Dwight Burns Library

WHEREAS: Dwight Burns dedicated his professional career to the students of San Francisco Unified School District, mentoring students in both academic and social success strategies; and

WHEREAS: Mr. Burns provided security services for 15 years, all of which were spent at James Lick Middle School from 1998-2013; and

WHEREAS: His mentoring led to the success of numerous students who were encouraged to stay in school, avoid joining a gang, and to become avid readers; and

WHEREAS: Mr. Burns accomplished this by building long lasting relationships with not only the students, but their families as well to where he would frequently be out late at night at the request of a parent, assisting in the search of a runaway student; and

WHEREAS: He provided encouragement, guidance and build the self esteem of all students in knowing that they could be successful in life, no matter where they came from, what color their skin was, regardless of disability or language barrier; and

WHEREAS: Mr. Burns believed very strongly as he frequently told parents and caregivers, “the best gift you can give your child is a library card”; and

WHEREAS: He was an avid reader and was always seen with a book in his hand while on his security rounds to tutor students who needed a time out from class for whatever reason, empowering them to continue learning even while outside of the classroom; and

WHEREAS: Mr. Burns was loved by the entire school community and was saddened by his unexpected and sudden death during the 2013-14 school year; and

WHEREAS: There has been school community input and approval of naming our library in honor of Edward Dwight Burns, School Security Aide.

THEREFORE BE IT RESOLVED: That the Board of Education of the San Francisco Unified School District honors and commends Edward Dwight Burns for his long and successful association with James Lick Middle School and his life long dedication to his profession that has so benefited the students of our district; and

FURTHER BE IT RESOLVED: That the James Lick Middle School Library shall henceforth be known as the E. Dwight Burns Library, and that a plaque donated by family, colleagues, former students, and friends so stating that fact shall be installed.

2/25/14
For Board Meeting of: February 25, 2014
Subject: Approval of Student Travel
Requested Action: That the Board of Education approves student travel as follows

<table>
<thead>
<tr>
<th>School:</th>
<th>Yu, Alice Fong</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dates of the Educational Trip:</td>
<td>March 20, 2014 - April 2, 2014</td>
</tr>
<tr>
<td>Educational Purpose of Trip:</td>
<td>To provide our students with a true &quot;immersion&quot; experience in China.</td>
</tr>
<tr>
<td>No. of Students Participating:</td>
<td>57</td>
</tr>
<tr>
<td>Length of Trip:</td>
<td>14 days</td>
</tr>
<tr>
<td>Destination(s):</td>
<td>China</td>
</tr>
<tr>
<td>Names of SFUSD Employees and Accompanying Students:</td>
<td>Liana Szeto (Principal), Katherine Lau (Teacher), Gary Yip (RSP Para), Elaine Tam (Teacher), Annie Fang (Teacher)</td>
</tr>
<tr>
<td>Source of Funding:</td>
<td>Students and parents AFY/PA and funds from fundraising activities</td>
</tr>
<tr>
<td>Student Selection Process:</td>
<td>Satisfactory academic progress</td>
</tr>
<tr>
<td>Cost of Trip:</td>
<td>$2800/person</td>
</tr>
</tbody>
</table>

Site Administrator affirms the following:

- Parental Permission Forms are on file for all participating students and school has emergency communication protocol.
- At least one SFUSD employee accompanying the students is certificated.
- Criminal background check requirements for non-SFUSD chaperones were met (Megan’s Law check for parents).
- There are sufficient and appropriate chaperones for this field trip.
- School addressed financial or accessibility issues that might prevent students from participating.

Please sign and date or affix digital signatures below.

Submitted by:  

Approved by:  

Assistant Superintendent

Agenda Item 1a. (142-25I1)
Field Trip Request Form

For Board Meeting of: February 25, 2014
Subject: Approval of Student Travel
Requested Action: That the Board of Education approves student travel as follows

School: Lowell High School

Dates of the Educational Trip: March 28th, 2014-April 1st, 2014
Educational Purpose of Trip: Choral Festival at Chicago Symphony Hall

No. of Students Participating: 38
Length of Trip: 5 Days
Destination(s): Chicago, Illinois
Names of SFUSD Employees Accompanying Students:
- Jason Chan

Source of Funding: Fundraisers, and Families Donations
Student Selection Process: Advanced choir students
Cost of Trip: 34,000
Cost to District: 0

Site Administrator affirms the following:
- Parental Permission Forms are on file for all participating students and school has emergency communication protocol.
- At least one SFUSD employee accompanying the students is certificated.
- Criminal background check requirements for non-SFUSD chaperones were met (Megan’s Law check for parents).
- There are sufficient and appropriate chaperones for this field trip.
- School addressed financial or accessibility issues that might prevent students from participating.

Please sign and date or affix digital signatures below.

Submitted by: Richard A. Carranza
Superintendent of Schools

Approved by: Assistant Superintendent

Agenda Item
1b. (142-2512)
Field Trip Request Form
For Board Approval of Out-of-State and Foreign Country Travel

For Board Meeting of: Feb. 25, 2014

Subject: Approval of Student Travel

Requested Action: That the Board of Education approves student travel as follows

School: Lowell High School

Dates of the Educational Trip: March 29, 2014 - April 6, 2014

Educational Purpose of Trip: Install and plant school gardens in Nicaragua to promote food security

No. of Students Participating: 120

Length of Trip: 10 days

Destination(s): Leon, Nicaragua

Names of SFUSD Employees Accompanying Students: Katherine Melvin, David Strother

Source of Funding: Student Fundraising

Student Selection Process: self-selected interested students

Cost of Trip: 42,000

Site Administrator affirms the following:

☑ Parental Permission Forms are on file for all participating students and school has emergency communication protocol.

☑ At least one SFUSD employee accompanying the students is certificated.

☑ Criminal background check requirements for non-SFUSD chaperones were met (Megan's Law check for parents).

☑ There are sufficient and appropriate chaperones for this field trip.

☑ School addressed financial or accessibility issues that might prevent students from participating.

Please sign and date or affix digital signatures below.

Submitted by: [Signature]
Site Administrator

Approved by: [Signature]
Assistant Superintendent

Richard A. Carranza
Superintendent of Schools
SUBJECT: BUDGET TRANSFERS FOR FISCAL YEAR 2013-2014

REQUESTED ACTION:

The Superintendent recommends changes to the FY 2013-14 Budget as adopted by the Board of Education on June 25, 2013. The budget is revised periodically as new information is received or when the assumptions on which the adopted budget was developed change. Administration recommends the following budget revisions as presented:

**UNRESTRICTED GENERAL FUNDS**

<table>
<thead>
<tr>
<th>FUND</th>
<th>RESOURCE</th>
<th>SCH / ORG</th>
<th>PROGRAM MANAGER</th>
<th>SCH/DEPT NAME</th>
<th>PROGRAM TITLE</th>
<th>FROM</th>
<th>TO</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>00000</td>
<td>220</td>
<td>Song Lai</td>
<td>Information Technology Department</td>
<td>Unrestricted Resources</td>
<td>5911 - Telephone</td>
<td>6277 - Misc Construction Cost</td>
</tr>
</tbody>
</table>

**EXPLANATION:**
The transfer of these accounts is needed in order to implement and/or realign program needs. Availability of funds is due to an anticipated fund surplus in telephone. Funds will be used to pay for services to install wireless access points at various school sites for many upcoming initiatives.

**RESTRICTED GENERAL FUNDS**

<table>
<thead>
<tr>
<th>FUND</th>
<th>RESOURCE</th>
<th>SCH / ORG</th>
<th>PROGRAM MANAGER</th>
<th>SCH/DEPT NAME</th>
<th>PROGRAM TITLE</th>
<th>FROM</th>
<th>TO</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>56400</td>
<td>152 203</td>
<td>Kimberly Coates</td>
<td>School Health Programs</td>
<td>MEDI-CAL Billing Option</td>
<td>4313 - Supplies</td>
<td>5803 - Consultant Fees</td>
</tr>
<tr>
<td></td>
<td>00000</td>
<td>220</td>
<td>Song Lai</td>
<td>Information Technology Department</td>
<td>Unrestricted Resources</td>
<td>3022 - Classified Benefits</td>
<td>3022 - Classified Benefits</td>
</tr>
</tbody>
</table>

**EXPLANATION:**
The transfer of these accounts is needed in order to implement and/or realign program needs. Availability of funds is due to anticipated budget surplus in supplies and consultant fees, funding will be used to fund 0.22 FTE of an Education Integration Specialist.
### 2nd Fund: 01
**Resource:** 90539  
**SCH / ORG:** 015  
**Program Manager:** Kevin Truitt

**Sch/Dept Name:** Student, Family and Community Support Department  
**Program Title:** DCYF- Mayor's Wellness Program

<table>
<thead>
<tr>
<th>FROM</th>
<th>TO</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>4313 - Supplies</td>
<td>2801 - Other Classified Salaries-Perm</td>
<td>$11,000.00</td>
</tr>
<tr>
<td>4211 - Library Books</td>
<td></td>
<td>$4,537.87</td>
</tr>
</tbody>
</table>

**Explanation:**
The transfer of these accounts is needed in order to implement and/or realign program needs. Availability of funds is due to anticipated budget surplus in supplies and consultant fees. Funding will be used to fund 0.22 FTE of an Education Integration Specialist position.

### 3rd Fund: 01
**Resource:** 93005  
**SCH / ORG:** 420  
**Program Manager:** Robert Broecker

**Sch/Dept Name:** Alvarado Elementary  
**Program Title:** Discretionary Funds

<table>
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<tr>
<th>FROM</th>
<th>TO</th>
<th>Amount</th>
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</thead>
<tbody>
<tr>
<td>5622 - Rental/Lease of Equipment</td>
<td></td>
<td>$4,100.00</td>
</tr>
<tr>
<td>4313 - Supplies</td>
<td></td>
<td>$10,000.00</td>
</tr>
<tr>
<td></td>
<td>5803 - Consultant Fees</td>
<td>$14,100.00</td>
</tr>
</tbody>
</table>

**Explanation:**
The transfer of these accounts is needed in order to implement and/or realign program needs. Availability of funds is due to an anticipated budget surplus in rental/lease of equipment and supplies. Funds will be used to fund consultant services.

### 4th Fund: 05
**Resource:** 65000  
**SCH / ORG:** 056  
**Program Manager:** Sheila Hunter

**Sch/Dept Name:** Special Education Services  
**Program Title:** Special Education

<table>
<thead>
<tr>
<th>FROM</th>
<th>TO</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1101 - Classroom Teachers Salaries</td>
<td></td>
<td>$14,584.50</td>
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<tr>
<td>1309 - Other Cert Adm Salaries</td>
<td></td>
<td>$140,000.00</td>
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<tr>
<td>3x01s - Certificated Benefits</td>
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<td>$45,770.05</td>
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<td></td>
<td>2403 - Tech,Clerk,Office Sal-Temp</td>
<td>$21,142.24</td>
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<td></td>
<td>3x02s - Classified Benefits</td>
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<td></td>
<td>4310 - Instructional Supplies</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4490 - Non Capitalized Equipment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5801 - Tuition Reimbursement</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5803 - Consultant Fees</td>
<td></td>
</tr>
</tbody>
</table>

**Explanation:**
The transfer of these accounts is needed in order to implement and/or realign program needs. Availability of funds is due to anticipated salary savings from an Executive Director and a Special Education Content Specialist position. The funds will be used to hire a temporary senior clerk typist, purchase instructional supplies and equipment and pay for tuition reimbursement and consultant fees.

Submitted by:  
Reeta Madhavan  
Executive Director of Budget Services  
Date: 2/13/14

Approved by:  
Joseph C. Grazioi  
Chief Financial Officer  
Date: 2/13/14

Agenda Item  
2a. (142-25B1)
SUBJECT: AUTHORIZATION TO AMEND RESOLUTION 141-14B6 TO ENTER INTO THE SCHOOL RESOURCE OFFICER MEMORANDUM OF UNDERSTANDING (MOU) WITH THE SAN FRANCISCO POLICE DEPARTMENT

REQUESTED ACTION:

That the Board of Education of the San Francisco Unified School District authorize the amendment of Resolution 141-14B6, which approved the School Resource Officer Memorandum of Understanding (MOU) between the San Francisco Unified School District (SFUSD) and the San Francisco Police Department (SFPD).

Through the approval of this amendment, the Board of Education adopts the MOU as originally presented to the Board.

BACKGROUND:

On January 14, 2014, the Board of Education, through the approval of a Finance B Resolution, authorized the District to enter into a Memorandum of Understanding (MOU) between the San Francisco Unified School District (SFUSD) and the San Francisco Police Department (SFPD) with incorporated suggested revisions to the MOU.

The MOU covers subject matter including but not limited to: (1) SRO Selection, Hiring and Assignment; (2) Requests for Police Assistance; (3) Arrests on School Campus; (4) Student Questioning/Interrogation; (5) Feedback/Disputes Related to the SRO Program.

SUBMITTED BY:

Kevin Truitt
Associate Superintendent
Student, Family, and Community Support Department

APPROVED:

Richard A. Carranza
Superintendent of Schools
SUBJECT: AUTHORIZATION TO RENEW THE AGREEMENT WITH THE AMERICAN RED CROSS BAY AREA CHAPTER FOR READINESS TRAINING

REQUESTED ACTION:

That the Board of Education of the San Francisco Unified School District authorizes the Superintendent and/or his designee to renew the agreement with American Red Cross Bay Area Chapter, to provide training of District school site staff in evaluating the readiness of its facilities in case of disasters and emergencies, for the term of July 1, 2013 to June 30, 2016, for the District to agree to dual indemnification with the American Red Cross and to any appropriate modifications to the agreement as required. There is no cost to the District attached to this agreement.

BACKGROUND:

The Board of Education first authorized by resolution on October 12, 2010 for the District to enter into a Cooperative Agreement with the American Red Cross, to provide training of District school site staff in evaluating the readiness of its facilities in case of disasters and emergencies. That agreement was renewed by the Board of Education through 2013 and the current agreement has now expired. Both parties wish to renew the agreement to last through June 30, 2016 in order to continue with the preparedness work. Under the agreement, in addition to providing readiness training, Red Cross may make available to each participating school site a safety stipend of approximately $150 to support emergency planning efforts and acquire preparedness-related goods and/or services. The desired intent is to have all school sites participate. There is no cost to the District for participation in the Red Cross Ready Rating program.

Submitted and Approved by:

David L. Goldin A.I.A.
Chief Facilities Officer
SAN FRANCISCO UNIFIED SCHOOL DISTRICT
San Francisco, California

Regular Board Meeting of February 25, 2014

SUBJECT: APPROVAL OF THE SAN FRANCISCO UNIFIED SCHOOL DISTRICT MEMORANDA OF AUTHORITY WITH COMMUNITY BASED ORGANIZATIONS

ON BEHALF OF: STUDENT, FAMILY AND COMMUNITY SUPPORT DEPARTMENT

REQUESTED ACTION:

That the Board of Education approves the Memoranda of Authority entered into between the San Francisco Unified School District and Community Based Organizations and Agencies during the 2013-2014 fiscal year. A list of the Memoranda of Authority has been attached to this Resolution.

BACKGROUND:

San Francisco Unified School District will enter into the attached Memorandum of Authority for the 2013-2014 school year. During the course of the school year, San Francisco Unified School District will continue to execute the Memoranda of Authority with Community Based Organizations and Public Agencies to provide services and support for students and their families as needed. The services all relate to or directly support school staff, students and their families. There are several sources of funding for these organizations. The funding may come from foundations, the private sector, the State or Federal government or different departments of the City and County of San Francisco.

The Memoranda of Authority are contracts, which require Board approval pursuant to the California Education Code and Board Policy. Due to timelines by the funding sources, many of the services set forth in the Memoranda of Authority must commence before the Board of Education is able to grant approval.

Therefore, the Student Family and Community Support Department is requesting the Board of Education’s approval of the Memoranda of Authority on the attached list.

Submitted by:

Kevin Truitt
Associate Superintendent
Student, Family, and Community Support Department

Approved by:

Richard A. Carranza
Superintendent of Schools
<table>
<thead>
<tr>
<th>Ref. #</th>
<th>Community Organization, Agency or Service Provider</th>
<th>SFUSD School Site(s)</th>
<th>Program Name (If applicable)</th>
<th>Description of Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Growth Learning Opportunities</td>
<td>Alvarado Elementary School</td>
<td></td>
<td>Provide comprehensive after school programming for four hours each day, Monday-Friday.</td>
</tr>
<tr>
<td>2</td>
<td>Growth Learning Opportunities</td>
<td>Chinese Immersion School at DeAvila</td>
<td></td>
<td>Provide comprehensive after school programming for five hours each day, Monday-Friday.</td>
</tr>
<tr>
<td>3</td>
<td>Growth Learning Opportunities</td>
<td>West Portal Elementary School</td>
<td></td>
<td>Provide comprehensive after school programming for four hours each day, Monday-Friday.</td>
</tr>
<tr>
<td>4</td>
<td>Growth Learning Opportunities</td>
<td>Alice Fong Yu K-8 school</td>
<td></td>
<td>Provide comprehensive after school programming for four hours each day, Monday-Friday.</td>
</tr>
</tbody>
</table>
SUBJECT: AUTHORIZATION TO AMEND RESOLUTION # 139-10B3 TO ENTER INTO A MEMORANDUM OF UNDERSTANDING (MOU) WITH CATALYST PREP, LLC

ON BEHALF OF: STUDENT, FAMILY AND COMMUNITY SUPPORT DEPARTMENT

REQUESTED ACTION:

That the Board of Education of the San Francisco Unified School District authorize the amendment of Resolution # 139-10B3, which allowed the Superintendent and/or his designee to enter into an MOU with CATALYST PREP, LLC.

This amended resolution will add additional dates of service at Lowell high school.

BACKGROUND:

On September 10, 2013, the Board of Education, through the approval of a B-resolution, authorized the District to enter into an MOU with Catalyst Prep, LLC to provide their services to students at Lowell High School. This amendment will add additional dates for services to provided through this program.

Submitted by:  
Kevin Truitt  
Associate Superintendent  
Student, Family, and Community Support Department

Approved by:  
Richard A. Carranza  
Superintendent of Schools
SAN FRANCISCO UNIFIED SCHOOL DISTRICT
San Francisco, California

Monthly Report to the Board of Education

(For Board Meeting of February 25, 2014)

SUBJECT: AUTHORIZATION TO DECLARE OBSOLETE COMPUTER MONITORS, OTHER COMPUTER RELATED ACCESSORIES, FURNITURE, FIXTURES, EQUIPMENT INCLUDING CAFETERIA EQUIPMENT, INSTRUCTIONAL MATERIALS AND OTHER MISCELLANEOUS ITEMS AS SURPLUS PROPERTY

REQUESTED ACTION:
Pursuant to Board Policy P3262 and Education Code Sections 17545-17555, and Education Code Sections 60510-60530, it is recommended that the Board of Education declare certain furniture, fixtures, equipment and obsolete instructional materials no longer suitable for school purposes and delegate the Director of Purchasing the authority to dispose of same by sale, auction and/or disposal or donation using the most cost effective manner.

BACKGROUND:
Site Administrators have identified furniture, fixtures, equipment and instructional materials that are either surplus or broken and unusable items and have requested the District Warehouse to remove them from their individual locations.

District Warehouse staff will transport all functional furniture and equipment from the various sites to the District Warehouse at Selby Street. All furniture and equipment determined to be in suitable condition will be reused in other classrooms to provide a consistency of desks and seating when replacing school furniture and equipment.

The attached listing of estimated furniture, fixtures, equipment and instructional materials are deemed to be surplus items. All items determined to no longer hold any value for replacement parts and/or is beyond economic repair will be disposed of in accordance with Education Code provisions and in the most cost effective manner.

The Board of Education has the authority under Sections 17545-17555 and Section 60510-60530 of the Education Code to sell, auction, donate or otherwise dispose of the District furniture, fixtures, equipment and instructional materials that are unusable, obsolete or no longer needed for District use.

Submitted by:

Rod Sarmiento
Director, Purchasing & Warehouse

Approved by:

Joseph C. Grazioli
Chief Financial Officer

Agenda Item
2f. (142-25B6)
<table>
<thead>
<tr>
<th>SCHOOL/SITE NAME</th>
<th>ITEM DESCRIPTION</th>
<th>ESTIMATED QUANTITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alvarado Elementary School</td>
<td>Pianos</td>
<td>2</td>
</tr>
<tr>
<td>Argonne Elementary School</td>
<td>Copier</td>
<td>1</td>
</tr>
<tr>
<td>Charles Drew Elementary School</td>
<td>Cassette Player</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Projectors</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Carts</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Chair</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Television</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Video Cassette Recorder</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Printer</td>
<td>1</td>
</tr>
<tr>
<td>Early Education Department</td>
<td>Cabinets</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Office Desk</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Office Chair</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Printers</td>
<td>3</td>
</tr>
<tr>
<td>Educational Placement Center</td>
<td>Computers</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>DVD Player</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Printer</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Speakers</td>
<td>2</td>
</tr>
<tr>
<td>Francisco Middle School</td>
<td>Piano</td>
<td>1</td>
</tr>
<tr>
<td>Leonard Flynn Elementary School</td>
<td>Refrigerator</td>
<td>1</td>
</tr>
<tr>
<td>Galileo High School</td>
<td>Televisions</td>
<td>3</td>
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<tr>
<td>(Approved by Information Technology)</td>
<td>CPUs</td>
<td>59</td>
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<tr>
<td></td>
<td>Monitors</td>
<td>46</td>
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<tr>
<td></td>
<td>Printers</td>
<td>15</td>
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<tr>
<td></td>
<td>Copier</td>
<td>1</td>
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<tr>
<td>Human Resources</td>
<td>Printers</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Keyboards</td>
<td>3 Boxes</td>
</tr>
<tr>
<td></td>
<td>Computers</td>
<td>4</td>
</tr>
<tr>
<td>Information Technology Department</td>
<td>Computers</td>
<td>40</td>
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<tr>
<td></td>
<td>Monitors</td>
<td>40</td>
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<td></td>
<td>Printers</td>
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<td></td>
<td>Keyboards</td>
<td>200</td>
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<td></td>
<td>Television</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Video Cassette Recorder</td>
<td>1</td>
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<tr>
<td></td>
<td>Data Racks</td>
<td>2</td>
</tr>
</tbody>
</table>

Agenda Item
2f. (142-25B6)

Surplus Inventory Estimates for February 25, 2014 Board Meeting
<table>
<thead>
<tr>
<th>School</th>
<th>Furniture/Equipment</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information Technology Department (Contd.)</td>
<td>Data Cabinet</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Shredder</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Monitor Parts</td>
<td>39 Boxes</td>
</tr>
<tr>
<td></td>
<td>Miscellaneous Parts</td>
<td>11 Boxes</td>
</tr>
<tr>
<td>Jefferson Early Education School</td>
<td>Shelf</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Chairs</td>
<td>30</td>
</tr>
<tr>
<td>Starr King Elementary School</td>
<td>Cabinet</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Chair</td>
<td>1</td>
</tr>
<tr>
<td>Lafayette Elementary School</td>
<td>Couches</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Whiteboard/Dry Erase</td>
<td>1</td>
</tr>
<tr>
<td>Abraham Lincoln High School</td>
<td>Metal Safe</td>
<td>1</td>
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<tr>
<td>Malcolm X Academy</td>
<td>Monitors</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Computers</td>
<td>17</td>
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<td></td>
<td>Keyboards</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>Printers</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Televisions</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Modem</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>TV Remotes</td>
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</tr>
<tr>
<td>Thurgood Marshall Academic School</td>
<td>Student Desks</td>
<td>124</td>
</tr>
<tr>
<td></td>
<td>File Cabinets</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Student Chairs</td>
<td>29</td>
</tr>
<tr>
<td></td>
<td>Tables</td>
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<td></td>
<td>Stools</td>
<td>7</td>
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<td></td>
<td>Keyboards</td>
<td>38</td>
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<td></td>
<td>Computer Mice</td>
<td>26</td>
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<td></td>
<td>Cabinets</td>
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<tr>
<td>Frank McCoppin Elementary School</td>
<td>Tables</td>
<td>2</td>
</tr>
<tr>
<td>Harvey Milk Academy</td>
<td>Student Chair</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Cash Register</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Rack</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Frame</td>
<td>1</td>
</tr>
<tr>
<td>Mission High School</td>
<td>Desk Chairs</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>Student Chairs</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td>Tables</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Office Chairs</td>
<td>4</td>
</tr>
</tbody>
</table>
San Francisco Unified School District
PURCHASING DEPARTMENT
ESTIMATE OF SURPLUS INVENTORY
FEBRUARY 25, 2014
BOARD MEETING

| Mission High School (Contd.) | Cabinets       | 2 |
|                             | Student Desk   | 1 |
|                             | Stool          | 1 |
|                             | Weight Benches | 3 |
| Monroe Elementary School    | Computers      | 2 |
| Jose Ortega Elementary School | Teacher's Desks | 2 |
|                             | Tables         | 4 |
|                             | Television w/Stand | 1 |
|                             | Computers      | 10 |
|                             | Standup Scale  | 1 |
| Ruth Asawa School of the Arts | Couch      | 1 |
|                             | Ladder         | 1 |
|                             | Chairs         | 10 |
|                             | Tables         | 10 |
| Rooftop Alternative School  | Activity Tables | 6 |
| Mayeda Campus               |                |   |
| San Francisco Public Montessori | Office Desk   | 1 |
| Sherman Elementary School   | Computers      | 4 |
|                             | Printers       | 2 |
|                             | Monitor        | 1 |
| Comdr. Sloat Elementary School | CPUs        | 8 |
|                             | Printers       | 2 |
|                             | Student Desks  | 5 |
| Student Support Services    | File Cabinets  | 2 |
|                             | Picnic Bench   | 1 |
|                             | Electric Fan   | 1 |
| Ida B. Wells High School    | Foosball Tables | 2 |

Agenda Item
2f. (142-25B6)
Surplus Inventory Estimates for February 25, 2014 Board Meeting
SAN FRANCISCO UNIFIED SCHOOL DISTRICT
San Francisco, California

Board Meeting 2/25/14

SUBJECT:
Contracts, Orders for Service, Work Order and Modifications in connection with the School Building Program.

REQUESTED ACTION:
That the Board of Education approve this modification between Hoi's Construction, Inc. and the San Francisco Unified School District and instruct the Chief Facilities Officer or designee to sign all documents necessary for the execution of the modification on behalf of the District and encumber sufficient funds from the Capital Facilities Fund.

CAPITAL FACILITIES FUND:
Appropriation 25-00000-2014-0000-8500-6279-11652 – Construction-Change Order

MODIFICATION OF CONTRACT:

<table>
<thead>
<tr>
<th>DESCRIPTION</th>
<th>COST</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEOLA HAVARD modify the existing contract with Hoi's Construction, Inc.</td>
<td>$116,403.11</td>
</tr>
</tbody>
</table>

BACKGROUND:
This contract was for the partial reconstruction of the second floor of Leola Havard, West wing, to accommodate the enrollment growth of the Early Education Program.

This modification is for additional services for the modernization of four additional rooms to accommodate additional expansion at the special needs and early education programs.

| Original contract amount (136-25W21 June 25, 2013) | $550,000.00 |
| Previous approved modifications                   | $11,941.99  |
| Contract to be increased by this Modification #2 (amount not-to-exceed) | $116,403.11 |
| New Total Contract amount as modified             | $678,345.10 |
| Total % of modification amounts to original contract amount | 22%        |

Submitted by:  
Yonko Radonov, Director  
Facilities Design & Construction

Recommended by:  
David L. Goldin A.I.A.  
Chief Facilities Officer

Agenda Item  
3a. (142-25W1)
SUBJECT:
Contracts, Orders for Service, Work Order and Modifications in connection with the School Building Program.

REQUESTED ACTION:
That the Board of Education approve this modification between Lionakis and the San Francisco Unified School District and instruct the Chief Facilities Officer or designee to sign all documents necessary for the execution of the modification on behalf of the District and encumber sufficient funds from the Capital Facilities Fund.

CAPITAL FACILITIES FUND:
Appropriation 25-00000-2014-0000-8500-6219-11655 – Architectural/Engineering Fees

MODIFICATION OF CONTRACT:
Mod. No. 1
To Contract 01705
DESCRIPTION
LOMELL HIGH SCHOOL
modify the existing contract with Lionakis

COST
$778,422

BACKGROUND:
This contract is for architectural services associated with the design and construction of a new permanent building to replace the portable classrooms at Lowell HS. The assessment/schematic design phase included demolishing existing 12 portable classrooms and replacing with a new building consisting of 14 classrooms, student and staff toilet rooms, small storage area and covered circulation spaces.

This modification is for the 2nd phase of the work and includes the remaining design development, construction through closeout phases. The scope of work consists of replacing the existing portable classrooms with a building that consists of 14 classrooms and associated site work including parking. Other work includes relocating five district owned portables to adjacent basketball court area, inclusion of self-contained portable toilet building, demolition of two portables, return of five leased portables, and removal of all interim housing and restoration of basketball after completion of the new building.

Original contract amount (Resolution 136-25W19, June 25, 2013) $150,000.00
Previous approved modifications $0
Contract to be increased by this Modification #1 (amount not-to-exceed) $778,422.00
New Total Contract amount as modified $928,422.00

Submitted by:
Yonko Radonov, Director
Facilities Design & Construction

Recommended by:
David L. Goldin A.I.A.
Chief Facilities Officer

Agenda Item
3b. (142-25W2)
SAN FRANCISCO UNIFIED SCHOOL DISTRICT
San Francisco, California
Board Meeting 2/25/14

SUBJECT:
Contracts, Orders for Service, Work Order and Modifications in connection with the School Building Program.

REQUESTED ACTION:
That the Board of Education approve this modification between Creegan+D’Angelo and the San Francisco Unified School District and instruct the Chief Facilities Officer or designee to sign all documents necessary for the execution of the modification on behalf of the District and encumber sufficient funds from the 1990 School Facility Safety Special Tax Fund and the Capital Facilities Fund.

1990 SCHOOL FACILITY SAFETY SPECIAL TAX FUND: FOR LOPEZ ADA CAPITAL IMPROVEMENT
Appropriation 21-90361-2014-0000-8500-6219-11677 – Arch/Engineering Fees-Change Order - $3,350

CAPITAL FACILITIES FUND: FOR LOPEZ ADA CAPITAL IMPROVEMENT
Appropriation 25-90361-2014-0000-8500-6219-11677 – Arch/Engineering Fees-Change Order - $3,350

MODIFICATION OF CONTRACT:

<table>
<thead>
<tr>
<th>DESCRIPTION</th>
<th>COST</th>
</tr>
</thead>
<tbody>
<tr>
<td>SHERMAN ELEMENTARY SCHOOL</td>
<td>$6,700</td>
</tr>
<tr>
<td>modify the existing contract with Creegan+D’Angelo</td>
<td></td>
</tr>
</tbody>
</table>

BACKGROUND:
This contract was for ADA site improvements of school yard at Sherman ES. The assessment/schematic design phase included the reconfiguration of the play yard, replacing the decomposed granite surfacing with concrete paving in order to make the yard accessible and safer for the students and staff.

This modification is for additional services resulting from changes by the school administration and due to recent site discoveries regarding the broken underground storm drain system which needs to be repaired within the area of the work for new site improvements.

Original contract amount $9,350.00
Previous approved modifications $0
Contract to be increased by this Modification #1 (amount not-to-exceed) $6,700.00
New Total Contract amount as modified $16,050.00

Submitted by:
Yonko Radonov, Director
Facilities Design & Construction

Recommended by:
David L. Goldin A.I.A.
Chief Facilities Officer

Agenda Item
3c. (142-25W3)
SAN FRANCISCO UNIFIED SCHOOL DISTRICT
San Francisco, California

Board Meeting 02/25/14

SUBJECT:

Contracts, Orders for Service, Work Order and Modifications in connection with the School Building Program.

REQUESTED ACTION:

That the Board of Education approve this contract modification between Zolman Construction and the San Francisco Unified School District for an amount not to exceed $101,067.00 and instruct the Chief Facilities Officer or designee to sign all documents necessary for the execution of the contract modification on behalf of the District and to encumber sufficient funds from Proposition 39 School Repair Program Fund.

PROPOSITION 39 SCHOOL REPAIR PROGRAM FUND:

Appropriation #21-90391-2014-0000-8500-6279-11556 – New Academic Campus @ 300 Seneca

CONTRACT:

Mod 2 to No.1735

New Academic Campus @ 300 Seneca

Building Construction – Prop A 2006 Bond Program

BACKGROUND:

The Project is generally described as: modernization and reconstruction including ADA Access and Fire/Life-Safety, Structural, Roof, Mechanical, Electrical & Plumbing upgrades, including but not limited to interior and exterior painting, new elevator and lift, miscellaneous site work, hazardous material/Asbestos remediation and other misc. interior renovation work. The award amount includes the base bid of $7,167,000.00, Alternate 1 for $295,000.00 and Alt. 4 for $155,000.00, for a total award amount of $7,617,000.00.

This modification includes installation of fillers on web members and additional shear walls to roof.

<table>
<thead>
<tr>
<th>Original contract amount</th>
<th>$ 7,617,000.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>Previous Modification (1)</td>
<td>$ 45,475.00</td>
</tr>
<tr>
<td>Contract to be Increased by Modification # 2</td>
<td>$ 101,067.00</td>
</tr>
<tr>
<td><strong>New Total Contract Amount as Modified</strong></td>
<td><strong>$ 7,763,542.00</strong></td>
</tr>
<tr>
<td>Total % of modification amounts to original contract amount</td>
<td>1.92%</td>
</tr>
</tbody>
</table>

Submitted by:

Maureen Shelton
Director of Construction Management

Recommended by:

David L. Goldin, A.I.A
Chief Facilities Officer

Agenda Item
3d. (142-25W4)
SUBJECT:
Contracts, Orders for Service, Work Order and Modifications in connection with the School Building Program.

REQUESTED ACTION:
That the Board of Education approve this modification between Alpha Bay Builders and the San Francisco Unified School District for an amount not to exceed $27,405.08 and instruct the Chief Facilities Officer or designee to sign all documents necessary for the execution of the contract modification on behalf of the District and to encumber sufficient funds from Proposition 39 School Repair Program Fund.

PROPOSITION 39 SCHOOL REPAIR PROGRAM FUND:
Appropriation #21-90392-2014-0000-8500-6279-11497 – Cesar Chavez ES

CONTRACT:

<table>
<thead>
<tr>
<th>Mod. # 6 to</th>
<th>DESCRIPTION</th>
<th>COST</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. # 1690</td>
<td>Cesar Chavez ES Modernization Building Construction – Prop A 2011 Bond Program</td>
<td>$27,405.08</td>
</tr>
</tbody>
</table>

BACKGROUND:
This contract is the modernization project at Cesar Chavez Elementary School as required by San Francisco Unified School District's Proposition A 2011 Bond Program. The project will include work described as Base Bid and Additive Alternates 1 and 2, and Allowances 1 and 2. Additive Alternate 3 will not be taken.

This modification is for additional data ports in temporary offices, temporary school bell, floor prep for deep indentation, temporary space heater, awning window, furred wall modification, removal of nailers in corridors, abatement and cleaning for re-phased shotcrete.

| Original Contract | $ 6,952,484.00 |
| Previous Approved Modifications | $ 420,406.32 |
| This Modification # 6 | $ 27,405.08 |
| Total contract as modified | $ 7,400,295.40 |
| Total % of modification amounts to original contract amount | 6.44% |

Submitted by:

Maureen Shelton
Director of Construction Management

Recommended by:

David L. Goldin, A.I.A.
Chief Facilities Officer
SUBJECT:

Contracts, Orders for Service, Work Order and Modifications in connection with the School Building Program.

REQUESTED ACTION:

That the Board of Education approve this contract modification between PLUM Architects (PLUM) and the San Francisco Unified School District for the amount of $11,000.00 and instruct the Chief Facilities Officer or designee to sign all documents necessary for the execution of the contract modification on behalf of the District and to encumber sufficient funds from Proposition 39 School Repair Program Fund.

PROPOSITION 39 SCHOOL REPAIR PROGRAM FUND:

Appropriation #21-90392-2014-0000-8500-6211-11516 – Paul Revere Elementary School

CONTRACT: Mod. No. 2 to No. 1742

Paul Revere Elementary School

Architectural/Engineering Project Assessment Services – Prop A 2011 Bond Program

$11,000.00

BACKGROUND:

This contract is for Architectural and Engineering project assessment services for Paul Revere ES related to the passage of San Francisco Unified School District’s 2011 Proposition A Facilities Bond Program. The scope of work of the 2011 Proposition A Bond Program includes architectural and engineering project assessment services required for the modernization design of Paul Revere ES according to the requirements and regulations of the 2011 Bond Initiative language.

This contract is for architectural and engineering project assessment services phase of the project related to the upcoming modernization of Paul Revere Elementary School.

This modification is for providing the Tier Two structural analysis report.

Original Contract

Preceding Modifications

This Modification #2

Total Contract as modified

$110,950.00

$14,050.00

$11,000.00

$136,000.00

Submitted by:

Waziuddin Chowdhury
Director of Project Management

Recommended by:

David L. Goldin, A.I.A.
Chief Facilities Officer
SUBJECT:

Contracts, Orders for Service, Work Order and Modifications in connection with the School Building Program.

REQUESTED ACTION:

That the Board of Education approve this contract modification between Mobile Modular Management Corporation and the San Francisco Unified School District for an amount not to exceed $21,400.00 and instruct the Chief Facilities Officer or designee to sign all documents necessary for the execution of the contract modification on behalf of the District and to encumber sufficient funds from Proposition 39 School Repair Program Fund.

PROPOSITION 39 SCHOOL REPAIR PROGRAM FUND:

Appropriation #21-90392-2014-0000-8500-6278-11501 – Monroe ES

CONTRACT: Mod No. 1 to No. 1618  
DESCRIPTION: Monroe ES  
INTERIM HOUSING – Prop A 2011 Bond Program  
COST $21,400.00

BACKGROUND:

The company was selected through a Request for Proposals which was publicly advertised.
The original contract is to allow for the removal five (5) modular District-owned DSA buildings at Monroe ES for disposal.

This modification is for the removal of three (3) modular District-owned DSA buildings at Monroe ES for disposal.

<table>
<thead>
<tr>
<th>Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Original contract amount</td>
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<tr>
<td>Previous Approved Modifications</td>
<td>$0.00</td>
</tr>
<tr>
<td>Contract to be increased by Modification No.1</td>
<td>$21,400.00</td>
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<td>New Total Contract Amount as Modified</td>
<td>$66,100.00</td>
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</table>

Submitted by: Maureen Shelton  
Director of Construction Management

Recommended by: David L. Goldin, A.I.A.  
Chief Facilities Officer
SUBJECT:

Contracts, Orders for Service, Work Order and Modifications in connection with the School Building Program.

REQUESTED ACTION:

That the Board of Education approve this modification to the Master Agreement between Sandis Engineers and the San Francisco Unified School District for the amount of $13,120.00 and instruct the Chief Facilities Officer or designee to sign all documents necessary for the execution of the Master Agreement modification on behalf of the District and to encumber sufficient funds from Proposition 39 School Repair Program Fund.

PROPOSITION 39 SCHOOL REPAIR PROGRAM FUND:

Appropriation 21-90392-2014-0000-8500-6140-11522 – McAteer Campus

<table>
<thead>
<tr>
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</tr>
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<tbody>
<tr>
<td>Mod. #5 to No. 1470</td>
<td>McAteer Campus Surveying Services – Prop A 2011 Bond Program</td>
<td>$13,120.00</td>
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</tbody>
</table>

BACKGROUND:

This Master Agreement is for surveying services for various building improvement projects related to the passage of San Francisco Unified School District's 2011 Proposition A Facilities Bond Program. Individual projects will be added as individual service agreements by modification to the Master Agreement. Each Master Agreement modification will be brought to the Board for separate approval. The individual service agreements will define scope, schedule, deliverables and exact cost for each project contract as needed for the duration of the Master Agreement. Scope of work will include site surveying investigation including property lines and dimensions, driveways and disabled parking spaces, clearly delineated contours, spot elevations at grade changes and other requirements needed to complete the topographic survey. Individual services agreements for previous sites surveyed under this contract included: George Peabody ES, Jose Ortega ES and McAteer Campus.

This modification to the Master Agreement is for Supplemental Topographic ground survey for McAteer Campus Modernization Project.

<table>
<thead>
<tr>
<th>Original Contract</th>
<th>Previous Modifications (1 through 4)</th>
<th>This Modification #5</th>
<th>Total Contract as modified</th>
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<tr>
<td>$12,250.00</td>
<td>$58,840.00</td>
<td>$13,120.00</td>
<td>$84,210.00</td>
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Submitted by: Waziuddin Chowdhury, Director of Project Management

Recommended by: David L. Goldin, A.I.A., Chief Facilities Officer
SUBJECT:
Contracts, Orders for Service, Work Order and Modifications in connection with the School Building Program.

REQUESTED ACTION:
That the Board of Education approve this Master Agreement modification between Sensible Environmental Solutions (SES) and the San Francisco Unified School District for an amount not to exceed $135,345.00 and instruct the Chief Facilities Officer or designee to sign all documents necessary for the execution of the Master Agreement modification on behalf of the District and to encumber sufficient funds from Proposition 39 School Repair Program Fund.

PROPOSITION 39 SCHOOL REPAIR PROGRAM FUND:
Appropriation 21-90392-2014-0000-8500-6212-11511 – Miraloma ES School Modernization  $135,345.00

CONTRACT:
Mod 18 to No. 1518

DESCRIPTION
Miraloma ES
Environmental IH Services – Proposition A 2011 Bond Program

COST
$135,345.00

BACKGROUND:
This Master Agreement is for hazardous abatement design services for various building improvement projects related to the passage of San Francisco Unified School District’s 2011 Proposition A Facilities Bond Program. The scope of work of the 2011 Proposition A Bond Program includes architectural and engineering services required for the design and construction modernization of individual District sites and facilities according to the requirements and regulations of the 2011 Bond Initiative language. Scope of work includes hazardous materials Site assessment, Development of Assessment Documents, Project coordination.

Previous modifications to the agreement were for industrial hygiene services at Lowell HS, Starr King ES, Yick Wo ES, Sunnyside ES, Burton HS, Bret Harte EES, Lowell HS projects, Jose Ortega ES Security Camera project, Burton HS, Bret Harte EES, Ida B. Wells HS, Monroe ES, Lowell HS, Ortega ES, Miraloma ES, McAteer, Visitacion Valley MS, Visitacion Valley ES campus.

This modification is for additional hazardous materials Abatement Design services; provide service to include Pre-Construction, Submittal Review; Inspection/Abatement Monitoring; Final Test & Acceptance Sampling during construction and Project Closeout for Miraloma ES modernization.

Original Contract Amount
$23,280.00

Previous Approved Modifications (#1-17)
$1,355,179.10

This Modification #18 (not-to exceed)
$135,345.00

Total Contract Value as modified
$1,513,804.10

Submitted by:
Maureen Shelton
Director of Construction Management

Recommended by:
David L. Goldin, A.I.A.
Chief Facilities Officer

Agenda Item
31. (142-25W9)
SAN FRANCISCO UNIFIED SCHOOL DISTRICT
San Francisco, California
Board Meeting 02/25/14

SUBJECT:

Contracts, Orders for Service, Work Order and Modifications in connection with the School Building Program.

REQUESTED ACTION:

That the Board of Education approve this Modification to the Master Agreement between Construction Testing Services and the San Francisco Unified School District for an amount not to exceed $141,166.00 and instruct the Chief Facilities Officer or designee to sign all documents necessary for the execution of the Master Agreement Modification on behalf of the District and to encumber sufficient funds from Proposition 39 School Repair Program Fund.

PROPOSITION 39 SCHOOL REPAIR PROGRAM FUND:

Appropriation # 21-90392-2014-0000-8500-6280-11501 Monroe ES Modernization

<table>
<thead>
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<th>CONTRACT</th>
<th>DESCRIPTION</th>
<th>COST</th>
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</thead>
<tbody>
<tr>
<td>Mod No. 4 to No. 1699</td>
<td>Monroe ES Materials Testing and Inspection Services – Prop A 2011 Bond Program</td>
<td>$141,166.00</td>
</tr>
</tbody>
</table>

BACKGROUND:

This contract modification is for the various improvements scope of work at Monroe Elementary School as required by San Francisco Unified School District’s Proposition A 2011 Bond Program.

The original scope of work includes a testing and inspection services at new classroom building at Monroe ES, George Peabody ES, and Willie L. Brown Jr. Middle School.

This modification includes offsite testing and inspection along with on-site testing and inspections services for the Phase 2 Modernization of Monroe ES.

| Original contract amount | $ 6,655.00 |
| Previous modification (1-3) | $ 437,983.90 |
| This Modification – No. 4 | $ 141,166.00 |
| Total Contract as modified | $ 585,804.90 |

Submitted by:

Maureen Shelton
Director of Construction Management

Recommended by:

David L. Goldin, A.I.A.
Chief Facilities Officer
SUBJECT:

Contracts, Orders for Service, Work Order and Modifications in connection with the School Building Program.

REQUESTED ACTION:

That the Board of Education approve this modification to the Master Agreement between Vanir Construction Management and the San Francisco Unified School District for an amount not to exceed $1,674,981.00 and instruct the Chief Facilities Officer or designee to sign all documents necessary for the execution of the Master Agreement modification on behalf of the District and to encumber sufficient funds from Proposition 39 School Repair Program Fund.

PROPOSITION 39 SCHOOL REPAIR PROGRAM FUND:

| Appropriation #21-90392-2014-0000-8500-6216-11505—Roosevelt MS | $855,538.00 |
| Appropriation #21-90392-2014-0000-8500-6216-11503—Gordon J. Lau ES | $819,443.00 |

CONTRACT:

No. 01490 Mod #6

Roosevelt MS & Gordon J. Lau ES
Construction Management Services – Proposition A 2011 Bond Program

$1,674,981.00

BACKGROUND:

The original Master Agreement is for construction management services for various building improvement projects related to the passage of San Francisco Unified School District’s Proposition A 2011 Bond Program and provided for the costs of the preconstruction coordination at program-wide various sites. Additional projects and construction management phases were to be added through Board-approved modification of this Master Agreement. Previous modifications included CM services for projects at: Sarah B. Cooper Campus, George Peabody ES, Roosevelt MS, Yick Wo ES, and Gordon Lau ES.

This contract modification is for construction management services for Roosevelt MS and Gordon J. Lau ES under the 2011 Bond Program.

Original Contract Amount
Previous Approved Modifications
Contract to be Increased by Modification #6
New Total Contract Amount as Modified

$ 32,000.00
$1,660,512.00
$1,674,981.00
$3,367,493.00

Submitted by:

Maureen Shelton
Director of Construction Management

Recommended by:

David L. Goldin, A.I.A.
Chief Facilities Officer
SUBJECT:
Contracts, Orders for Service, Work Order and Modifications in connection with the School Building Program.

REQUESTED ACTION:
That the Board of Education approve this contract between Zolman Construction & Development, Inc. (Zolman) and the San Francisco Unified School District for an amount not to exceed $8,786,000 and instruct the Chief Facilities Officer or designee to sign all documents necessary for the execution of the contract on behalf of the District and to encumber sufficient funds from Proposition 39 School Repair Program Fund. In the event the District is not able to enter into a contract with Zolman it will award to the next lowest, most responsive and responsible bidder, or the District may elect to re-bid the project.

PROPOSITION 39 SCHOOL REPAIR PROGRAM FUND:
Appropriation 21-90392-2014-0000-8500-6270-11495 – Sunnyside ES $ 8,786,000

CONTRACT:
No. 1771
DESCRIPTION
Building Construction – Prop A 2011 Bond Program
COST
$ 8,786,000

CONTRACTOR
Zolman Construction & Development
Cal Pacific Construction
JUV, Inc
Allen Construction
Artz Builders
Jeff Luchetti Construction
Transworld Construction
BHM Construction
Roebbelen Contracting, Inc.
BID AMOUNT
$8,786,000
$8,854,000
$9,025,528
$9,145,000
$9,170,079
$9,361,000
$9,406,607
$9,511,600
$9,653,000

BACKGROUND:
This contract is for a modular classroom building at Sunnyside Elementary School as required by San Francisco Unified School District's Proposition A 2011 Bond Program.

Scope of work includes modernization of the existing building, hazardous material abatement, site work and a new classroom building.

Submitted by:
[Signature]
Maureen Shelton
Director of Construction Management

Recommended by:
[Signature]
David L. Goldin, A.I.A.
Chief Facilities Officer
SUBJECT:

Contracts, Orders for Service, Work Order and Modifications in connection with the School Building Program.

REQUESTED ACTION:

That the Board of Education approve this contract between Loving Campos Associates Architects and the San Francisco Unified School District for an amount not to exceed $1,402,466.00 and instruct the Chief Facilities Officer or designee to sign all documents necessary for the execution of the contract on behalf of the District and to encumber sufficient funds from Proposition 39 School Repair Program Fund.

PROPOSITION 39 SCHOOL REPAIR PROGRAM FUND:

Appropriation 21-90392-2014-0000-8500-6210-11517 – Visitacion Valley Middle School

CONTRACT:

No. 1769

Visitacion Valley Middle School

Architectural/Engineering Design & Construction Services – Prop A 2011 Bond Program

COST

$1,402,466.00

BACKGROUND:

This contract is for Architectural and Engineering design and construction services for Visitacion Valley Middle School related to the passage of San Francisco Unified School District's 2011 Proposition A Facilities Bond Program. The scope of work of the 2011 Proposition A Bond Program includes architectural and engineering services required for the design and construction modernization of individual District sites and facilities according to the requirements and regulations of the 2011 Bond Initiative language.

This contract is for the design and construction phase of the project which includes design development from schematic to final construction documents, construction administration and project closeout. The project scope includes modernization of the existing building, structural upgrades, fire/life safety systems, access work, and site work.

Submitted by:

Waziuddin Chowdhury
Director of Project Management

Recommended by:

David L. Goldin, A.I.A.
Chief Facilities Officer
SAN FRANCISCO UNIFIED SCHOOL DISTRICT
San Francisco, California

Board Meeting 2/25/14

SUBJECT:

Contracts, Orders for Service, Work Order and Modifications in connection with the School Building Program.

REQUESTED ACTION:

That the Board of Education approve this contract between Mobile Modular Management Corporation and the San Francisco Unified School District for the amount of $364,137.68 and instruct the Chief Facilities Officer or designee to sign all documents necessary for the execution of the contract on behalf of the District and to encumber sufficient funds from Proposition 39 School Repair Program Fund.

PROPOSITION 39 SCHOOL REPAIR PROGRAM FUND:

Appropriation # 21-90392-2014-0000-8500-6278-11504 – Burton HS – Interim Housing

<table>
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<tr>
<th>CONTRACT:</th>
<th>DESCRIPTION</th>
<th>COST</th>
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<tbody>
<tr>
<td>No. 1770</td>
<td>Burton High School Interim Housing – Prop A 2011 Bond Program</td>
<td>$364,137.68</td>
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</table>

BACKGROUND:

The scope of services provides for the lease, installation, and removal of four (4) 24’ x 40’ portable classrooms during the Burton High School Modernization Project.

The company was selected through a Request for Proposals which was publicly advertised.

Submitted by:

Maureen Shelton
Director of Construction Management

Recommended by:

David L. Goldin, A.I.A.
Chief Facilities Officer
SUBJECT:
Contracts, Orders for Service, Work Order and Modifications in connection with the School Building Program.

REQUESTED ACTION:
That the Board of Education approve this contract between CSDA Design Group and the San Francisco Unified School District for an amount not to exceed $1,049,220.00 and instruct the Chief Facilities Officer or designee to sign all documents necessary for the execution of the contract on behalf of the District and to encumber sufficient funds from Proposition 39 School Repair Program Fund.

PROPOSITION 39 SCHOOL REPAIR PROGRAM FUND:
Appropriation #21-90392-2014-0000-8500-6210-11500 - Longfellow ES - School Modernization

CONTRACT:
No. 1765

DESCRIPTION
Architectural/Engineering Services – Prop A 2011 Bond Program

COST
$1,049,220.00

BACKGROUND:
This contract is for Architectural and Engineering design and construction services for Longfellow ES related to the passage of San Francisco Unified School District’s 2011 Proposition A Facilities Bond Program. The scope of work of the 2011 Proposition A Bond Program includes architectural and engineering services required for the modernization design of Longfellow ES according to the requirements and regulations of the 2011 Bond Initiative language.

This contract is for the design and construction phase of the project which includes design development from schematic to final construction documents, construction administration and project closeout. The project scope includes modernization of the existing building, fire/life safety systems, access work, and site work.

Submitted by:
Waziuddin Chowdhury
Director of Project Management

Recommended by:
David L. Goldin, A.I.A.
Chief Facilities Officer
SUBJECT:

Contracts, Orders for Service, Work Order and Modifications in connection with the School Building Program.

REQUESTED ACTION:

That the Board of Education approve this contract between PLUM Architects and the San Francisco Unified School District for an amount not to exceed $1,050,000.00 and instruct the Chief Facilities Officer or designee to sign all documents necessary for the execution of the contract on behalf of the District and to encumber sufficient funds from Proposition 39 School Repair Program Fund.

PROPOSITION 39 SCHOOL REPAIR PROGRAM FUND:

Appropriation 21-90392-2014-0000-8500-6210-11516 – Paul Revere ES/MS Campus

CONTRACT:

No.1772

Paul Revere ES/MS Campus

Architectural/Engineering Design & Construction Services – Prop A 2011 Bond Program

COST

$1,050,000.00

BACKGROUND:

This contract is for Architectural and Engineering design and construction services for the Paul Revere Elementary and Middle School Campus related to the passage of San Francisco Unified School District's 2011 Proposition A Facilities Bond Program. The scope of work of the 2011 Proposition A Bond Program includes architectural and engineering services required for the design and construction modernization of individual District sites and facilities according to the requirements and regulations of the 2011 Bond Initiative language.

This contract is for the design and construction phase of the project which includes design development from schematic to final construction documents, construction administration and project closeout. The project scope includes accessibility improvements in all buildings and throughout the campus, voluntary seismic improvements, fire-life safety improvements, modernization of the primary classroom building and miscellaneous other improvements.

Submitted by:

Waziuddin Chowdhury
Director of Project Management

Recommended by:

David L. Goldin, A.I.A.
Chief Facilities Officer
SAN FRANCISCO UNIFIED SCHOOL DISTRICT  
San Francisco, California  
Board Meeting 02/25/14

SUBJECT:  
Contracts, Orders for Service, Work Order and Modifications in connection with the School Building Program.

REQUESTED ACTION:  
That the Board of Education approve this contract between Alten Construction, Inc. (Alten) and the San Francisco Unified School District for an amount not to exceed $25,602,000.00 and instruct the Chief Facilities Officer or designee to sign all documents necessary for the execution of the contract on behalf of the District and to encumber sufficient funds from Proposition 39 School Repair Program Fund. In the event the District is not able to enter into a contract with Alten, it will award to the next lowest, most responsive and responsible bidder, or the District may elect to re-bid the project.

PROPOSITION 39 SCHOOL REPAIR PROGRAM FUND:  
Appropriation #21-90392-2014-0000-8500-6270-11504 – Burton High School Modernization

CONTRACT:  
No. #1773  
Burton High School  
Building Construction – Prop A 2011 Bond Program  
COST $25,602,000.00

CONTRACTOR    TOTAL BASE BID
Alten Construction $25,602,000.00  
Zolman Construction $ 25,812,000.00  
Arntz Builders $ 26,069,382.00  
Vila Construction $ 26,973,215.00  
SJ Amoroso $ 27,170,000.00

BACKGROUND:  
This contract is for the modernization of the Burton High School Modernization as required by San Francisco Unified School District's Proposition A 2011 Bond Program.

Scope of work includes modernization of the existing building, hazardous material abatement, site work and other miscellaneous improvements.

Submitted by:

Maureen Shelton  
Director of Construction Management

Recommended by:

David L. Goldin, A.I.A  
Chief Facilities Officer
SUBJECT:
Contracts, Orders for Service, Work Order and Modifications in connection with the School Building Program.

REQUESTED ACTION:
That the Board of Education approve this Master Agreement between Structure Consultants Group and the San Francisco Unified School District for an amount not to exceed $297,460.00 and instruct the Chief Facilities Officer or designee to sign all documents necessary for the execution of the Master Agreement on behalf of the District and to encumber sufficient funds from Proposition 39 School Repair Program Fund.

PROPOSITION 39 SCHOOL REPAIR PROGRAM FUND:
Appropriation #21-90392-2014-0000-8500-6290-11506 – Starr King ES

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<td>No. 1767</td>
<td>Starr King ES Building Inspection Services – Proposition A 2011 Bond Program</td>
<td>$297,460.00</td>
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</table>

BACKGROUND:
This Master Agreement is for inspection services for various building improvement projects related to the passage of San Francisco Unified School District's Proposition A 2011 Bond Program. The scope of work for the 2011 Bond Program includes project inspection services per DSA requirements of individual District sites and facilities according to the requirements and regulations of the 2011 Bond Initiative language.

The consultant was selected pursuant to the District's Request for Proposals process. After review of 13 proposals submitted by Inspection services firms the District determined that the following 6 firms had the prerequisite qualifications, experience and staff at this time for the 2011 Proposition A Bond Program: KCI, Inc, Elmast Construction & Inspections Services, CIS Inc., Clarke Inspection Group, 4Leaf, Inc. and GBMI. Individual projects are assigned based on the firm's experience, size and capabilities for each of the individual projects as determined by the Bond Program staff.

This initial Master Agreement amount of $297,460.00 is for inspection services during construction at Starr King ES under the 2011 Bond Program.

Performable by District Civil Service Classification: No
District Classification: N/A
Reason for Contracting Out: District does not have staff capacity to perform this work.

Submitted by:

Maureen Shelton
Director of Construction Management

Recommended by:

David L. Goldin, A.I.A.
Chief Facilities Officer
SAN FRANCISCO UNIFIED SCHOOL DISTRICT
San Francisco, California

Board Meeting 02/25/14

SUBJECT:

Contracts, Orders for Service, Work Order and Modifications in connection with the School Building Program.

REQUESTED ACTION:

That the Board of Education approve this Master Agreement between King Construction Inspection, Inc. and the San Francisco Unified School District for an amount not to exceed $249,622.00 and instruct the Chief Facilities Officer or designee to sign all documents necessary for the execution of the Master Agreement on behalf of the District and to encumber sufficient funds from Proposition 39 School Repair Program Fund.

PROPOSITION 39 SCHOOL REPAIR PROGRAM FUND:

Appropriation #21-90392-2014-0000-8500-6290-11495 – Sunnyside ES

CONTRACT:
No. 1766

DESCRIPTION
Sunnyside ES
Building Inspection Services – Proposition A 2011 Bond Program

COST
$249,622.00

BACKGROUND:

This Master Agreement is for inspection services for various building improvement projects related to the passage of San Francisco Unified School District's Proposition A 2011 Bond Program. The scope of work for the 2011 Bond Program includes project inspection services per DSA requirements of individual District sites and facilities according to the requirements and regulations of the 2011 Bond Initiative language.

The consultant was selected pursuant to the District's Request for Proposals process. After review of 13 proposals submitted by Inspection services firms the District determined that the following 6 firms had the prerequisite qualifications, experience and staff at this time for the 2011 Proposition A Bond Program: KCI, Inc, Elmast Construction & Inspections Services, CIS Inc., Clarke Inspection Group, 4Leaf, Inc. and GBMI. Individual projects are assigned based on the firm's experience, size and capabilities for each of the individual projects as determined by the Bond Program staff.

This initial Master Agreement amount of $249,622.00 is for inspection services during construction at Sunnyside ES under the 2011 Bond Program.

Performable by District Civil Service Classification: No
District Classification: N/A
Reason for Contracting Out: District does not have staff capacity to perform this work.

Submitted by:

Maureen Shelton
Director of Construction Management

Recommended by:

David L. Goldin, A.I.A.
Chief Facilities Officer

Agenda Item
3s.(142-25W19)
SAN FRANCISCO UNIFIED SCHOOL DISTRICT
San Francisco, California

Board Meeting 02/25/14

SUBJECT:

Contracts, Orders for Service, Work Order and Modifications in connection with the School Building Program.

REQUESTED ACTION:

That the Board of Education approve this Master Agreement between CIS, Inc. and the San Francisco Unified School District for an amount not to exceed $229,320.00 and instruct the Chief Facilities Officer or designee to sign all documents necessary for the execution of the Master Agreement on behalf of the District and to encumber sufficient funds from Proposition 39 School Repair Program Fund.

PROPOSITION 39 SCHOOL REPAIR PROGRAM FUND:

Appropriation #21-90392-2014-0000-8500-6290-11505 – Roosevelt MS

<table>
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<tr>
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<tr>
<td>No. 1768</td>
<td>Roosevelt MS</td>
<td>$229,320.00</td>
</tr>
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</table>

Building Inspection Services – Proposition A 2011 Bond Program

BACKGROUND:

This Master Agreement is for inspection services for various building improvement projects related to the passage of San Francisco Unified School District's Proposition A 2011 Bond Program. The scope of work for the 2011 Bond Program includes project inspection services per DSA requirements of Individual District sites and facilities according to the requirements and regulations of the 2011 Bond Initiative language.

The consultant was selected pursuant to the District’s Request for Proposals process. After review of 13 proposals submitted by Inspection services firms the District determined that the following 6 firms had the prerequisite qualifications, experience and staff at this time for the 2011 Proposition A Bond Program: KCI, Inc, Elmast Construction & Inspections Services, CIS Inc., Clarke Inspection Group, 4Leaf, Inc. and GBMI. Individual projects are assigned based on the firm's experience, size and capabilities for each of the individual projects as determined by the Bond Program staff.

This initial Master Agreement amount of $229,320.00 is for inspection services during construction at Roosevelt MS under the 2011 Bond Program.

Performable by District Civil Service Classification: No
District Classification: N/A
Reason for Contracting Out: District does not have staff capacity to perform this work.

Submitted by:

Maureen Shelton
Director of Construction Management

Recommended by:

David L. Goldin, A.I.A.
Chief Facilities Officer

Agenda Item
3t (142-25W20)
SAN FRANCISCO UNIFIED SCHOOL DISTRICT  
San Francisco, California  
Board Meeting 02/25/14

SUBJECT:  
Contracts, Orders for Service, Work Order and Modifications in connection with the School Building Program.

REQUESTED ACTION:

That the Board of Education authorizes the Chief Facilities Officer to reject all bids for Presidio Boiler replacement Project.

PROPOSITION 39 SCHOOL REPAIR PROGRAM FUND:  NA

CONTRACT:  

<table>
<thead>
<tr>
<th>DESCRIPTION</th>
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<tbody>
<tr>
<td>Presidio MS Boiler Replacement Project</td>
<td>no cost impact</td>
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Building Construction – Prop A 2011 Bond Program

BACKGROUND:

This project is for the replacement of two existing steam boilers with three new boilers with all necessary accessories to operate the new boilers. This project includes the demolition of the two boilers, installing three new boilers, vacuum tank, and upgrading the related electrical and control systems

On Tuesday, February 6, 2014, the District held the bid opening for the project at which bidders submitted bids. Upon review of the bids, staff recommends rejecting all bids and rebidding the project or to include the work within the scope of the upcoming school modernization project.

Submitted by: 
Maureen Shelton  
Director of Construction Management

Recommended by: 
David L. Goldin, A.T.A.  
Chief Facilities Officer
February 12, 2014

MEMORANDUM

TO: Esther Casco
   Executive Assistant

FROM: Yonko Radonov, Director
   Facilities Design & Construction

RE: Representation of Disabled Veteran, Minority and Women Owned Business Enterprises (DVBE, MBE/WBE)

In an effort to increase participation for all ethnicities and genders, the District has increased its own advertising efforts to include publications and listings with the greatest circulation to contractors and subcontractors. In addition, the bidding documents include an outreach certification which requires the contractors to solicit subcontractors through at least two (2) approved publications, advertisements or listings.

The ethnicity and gender are presented below as they appear on the February 25, 2014 Board Agenda:

<table>
<thead>
<tr>
<th>Document</th>
<th>Vendor</th>
<th>Total Amount</th>
<th>DVBE Status</th>
<th>MBE/WBE Status</th>
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<tr>
<td>MODIFICATION</td>
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<td>$778,422.00</td>
<td>Non-DVBE</td>
<td>Non-MBE/Non-WBE</td>
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<td>MODIFICATION</td>
<td>Ho's Construction</td>
<td>$116,403.11</td>
<td>Non-DVBE</td>
<td>Asian/Non-WBE</td>
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<td>MODIFICATION</td>
<td>Creegan+D'Angelo</td>
<td>$6,700.00</td>
<td>Non-DVBE</td>
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<td>TOTAL:</td>
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<td><strong>$901,525.11</strong></td>
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</tbody>
</table>
MEMORANDUM

February 12, 2014

TO: Esther Casco, Executive Assistant

FROM: David Goldin

Chief Facilities Officer

RE: Representation of Disabled Veteran, Minority and Women Owned Business Enterprises (DVBE, MBE/WBE)

In an effort to increase participation for all ethnicities and genders, the District has increased its own advertising efforts to include publications and listing with the greatest circulation to contractors and subcontractors. In addition, the bidding documents include an outreach certification which requires the contractors to solicit subcontractors through publications of an advertisement and/or listing in at least two (2) of an approved list of publications and/or listing.

The ethnicity and gender are presented below as they appear on the February 25, 2014 Board Agenda:

<table>
<thead>
<tr>
<th>Document</th>
<th>Vendor</th>
<th>Total Amount</th>
<th>DVBE Status</th>
<th>MBE/WBE/Status</th>
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</thead>
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<td>Non-DVBE</td>
<td>MBE/Non-WBE</td>
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<td>MODIFICATION</td>
<td>Alpha Bay Builders</td>
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SUBJECT: Administrative, Secondary, Elementary Certificated Personnel Actions.

ACTION REQUESTED: That the Board of Education approves the following personnel actions.

### PROBATIONARY APPOINTMENTS

**142-25F1**

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### TEMPORARY APPOINTMENTS

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### EMERGENCY APPOINTMENTS

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### DEPARTMENT HEAD APPOINTMENTS
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### HOURLY AS NEEDED APPOINTMENTS
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**142-25F8**

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**142-25F9**

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## LEAVE OF ABSENCE

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4a. (142-25F10 - F14)

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### RETIREMENT

**142-25F11**

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### SEPARATION

**142-25F12**

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<td>Matos, Jessica</td>
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<td>Umana, Nathalie</td>
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The following individuals are being recommended for non-relection for the 2014-2015 school year:

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Administrative, Secondary, Elementary Certificated Personnel Action
Prepared by

Monica Victoria Vasquez
Chief Human Resources Officer

Agenda Item
4a. (142-25F1 – F14)
### GENDER / ETHNICITY / RACE COMPOSITION

**PROBATIONARY APPOINTEES**

**APPEARING IN THE AGENDA OF**

February 25, 2014

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| TOTAL     | 1 100.00% |

90
# GENDER / ETHNICITY / RACE COMPOSITION

## TEMPORARY APPOINTEES

**APPEARING IN THE AGENDA OF**

February 25, 2014

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## RACE

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<td>KOREAN</td>
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<tr>
<td>OTHER ASIAN</td>
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<tr>
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<td>SAMOAN</td>
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<td>TAHITIAN</td>
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<tr>
<td>VIETNAMESE</td>
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## GENDER / ETHNICITY / RACE COMPOSITION

**INTERN APPOINTEE**

**APPEARING IN THE AGENDA OF**

February 25, 2014

<table>
<thead>
<tr>
<th></th>
<th>APPOINTEE</th>
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<td><strong>TOTAL</strong></td>
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<td><strong>HISPANIC/LATINO</strong></td>
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<tr>
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<tr>
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<td><strong>AMERICAN INDIAN OR ALASKAN NATIVE</strong></td>
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<td><strong>ASIAN INDIAN</strong></td>
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<td><strong>CAMBODIAN</strong></td>
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<td><strong>CHINESE</strong></td>
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<td><strong>KOREAN</strong></td>
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<td><strong>LAOTIAN</strong></td>
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<td><strong>OTHER ASIAN</strong></td>
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<tr>
<td><strong>OTHER PACIFIC ISLANDER</strong></td>
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# GENDER / ETHNICITY / RACE COMPOSITION

**DEPARTMENT HEAD / DEAN / HEAD COUNSELOR APPOINTEES**

**APPEARING IN THE AGENDA OF**

February 25, 2014

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<tr>
<th></th>
<th>APPOINTEES</th>
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<tbody>
<tr>
<td><strong>GENDER</strong></td>
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<tr>
<td>FEMALE</td>
<td>0</td>
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<tr>
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<td>3</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td>3</td>
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| **ETHNICITY**  |            |            |
| DECLINE        | 0          | 0.00%      |
| HISPANIC/LATINO| 1          | 33.33%     |
| NON-HISPANIC OR LATINO | 2 | 66.67% |
| **TOTAL**      | 3          | 100%       |

| **RACE**       |            |            |
| AFRICAN AMERICAN | 1          | 33.33%     |
| AMERICAN INDIAN OR ALASKAN NATIVE | 0 | 0.00% |
| ASIAN INDIAN    | 0          | 0.00%      |
| CAMBODIAN       | 0          | 0.00%      |
| CHINESE         | 1          | 33.33%     |
| DECLINE TO STATE| 0          | 0.00%      |
| FILIPINO        | 0          | 0.00%      |
| GUAMANIAN       | 0          | 0.00%      |
| HAWAIIAN        | 0          | 0.00%      |
| HMONG           | 0          | 0.00%      |
| JAPANESE        | 0          | 0.00%      |
| KOREAN          | 0          | 0.00%      |
| LAOTIAN         | 0          | 0.00%      |
| OTHER ASIAN     | 0          | 0.00%      |
| OTHER PACIFIC ISLANDER | 0 | 0.00% |
| SAMOAN          | 0          | 0.00%      |
| TAHITIAN        | 0          | 0.00%      |
| VIETNAMESE      | 0          | 0.00%      |
| WHITE/CAUCASIAN | 1          | 33.33%     |
| **TOTAL**       | 3          | 100.00%    |
# GENDER / ETHNICITY / RACE COMPOSITION

**HOURLY AS NEEDED APPOINTEES**

**APPEARING IN THE AGENDA OF**

February 25, 2014

<table>
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<tr>
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<th>APPOINTEES</th>
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<tbody>
<tr>
<td><strong>GENDER</strong></td>
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<tr>
<td>FEMALE</td>
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| **ETHNICITY**        |            |            |
| DECLINE              | 0          | 0.00%      |
| HISPANIC/LATINO      | 1          | 25.00%     |
| NON-HISPANIC OR LATINO| 3    | 75.00%     |
| **TOTAL**            | 4          | 100%       |

| **RACE**             |            |            |
| AFRICAN AMERICAN     | 0          | 0.00%      |
| AMERICAN INDIAN OR ALASKAN NATIVE| 0 | 0.00% |
| ASIAN INDIAN         | 0          | 0.00%      |
| CAMBODIAN            | 0          | 0.00%      |
| CHINESE              | 1          | 25.00%     |
| DECLINE TO STATE     | 1          | 25.00%     |
| FILIPINO             | 0          | 0.00%      |
| GUAMANIAN            | 0          | 0.00%      |
| HAWAIIAN             | 0          | 0.00%      |
| HMONG                | 0          | 0.00%      |
| JAPANESE             | 0          | 0.00%      |
| KOREAN               | 0          | 0.00%      |
| LAOTIAN              | 0          | 0.00%      |
| OTHER ASIAN          | 0          | 0.00%      |
| OTHER PACIFIC ISLANDER| 0   | 0.00% |
| SAMOAN               | 0          | 0.00%      |
| TAHITIAN             | 0          | 0.00%      |
| VIETNAMESE           | 0          | 0.00%      |
| WHITE/CAUCASIAN      | 2          | 50.00%     |
| **TOTAL**            | 4          | 100.00%    |
**SUBJECT:** Consultant Services  
Individal  
Organization  

**FOR BOARD OFFICE USE ONLY** 
Vendor has multiple contracts for the current fiscal school year.

**DATE OF BOARD MEETING:** February 25, 2014

Is this a retroactive resolution?  
Yes  
No

If yes, please explain. Funds not allocated to proper object code.

or other comments:

**SERVICE/PROGRAM DESCRIPTION:**
(What the service and program description are; why the services are required; how the services will benefit the District)

142-25K1
To increase and augment service to Alvarado's Spanish speaking parent population. To assist the administration with home school communication and serve as a translator and daily interpreter for the Spanish speaking community which comprises approximately 45% of the Alvarado School population. To increase student achievement by assisting the administration to increase parent involvement. To help us keep our promises to Spanish speaking parents and children by creating a culture of service and support to our Hispanic/Latino families.
Ms. Velasco is our primary interpreter and translator to our Spanish speaking community through parent meetings, phone calls and home visits engaging them in school activities including workshops on parenting and how to increase children's achievement at home.
Ms. Velasco coordinates such activities. Ms. Velasco assists the administration with interpretation during parent meetings, translates documents to be sent home as needed, makes home visits and makes phone calls home to Spanish speaking parents daily. Ms. Velasco is scheduled to be available at various times during the day, adjusting her schedule as needed to accommodate parents and planned activities.

**Category:** Parent Advocacy  
**Code:** 13

**School Site / Department:** Alvarado Elementary School

**Participants:** (Those students, sites, or personnel who will be directly served by this consultant)  
Alvarado's Spanish speaking parent population and their families.

**Dates of Service:** 11/1/13 - 6/1/14

**Total Cost:** $4,000.00

**Funding Source(s)/Program Title:**
Trust Fund - Principal Discretionary Funds

**SACS Code(s):**
01-93005-2014-1110-2100-5803-420

**Name of Consultant:** Nancy Velasco  
**Evaluation:** $0  
**Total Cost:** $4,000.00
DISTRICT GOALS AND EVALUATION:

DISTRICT GOALS:
- Goal 1: Access & Equity – Make social justice a reality.
- Goal 2: Student Achievement – Engage high achieving and joyful learners.
- Goal 3: Accountability – Keep our promises to students and families.

EVALUATION:
- Level I: Complete Task
- Level II: Complete Task, Provide Feedback and/or Produce Product
- Level III: Complete Task, Provide Feedback and/or Produce Product, and Show Evidence that Services are Successful
- Level IV: Complete Task, Provide Feedback and/or Produce Product, Show Evidence that Services are Successful, and Show Evidence of Transference of Skills and Capacity Building

SELECTION PROCESS:

Ms. Velasco will be serving her ninth year in this capacity. She began as an Alvarado parent.

DEGREE OF STUDENT CONTACT:
- Limited Contact
- More Than Limited Contact
- No Student Contact

PREPARED AND SUBMITTED BY: Robert Broecker, Principal

SCHOOL SITE/and or DEPARTMENT: Alvarado Elementary School
SUBJECT: Consultant Services  □ Individual  □ Organization

DATE OF BOARD MEETING: February 25, 2014

Is this a retroactive resolution?  □ Yes  □ No

If yes, please explain. Choose from list below or other comments:

SERVICE/PROGRAM
DESCRIPTION: (What the service and program description are; why the services are required; how the services will benefit the District)

142-25K2

The California Subject Matter Projects, through the Bay Area Writing Project and the California Reading and Literature Project (CRLP) will provide consulting to the Multilingual Pathways Department on the implementation of the new ELD standards, which includes both designated (dedicated) ELD and ELD integrated across the curriculum. The consulting will include co-development of an implementation plan and deliverable modules that will address the following:

1. Developing teacher awareness of the ELD Standards, including the major shifts and instructional implications; 2. Differentiating ELD instruction and the use of varied grouping strategies; 3. Understanding different levels of scaffolding needed, based on the language level of the student as well as the complexity of the text; 4. Increasing an understanding of academic language in order to plan effective text based instruction; 5. Incorporating high-level academic conversations into both designated and integrated ELD instruction.

It is essential that all teachers in SFUSD develop a clear understanding of the new ELD standards and the instructional implications, as well as how the new ELD standards are aligned with the CCSS. This is critical in order for SFUSD's English Learners to simultaneously be successful in content area learning while they are developing English proficiency.

Category: Professional Development  Code: 14

School Site / Department: C & I Multilingual Pathways Department

Participants: (Those students, sites, or personnel who will be directly served by this consultant) C&I Admin, TSA's and Teacher Leaders

Dates of Service: March 1, 2014 through June 20, 2014

Total Cost: $20,000.00

Funding Source(s)/Program Title:
NCLB: Title III, Limited English Proficient Student Program
Cowell Foundation: Long Term English Learner Initiative

SACS Code(s):
01-42030-2014-4760-2100-5803-055 $16,500.00
01-90732-2014-1110-2100-5803-055 $3,500.00

Name of Consultant: The Regents of the University of California $20,000.00
142-25K2 Cont. Page 2

Evaluation: $0
Total Cost: $20,000.00

DISTRICT GOALS AND EVALUATION:

DISTRICT GOALS:
- Goal 1: Access & Equity – Make social justice a reality.
- Goal 2: Student Achievement – Engage high achieving and joyful learners.
- Goal 3: Accountability – Keep our promises to students and families.

EVALUATION:
- Level I: Complete Task
- Level II: Complete Task, Provide Feedback and/or Produce Product
- Level III: Complete Task, Provide Feedback and/or Produce Product, and Show Evidence that Services are Successful
- Level IV: Complete Task, Provide Feedback and/or Produce Product, Show Evidence that Services are Successful, and Show Evidence of Transference of Skills and Capacity Building

SELECTION PROCESS:
The Bay Area Writing Project (BAWP) and California Reading and Literature Project (CRLP) are part of the California Subject Matter Project (CSMP) and is identified by the California Department of Education as a highly qualified professional development provider. CSMP is under the umbrella of the Regents of the University of California Regents - Berkeley. A primary aim of both BAWP and CRLP is to build leadership capacity around language and literacy, with a particular focus on English Learners. The BAWP and CRLP was selected to provide the consulting for following reasons: 1. The California Subject Matter Projects, BAWP and CRLP are named as recommended resources in the drafted ELA/ELD Framework. 2. The BAWP and CRLP provide professional development programs, resources and research in language and literacy instruction, including a focus on academic English language development, and links universities with schools and districts in collaborative partnerships. 3. The BAWP and CRLP has been collaborating with SFUSD and providing professional development on ELD and Academic Language and Literacy in the past years, so this work will build on previous training that has been provided to SFUSD teachers, but with greater depth and a strong focus on vocabulary and comprehension and alignment to the California Common Core Content Standards, CA ELD Standards and SFUSD's PK-12 ELA Core Curriculum.

DEGREE OF STUDENT CONTACT:
- Limited Contact
- More Than Limited Contact
- No Student Contact

PREPARED BY: Sylvia Romano
SUBMITTED BY: Angie Estonina
SCHOOL SITE/and or DEPARTMENT: C & I Multilingual Pathways Department
DATE OF BOARD MEETING: February 25, 2014

Is this a retroactive resolution?  □ Yes  □ No
If yes, please explain. Choose from list below or other comments:

SERVICE/PROGRAM DESCRIPTION:
142-25K3 Marshall Elementary School ExCEL After School Program is seeking partnership with Mission Graduates to serve as the lead agency for implementation of the 21st Century Community Learning Center Supplemental grant to provide summer supplemental program per grant guidelines. As Lead Agency, Mission Graduates will provide overall management and operation of the comprehensive supplemental program, including programmatic and fiscal accountability in accordance with grant guidelines. Total amount to be paid to Mission Graduates includes reimbursement for staffing costs and related program expenses including supplies and materials not to exceed $44,322.00.

Category: Tutoring & After School Activities  Code: 26
School Site / Department: Student, Family & Community Support Dept.
Participants: (Those students, sites, or personnel who will be directly served by this consultant) SFUSD Students
Dates of Service: June 1, 2014 - June 30, 2014
Total Cost: $44,322.00

Funding Source(s)/Program Title:
NCLB: Title IV, Part B, 21st Century Community Learning Centers

SACS Code(s):
01-41246-2014-1110-2100-5803-153 $25,000.00
01-41246-2014-1110-2100-5100-153 $19,322.00

Name of Consultant: Mission Graduates $44,322.00
Evaluation: $0
Total Cost: $44,322.00

99
DISTRICT GOALS AND EVALUATION:

DISTRICT GOALS:
- Goal 1: Access & Equity – Make social justice a reality.
- Goal 2: Student Achievement – Engage high achieving and joyful learners.
- Goal 3: Accountability – Keep our promises to students and families.

EVALUATION:
- Level I: Complete Task
- Level II: Complete Task, Provide Feedback and/or Produce Product
- Level III: Complete Task, Provide Feedback and/or Produce Product, and Show Evidence that Services are Successful
- Level IV: Complete Task, Provide Feedback and/or Produce Product, Show Evidence that Services are Successful, and Show Evidence of Transference of Skills and Capacity Building

SELECTION PROCESS:
Mission Graduates is an approved ExCEL Provider through the Request for Qualifications process. Mission Graduates was chosen by the school community to provide overall support to the after school program.

DEGREE OF STUDENT CONTACT:
- Limited Contact
- More Than Limited Contact
- No Student Contact

PREPARED BY: Lucy Hong

SUBMITTED BY: Kevin Truitt

SCHOOL SITE/AND OR DEPARTMENT: Student, Family and Community Support Dept.
DATE OF BOARD MEETING: February 25, 2014

Is this a retroactive resolution? □ Yes  □ No

If yes, please explain. Choose from list below or other comments:

SERVICE/PROGRAM DESCRIPTION: (What the service and program description are; why the services are required; how the services will benefit the District)

142-25K4 Marshall Elementary School ExCEL After School Program is seeking partnership with Mission Graduates to serve as the lead agency for implementation of the 21st Century Community Learning Center Supplemental grant to provide summer supplemental program per grant guidelines. As Lead Agency, Mission Graduates will provide overall management and operation of the comprehensive supplemental program, including programmatic and fiscal accountability in accordance with grant guidelines. Total amount to be paid to Mission Graduates includes reimbursement for staffing costs and related program expenses including supplies and materials not to exceed $44,608.00.

Category: Tutoring & After School Activities  
Code: 26

School Site / Department: Student, Family & Community Support Dept

Participants: (Those students, sites, or personnel who will be directly served by this consultant) SFUSD Students

Dates of Service: July 1, 2014 - August 15, 2014 & June 1, 2015 - June 30, 2015

Total Cost: $44,608.00

Funding Source(s)/Program Title:
NCLB: Title IV, Part B, 21st Century Community Learning Centers

SACS Code(s):
01-41246-2015-1110-2100-5803-153 $25,000.00
01-41246-2015-1110-2100-5100-153 $19,608.00
(Pending FY 2014-15 Budget Approval)

Name of Consultant: Mission Graduates

Evaluation: $0

Total Cost: $44,608.00
DISTRICT GOALS AND EVALUATION:

DISTRICT GOALS:
☐ Goal 1: Access & Equity – Make social justice a reality.
☐ Goal 2: Student Achievement – Engage high achieving and joyful learners.
☐ Goal 3: Accountability – Keep our promises to students and families.

EVALUATION:
☐ Level I: Complete Task
☐ Level II: Complete Task, Provide Feedback and/or Produce Product
☐ Level III: Complete Task, Provide Feedback and/or Produce Product, and Show Evidence that Services are Successful
☐ Level IV: Complete Task, Provide Feedback and/or Produce Product, Show Evidence that Services are Successful, and Show Evidence of Transference of Skills and Capacity Building

SELECTION PROCESS:
Mission Graduates is an approved ExCEL Provider through the Request for Qualifications process. Mission Graduates was chosen by the school community to provide overall support to the after school program.

DEGREE OF STUDENT CONTACT:
☐ Limited Contact ☑ More Than Limited Contact ☐ No Student Contact

PREPARED BY: Lucy Hong
SUBMITTED BY: Kevin Truitt
SCHOOL SITE/DEPARTMENT: Student, Family and Community Support Dept.
SUBJECT: Consultant Services  □ Individual  □ Organization

FOR BOARD OFFICE USE ONLY  □ Vendor has multiple contracts for the current fiscal school year.

DATE OF BOARD MEETING: February 25, 2014

Is this a retroactive resolution?  □ Yes  □ No

If yes, please explain. Choose from list below or other comments:

SERVICE/PROGRAM DESCRIPTION:  
142-25K5

Visitacion Valley Middle School ExcEL After School Program is seeking partnership with Real Options for City Kids to serve as the lead agency for implementation of the 21st Century Community Learning Center Supplemental grant to provide summer supplemental program per grant guidelines. As Lead Agency, Real Options for City Kids will provide overall management and operation of the comprehensive supplemental program, including programmatic and fiscal accountability in accordance with grant guidelines. Total amount to be paid to Real Options for City Kids includes reimbursement for staffing costs and related program expenses including supplies and materials not to exceed $48,170.00.

Category: Tutoring & After School Activities  
Code: 26

School Site / Department: Student, Family & Community Support Dept

Participants: (Those students, sites, or personnel who will be directly served by this consultant)  
SFUSD Students

Dates of Service:  
July 1, 2014 - August 15, 2014 &  
June 1, 2015 - June 30, 2015

Total Cost:  
$48,170.00

Funding Source(s)/Program Title:  
NCLB: Title IV, Part B, 21st Century Community Learning Centers

SACS Code(s):  
01-4124-2015-1110-2100-5803-153  
01-41246-2015-1110-2100-5100-153  
(Pending FY 2014-15 Budget Approval)

Name of Consultant: Real Options for City Kids  
$48,170.00

Evaluation:  
$0

Total Cost:  
$48,170.00
DISTRICT GOALS AND EVALUATION:

DISTRICT GOALS:
- Goal 1: Access & Equity – Make social justice a reality.
- Goal 2: Student Achievement – Engage high achieving and joyful learners.
- Goal 3: Accountability – Keep our promises to students and families.

EVALUATION:
- Level I: Complete Task
- Level II: Complete Task, Provide Feedback and/or Produce Product
- Level III: Complete Task, Provide Feedback and/or Produce Product, and Show Evidence that Services are Successful
- Level IV: Complete Task, Provide Feedback and/or Produce Product, Show Evidence that Services are Successful, and Show Evidence of Transference of Skills and Capacity Building

SELECTION PROCESS:
Real Options for City Kids is an approved ExCEL Provider through the Request for Qualifications process. Real Options for City Kids was chosen by the school community to provide overall support to the after school program.

DEGREE OF STUDENT CONTACT:
- Limited Contact
- More Than Limited Contact
- No Student Contact

PREPARED BY: Lucy Hong

SUBMITTED BY: Kevin Truitt

SCHOOL SITE/and or DEPARTMENT: Student, Family and Community Support Dept.
El Dorado Elementary School ExCEL After School Program is seeking partnership with Real Options for City Kids to serve as the lead agency for implementation of the 21st Century Community Learning Center Supplemental grant to provide summer supplemental program per grant guidelines. As Lead Agency, Real Options for City Kids will provide overall management and operation of the comprehensive supplemental program, including programmatic and fiscal accountability in accordance with grant guidelines. Total amount to be paid to Real Options for City Kids includes reimbursement for staffing costs and related program expenses including supplies and materials not to exceed $49,815.00.

Category: Tutoring & After School Activities       Code: 26

School Site / Department: Student, Family & Community Support Dept

Participants: (Those students, sites, or personnel who will be directly served by this consultant) SFUSD Students

Dates of Service: July 1, 2014 - August 15, 2014 & June 1, 2015 - June 30, 2015

Total Cost: $49,815.00

Funding Source(s)/Program Title:
NCLB: Title IV, Part B, 21st Century Community Learning Centers

SACS Code(s):
01-41246-2015-1110-2100-5803-153       $25,000.00
01-41246-2015-1110-2100-5100-153       $24,815.00
(Pending FY 2014-15 Budget Approval)

Name of Consultant: Real Options for City Kids       $49,815.00

Evaluation: $0

Total Cost: $49,815.00
DISTRICT GOALS AND EVALUATION:

DISTRICT GOALS:
- Goal 1: Access & Equity – Make social justice a reality.
- Goal 2: Student Achievement – Engage high achieving and joyful learners.
- Goal 3: Accountability – Keep our promises to students and families.

EVALUATION:
- Level I: Complete Task
- Level II: Complete Task, Provide Feedback and/or Produce Product
- Level III: Complete Task, Provide Feedback and/or Produce Product, and Show Evidence that Services are Successful
- Level IV: Complete Task, Provide Feedback and/or Produce Product, Show Evidence that Services are Successful, and Show Evidence of Transference of Skills and Capacity Building

SELECTION PROCESS:
Real Options for City Kids is an approved ExCEL Provider through the Request for Qualifications process. Real Options for City Kids was chosen by the school community to provide overall support to the after school program.

DEGREE OF STUDENT CONTACT:
- ☐ Limited Contact  ☑ More Than Limited Contact  ☐ No Student Contact

PREPARED BY: Lucy Hong

SUBMITTED BY: Kevin Truitt

SCHOOL SITE/and or DEPARTMENT: Student, Family and Community Support Dept.
SUBJECT: Consultant Services  □ Individual  □ Organization

DATE OF BOARD MEETING: February 25, 2014

Is this a retroactive resolution? □ Yes  □ No

If yes, please explain. Choose from list below or other comments:

SERVICE/PROGRAM DESCRIPTION:

142-25K7 The Fairbank, Maslin, Maullin, Metz & Associates will provide polling services for a joint Department of Children, Youth and Their Families-San Francisco Unified School District survey of K-5 parents to assess the use and need for after school/out of school time services during the school year and summer.

Category: Administrative  Code: 1

School Site / Department: Student, Family and Community Support Dept.

Participants: (Those students, sites, or personnel who will be directly served by this consultant) San Francisco Unified School District K-5 parents

Dates of Service: February 26, 2014 - June 30, 2014

Total Cost: $60,000.00

Funding Source(s)/Program Title: After School Education and Safety Program DCYF: System Support and Development

SACS Code(s):

01-60102-2014-1110-2100-5803-153 $30,000.00
01-90523-2014-1110-2100-5803-153 $30,000.00

Name of Consultant: Fairbank, Maslin, Maullin, Metz & Associates $60,000.00

Evaluation: $0

Total Cost: $60,000.00
142-25K7 Cont. Page 2

DISTRICT GOALS AND EVALUATION:

DISTRICT GOALS:
- Goal 1: Access & Equity – Make social justice a reality.
- Goal 2: Student Achievement – Engage high achieving and joyful learners.
- Goal 3: Accountability – Keep our promises to students and families.

EVALUATION:
- Level I: Complete Task
- Level II: Complete Task, Provide Feedback and/or Produce Product
- Level III: Complete Task, Provide Feedback and/or Produce Product, and Show Evidence that Services are Successful
- Level IV: Complete Task, Provide Feedback and/or Produce Product, Show Evidence that Services are Successful, and Show Evidence of Transference of Skills and Capacity Building

SELECTION PROCESS:
Fairbank, Maslin, Maullin, Metz & Associates was identified by Department of Children, Youth and Their Families through their grant award letter. Fairbank, Maslin, Maullin, Metz & Associates had provided polling services for over 30 years that include custom-designed quantitative and qualitative opinion research and effective strategic advice.

DEGREE OF STUDENT CONTACT:
- Limited Contact
- More Than Limited Contact
- No Student Contact

PREPARED BY: Lucy Hong
SUBMITTED BY: Kevin Truitt
SCHOOL SITE/and or DEPARTMENT: Student, Family and Community Support Dept.
SUBJECT: Consultant Services [ ] Individual [x] Organization

FOR BOARD OFFICE USE ONLY [x] Vendor has multiple contracts for the current fiscal school year.

DATE OF BOARD MEETING: February 25, 2014

Is this a retroactive resolution? [ ] Yes [x] No

If yes, please explain. Choose from list below or other comments:

SERVICE/PROGRAM DESCRIPTION: (What the service and program description are; why the services are required; how the services will benefit the District)

142-25K8 Through their fiscal sponsor, Community Initiatives, the Parent Advisory Council will work with community partners to lead community engagement to provide input to the SFUSD Local Control Accountability Plan. PAC will analyze parent feedback, and provide written and verbal reports of their findings and recommendations to the Board of Education.

Category: Parent Advocacy Code: 13

School Site / Department: Student, Family & Community Support Department

Participants: (Those students, sites, or personnel who will be directly served by this consultant) Parent Advisory Council reports will serve the Board of Education and SFUSD policy staff.

Dates of Service: February 26, 2014 - June 30, 2014

Total Cost: $5,000.00

Funding Source(s)/Program Title: QTEA - Innovation, Research and Development

SACS Code(s):
01-90234-2014-0000-2100-5803-011

Name of Consultant: Community Initiatives $5,000.00

Evaluation: $0

Total Cost: $5,000.00
DISTRICT GOALS AND EVALUATION:

DISTRICT GOALS:
- Goal 1: Access & Equity – Make social justice a reality.
- Goal 2: Student Achievement – Engage high achieving and joyful learners.
- Goal 3: Accountability – Keep our promises to students and families.

EVALUATION:
- Level I: Complete Task
- Level II: Complete Task, Provide Feedback and/or Produce Product
- Level III: Complete Task, Provide Feedback and/or Produce Product, and Show Evidence that Services are Successful
- Level IV: Complete Task, Provide Feedback and/or Produce Product, Show Evidence that Services are Successful, and Show Evidence of Transference of Skills and Capacity Building

SELECTION PROCESS:
Parent Advisory Council members are appointed by the Board of Education to provide feedback on district policy from parent perspective.

DEGREE OF STUDENT CONTACT:
- Limited Contact
- More Than Limited Contact
- No Student Contact

PREPARED AND SUBMITTED BY: Kevin Truitt

SCHOOL SITE/and or DEPARTMENT: Student, Family & Community Support Department
K Resolution Amendment

SUBJECT: Consultant Services  □ Individual  □ Organization

FOR BOARD OFFICE USE ONLY  □ Vendor has multiple contracts for the current fiscal school year;

DATE OF BOARD MEETING: February 25, 2014

AMENDMENT TO RESOLUTION(s): 136-11K8 and 139-10K17
List original and all previous amendment resolution numbers.

Explain why the amendment is needed: Change in funding source.

SERVICE/PROGRAM DESCRIPTION: (What the service and program description are; why the services are required; how the services will benefit the District)

142-25K9
This K resolution requests Board Approval for the fourth year of a contract with an assessment bank item vendor to revise and continue to produce district wide 2nd – 12th grade mathematics and language arts formative measures. The vendor will revise and/or produce new assessments aligned to the district curricular guides, following the scope and sequence of standards in SFUSD. The vendor will edit assessments per teacher and administrator feedback from the assessments administered in 2010-11, 2011-12 and 2012-13 coordinated by C&I and RPA.
The Intel-Assess Assessment Creation Service includes the following components:
1. Based on the Blueprints (curricular guides) created by SFUSD, Intel-Assess will choose the most appropriate item set from within the Intel-Assess Item Bank.
2. To accommodate special requirements of SFUSD for which items are not available, Intel-Assess will custom develop items (the “New Custom Items”) as negotiated with SFUSD (e.g., Spanish & Chinese language assessments).
3. To accommodate special requirements of SFUSD for which passages are not available, Intel-Assess will custom develop passages (the “New Custom Passages”) as negotiated with SFUSD.
4. Intel-Assess will prepare finished documents to reflect SFUSD options, to minimize page count, and to ensure appearance of documents does not impact the validity of the assessment.
5. Intel-Assess will provide project management services to ensure all work is progressing on schedule.
6. There are over 500 quick checks available for teachers aligned to either the CA standards or the Common Core State Standards. These Quick Checks include 4-6 selected response items and 1 extended response item which cover 1 standards or a group of related standards. They include distractor rationales and rubrics for teachers to use to assess student mastery of concepts and skills.

Category: Administrative  Code: 1

School Site/and or Department:
Participants: (Those students, sites, or personnel who will be directly served by this consultant) All SFUSD Schools

Original Dates of Service: July 1, 2013 to July 31, 2014
Amended Dates of Service: NA

Cost of this Amendment Request: $0

Funding Source(s)/Program Title:
State CCSS Funding
Unrestricted General Fund
a) Name of Consultant: Amplify Education, Inc.  
DBA Intel-Assess, Inc.

b) Evaluation: (if applicable)

Background

c) Original Cost Adopted $183,866.00

d) Previous Amendment(s) if any $0

Total Program Cost To Date $183,866.00
(Add Items a to d)

DISTRICT GOALS AND EVALUATION:

DISTRICT GOALS:  
☐ Goal 1: Access & Equity – Make social justice a reality.
☒ Goal 2: Student Achievement – Engage high achieving and joyful learners.
☐ Goal 3: Accountability – Keep our promises to students and families.

EVALUATION:  
☐ Level I: Complete Task
☐ Level II: Complete Task, Provide Feedback and/or Produce Product
☐ Level III: Complete Task, Provide Feedback and/or Produce Product, and Show Evidence that Services are Successful
☒ Level IV: Complete Task, Provide Feedback and/or Produce Product, Show Evidence that Services are Successful, and Show Evidence of Transference of Skills and Capacity Building

SELECTION PROCESS:
This will be the fourth year that we will be contracting with the vendor. They have provided a consistent and quality product as well as project management support. RPA initially reviewed data assessment bank items of several vendors. Of the three vendors, Intel-Assess was selected to submit a formal proposal outlining services and products. Intel-Assess was selected for contracting based on the expertise of project based management services, the quality of the assessment items and the fairest costs.

DEGREE OF STUDENT CONTACT:
☐ Limited Contact  ☐ More Than Limited Contact  ☒ No Student Contact

PREPARED BY: John Burke, Supervisor Achievement Assessments Office

SUBMITTED BY: Ritu Khanna, Assistant Superintendent

SCHOOL SITE/and or DEPARTMENT: Research, Planning and Accountability
DATE OF BOARD MEETING: February 25, 2014

AMENDMENT TO RESOLUTION(s): 134-23K3 & 1310-22K18
List original and all previous amendment resolution numbers.

Explain why the amendment is needed: Change in funding source.
or other comments: Change Fiscal Year Funding Source

SERVICEP/PROGRAM DESCRIPTION: (What the service and program description are; why the services are required; how the services will benefit the District)

142-25K10
UCSF's Science & Health Education Partnership (SEP) will collaborate with EED to 1) develop a two-week science summer camp curriculum for upper elementary schools students to be piloted in four summer program sites; 2) provide training on the curriculum; and 3) support implementation through a team-teaching/coaching model. This partnership will provide our EED summer programs with rich, hands-on standards-based curriculum co-created by an expert familiar with our schools and who will provide the training and support necessary to ensure quality implementation.

Category: Curriculum
Code: 5

School Site/and or Department: Early Education Department

Participants: (Those students, sites, or personnel who will be directly served by this consultant)
up to 112 3rd - 5th grade students (4 classrooms of 28 students); up to 8 classroom staff (4 teachers; 4 paraprofessionals); and EED site administrators

Original Dates of Service: April 29, 2013 - October 31, 2013
Amended Dates of Service: n/a

Cost of this Amendment Request: $0

Funding Source(s)/Program Title:
EED: Evelyn & Walter HAAS, Jr. Fund

SACS Code(s):
12-90652-2013-0001-2100-5803-900 ($15,834) Credit
12-90652-2014-0001-2100-5803-900 $15,834

Cost of this Request $0

a) Name of Consultant: University of Calif, San Francisco $0
b) Evaluation: (if applicable) $0
K Resolution Amendment

142-25K10 Cont. Page 2

Background

c) Original Cost Adopted $27,484.00
d) Previous Amendment(s) if any $ 7,146.00
Total Program Cost To Date $34,630.00
(Add Items a to d)

DISTRICT GOALS AND EVALUATION:

DISTRICT GOALS:
☑ Goal 1: Access & Equity – Make social justice a reality.
☑ Goal 2: Student Achievement – Engage high achieving and joyful learners.
☐ Goal 3: Accountability – Keep our promises to students and families.

EVALUATION:
☐ Level I : Complete Task
☑ Level II : Complete Task, Provide Feedback and/or Produce Product
☐ Level III: Complete Task, Provide Feedback and/or Produce Product, and Show Evidence that Services are Successful
☐ Level IV: Complete Task, Provide Feedback and/or Produce Product, Show Evidence that Services are Successful, and Show Evidence of Transference of Skills and Capacity Building

SELECTION PROCESS:

This project was developed through joint discussions with UCSF about supporting student learning. SEP has extensive experience working with SFUSD elementary schools and bringing hands-on standards-based science projects into classrooms.

DEGREE OF STUDENT CONTACT:
☐ Limited Contact ☑ More Than Limited Contact ☐ No Student Contact

PREPARED BY: Sarah Tiu

SUBMITTED BY: Pamela Geisler

SCHOOL SITE and or DEPARTMENT: Early Education Department
SUBJECT: Consultant Services  □ Individual  □ Organization

FOR BOARD OFFICE USE ONLY □ Vendor has multiple contracts for the current fiscal school year;

DATE OF BOARD MEETING: February 25, 2014

AMENDMENT TO RESOLUTION(s): 1311-12K6
List original and all previous amendment resolution numbers.

Explain why the amendment is needed: Please change name of Organization: From: "California Reading and Literature Project" To: "Regents of The University of California Berkeley"

SERVICE/PROGRAM DESCRIPTION: (What the service and program description are; why the services are required; how the services will benefit the District)

142-25K11

SERVICE: Provide RALLI (Results: Academic Language and Literacy Institute) professional development to 80-90 teachers, administrators, support staff including paraprofessionals from targeted schools. Teachers will learn to implement effective strategies for teaching language and literacy, focusing on vocabulary and comprehension, with a particular emphasis on teaching English Learners and Standard English Learners. This professional development will provide participants with the tools and knowledge necessary to analyze academic language demands in content area texts. The focus is on developing competencies to effectively assess and teach the continuum of language skills, academic content knowledge and instructional strategies that promote academic achievement with the new California Common Core Content Standards, Next Generation Science Standards and ELD Standards.

PROGRAM DESCRIPTION: This professional development is for teachers and administrators from targeted sites that already participated in this professional development opportunity and have made the commitment to have their staff trained in RALLI. Sites that are part of the Cowell LTEL Initiative and DLI EL Achievement Collaborative will also be given priority. These select sites have structures and supports in place for Multilingual Pathways Department and CRLP to collaborate with sites to provide site based follow up and support. Below are the targeted sites:

<table>
<thead>
<tr>
<th>School</th>
<th># of ELs</th>
<th>% of ELs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carmichael (Bessie) K-8</td>
<td>235</td>
<td>36%</td>
</tr>
<tr>
<td>Carver (George Washington) ES</td>
<td>22</td>
<td>9%</td>
</tr>
<tr>
<td>Chavez ES</td>
<td>284</td>
<td>62%</td>
</tr>
<tr>
<td>Chinese Education Center ES</td>
<td>49</td>
<td>100%</td>
</tr>
<tr>
<td>Cleveland ES</td>
<td>222</td>
<td>64%</td>
</tr>
<tr>
<td>Fairmont ES</td>
<td>164</td>
<td>42%</td>
</tr>
<tr>
<td>Key (Francis Scott) ES</td>
<td>151</td>
<td>28%</td>
</tr>
<tr>
<td>Lai (Gordon J) ES</td>
<td>413</td>
<td>62%</td>
</tr>
<tr>
<td>Longfellow ES</td>
<td>285</td>
<td>47%</td>
</tr>
<tr>
<td>Marshall ES</td>
<td>138</td>
<td>54%</td>
</tr>
<tr>
<td>McCoppin (Frank) ES</td>
<td>109</td>
<td>39%</td>
</tr>
<tr>
<td>Moscone (George R) ES</td>
<td>210</td>
<td>57%</td>
</tr>
<tr>
<td>Parker (Jean) ES</td>
<td>151</td>
<td>56%</td>
</tr>
<tr>
<td>Sanchez ES</td>
<td>130</td>
<td>54%</td>
</tr>
<tr>
<td>SF Community Alternative K-8</td>
<td>74</td>
<td>26%</td>
</tr>
<tr>
<td>Taylor (Edward R) ES</td>
<td>337</td>
<td>51%</td>
</tr>
<tr>
<td>Visitacion Valley ES</td>
<td>239</td>
<td>53%</td>
</tr>
<tr>
<td>Webster (Daniel) ES</td>
<td>85</td>
<td>30%</td>
</tr>
</tbody>
</table>

The participants will attend four days of professional development delivered by the California Reading and Literature Project, UC Berkeley Region, to engage in a cycle of learning and inquiry through teacher driven action research around a problem of practice regarding their English Language Learners. Teachers who have previously participated in a Results for English Learners institute or RALLI institute will attend two days of the RALLI update and follow up. All participating teachers will have the opportunity to engage in an ongoing learning opportunity through site based grade level collaboration and a centralized Professional Learning Community (PLC). PLC, follow-up and coaching will be co-planned and co-facilitated by CRLP and Multilingual Pathways Department. PLC includes participation in on-line learning and Academic Language and Literacy Saturday Speaker Series.
Category: Professional Development  
Code: 14

School Site/ and or Department:  
Curriculum and Instruction/Multilingual Pathways Department

Participants: (Those students, sites, or personnel who will be directly served by this consultant)  
Grade level teams, Teams, IRFs, Coaches, Support Staff, SPED Teachers, and Administrators from sites listed above.

Original Dates of Service:  
Amended Dates of Service:  
November 14, 2013 - June 30, 2014  
No change

Cost of this Amendment Request:  
$0

Funding Source(s)/Program Title:  
NCLB: Title II, Part A, Improving Teacher Quality Local Grant  
NCLB: Title III, Limited English Proficient Student Program

SACS Code(s):  
01-40350-2014-1110-2100-5803-055  
01-40350-2014-1110-2100-5100-055  
01-42030-2014-4760-2100-5803-055  

a) Name of Consultant: Regents of The University of California-Berkeley  
b) Evaluation: (if applicable)  
$0

Background  
c) Original Cost Adopted: $103,450.00  
d) Previous Amendment(s) if any: $0

Total Program Cost To Date: $103,450.00  
(Add Items a to d)

DISTRICT GOALS AND EVALUATION:  

DISTRIBUTGOALS:  
X Goal 1: Access & Equity – Make social justice a reality.  
X Goal 2: Student Achievement – Engage high achieving and joyful learners.  
□ Goal 3: Accountability – Keep our promises to students and families.

EVALUATION:  
□ Level I: Complete Task  
□ Level II: Complete Task, Provide Feedback and/or Produce Product  
□ Level III: Complete Task, Provide Feedback and/or Produce Product, and Show Evidence that Services are Successful  
X Level IV: Complete Task, Provide Feedback and/or Produce Product, Show Evidence that Services are Successful, and Show Evidence of Transference of Skills and Capacity Building
SELECTION PROCESS:
The California Reading and Literature Project (CRLP) is part of the California Subject Matter Project and is identified by the California Department of Education as a highly qualified professional development provider. The aim of CRLP is to build leadership capacity and was selected to provide the Results: Academic Language and Literacy Institute for the following reasons:
1. This professional development builds on previous training that has been provided to SFUSD teachers: A Focused Approach to Frontloading, Results for English Learners and Systematic ELD. There is a continuity of program and continued focus on English Learners, but with greater depth and a strong focus on vocabulary and comprehension and alignment to the California Common Core Content Standards, CA ELD Standards and SFUSD's PK-12 ELA Core Curriculum. RALLI is also part of a collaborative effort between Multilingual Pathways Department Access & Equity and Professional Learning and Leadership - Impact Lives. Impact Learning: Academic Language and Literacy for All Students. A Collaborative Leadership Institute 2013-2014.
2. The California Reading and Literature Project’s model of professional development includes Equity Centered Professional Learning Community meetings and follow-up coaching, and teacher driven action research which are critical to implementation, sustainability and building professional and leadership capacity.

DEGREE OF STUDENT CONTACT:
- Limited Contact
- More Than Limited Contact
- No Student Contact

PREPARED BY: Sylvia Romano

SUBMITTED BY: Angie Estonina

SCHOOL SITE/and or DEPARTMENT: Curriculum and Instruction/Multilingual Pathways Department
K Resolution Amendment

SUBJECT: Consultant Services □ Individual □ Organization

FOR BOARD OFFICE USE ONLY □ Vendor has multiple contracts for the current fiscal school year.

DATE OF BOARD MEETING: February 25, 2014

AMENDMENT TO RESOLUTION(s): 138-13K45; 1311-12K12; 1312-10K47; 141-14K54;
List original and all previous amendment resolution numbers.

Explain why the amendment is needed: Adding names of artist and/or arts organization to the original K-Reso.

SERVICE/PROGRAM DESCRIPTION: (What the service and program description are; why the services are required; how the services will benefit the District)

142-25K12 The groups of artists and/or organizations listed in this K Resolution, will provide art programs at District sites, such as visual and performing arts, theatre, story telling, dance, music and poetry. The curriculum plan is negotiated and approved by each school site and the Administrator for Visual and Performing Arts Office.

Category: Visual & Performing Arts Enrichment Code: 27

School Site/ and or Department: Participating Elementary Schools

Participants: (Those students, sites, or personnel who will be directly served by this consultant) Students at participating elementary schools

Original Dates of Service: August 12, 2013 - May 30, 2014
Amended Dates of Service: August 12, 2013 - May 30, 2014

Cost of this Amendment Request: $0.00

Funding Source(s)/Program Title:
Elementary Arts Program

SACS Code(s):
01-90556-2014-1110-2490-5803-Various

Cost of this Request
a) Name of Consultant: $0.00
(Please see attachment for the updated list of artists)
b) Evaluation: (if applicable) $0.00
## Background

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>c) Original Cost Adopted</td>
<td>$548,423.90</td>
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<tr>
<td>d) Previous Amendment(s) if any</td>
<td>$11,387.10</td>
</tr>
<tr>
<td>Total Program Cost To Date</td>
<td>$559,811.00</td>
</tr>
</tbody>
</table>

### DISTRICT GOALS AND EVALUATION:

<table>
<thead>
<tr>
<th>District Goals</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal 1:</td>
<td>Access &amp; Equity – Make social justice a reality.</td>
</tr>
<tr>
<td>Goal 2:</td>
<td>Student Achievement – Engage high achieving and joyful learners.</td>
</tr>
<tr>
<td>Goal 3:</td>
<td>Accountability – Keep our promises to students and families.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Complete Task</td>
</tr>
<tr>
<td>II</td>
<td>Complete Task, Provide Feedback and/or Produce Product</td>
</tr>
<tr>
<td>III</td>
<td>Complete Task, Provide Feedback and/or Produce Product, and Show Evidence that Services are Successful</td>
</tr>
<tr>
<td>IV</td>
<td>Complete Task, Provide Feedback and/or Produce Product, Show Evidence that Services are Successful, and Show Evidence of Transference of Skills and Capacity Building</td>
</tr>
</tbody>
</table>

### SELECTION PROCESS:

Artists are selected based on the services performed and necessary training requirements.

### DEGREE OF STUDENT CONTACT:

- [ ] Limited Contact  
- [x] More Than Limited Contact  
- [ ] No Student Contact

### PREPARED BY:

Lisa Lui

### SUBMITTED BY:

Robert Daniels

### SCHOOL SITE/AND OR DEPARTMENT:

Visual and Performing Arts Department
K-Resolution Attachment of Broad Approved
Individual Artists and Arts Organizations
EAP Program SY 2013-2014

K-Reso approved on 8/13/2013 (138-13K45)

LEAP, Arts in Education
Performing Arts Workshop
SF Arts Education Project
Young Audiences of Northern California
Young Imaginations

Acrosports
Alegria, Nancy
App, Susan
Art Seed
Baker, Ben
Barron, Zenon
Bazdarich, Marlene
Berkeley Rep School of Theatre
Blair Brown
Bringas, Cynthia
Buss, Shirl
Byrne, Brooke
Carroll, Darnell
Center for the Art of Translation
Cervantes, Rebecca
Chagall Siegel, Irene
Chung, May
Clayton, Alisa
Collins, Sharon
Cortez, Jesus
Cruz, Martin
Cuneo, Aiko
Deutsch, Nancy
Doyle, Sally
Eagleton, Cynthia
English, Carrie
Ensembles Ballet Folklorico de SF
Ernst, Sharon
Fifth Stream Music
Goddard, Ponder
Gonzalez, David
Hackett Shaugnessy, Olive
Handful Players

Johnston, Judith
Kepple, Megan
Khadra International Dance
Kirton, Josie
Koulkova, Jivka K
Liu, Karen
Lu, Cathy
Madril, Edwardo F
Marionettes, Fratello
McHugh, Brian
Merzon, Randi
Mosqueda, Vanessa
Mulkey, Amelia
Music in the Schools
Nagata, Corrine
Nealy, Mozel
Nelson, Michael
Oberline Dance Collective
Phillips, Scott
Precita Eyes Murals
Roderick, Michelle Holdt
Sandine, Meg
Sarkisian, Mimi
Scott, Eleanor
SF Opera
SF Opera Education Dept.
Sibbet, Susan
Silva, Ellen
Swerdlow, Jenni
Terence, Susan
Vicario, Robert
Watkins, Wesley J.
Weinstein, Ellen E
Harmon, Anita
Haycock, Elizabeth
Imagine Bus Project
Jacques, Michelle
Jiron, Patricia

Amend approval on 11/12/2013
Adding:
• Sandra S Kepler
• Jesus Alberto Cortes Hernandez
• Jessica Maria Recinos
• Hannah Freeman

Amend approval on 12/10/2013
Adding:
• Pornpen Rustia
• Allison Cuentos
• Fei Tian Dance Academy
• Richard Herron

Amend approval on 1/14/2014
Adding:
• Daniel Barash
• Julien Poirier
• Amelia Romano
• Michelle Holdt
• Crystal Hermann
• Xavier Comeaux
• Sonia Cantu
• Jing Wu
• Alphabet Rockers
• Institute for Art & Culture Inc. dba Fei Tian Academy of the Art

Deleting:
• Sharon Ernst

Amend approval on 2/11/2014
Adding:
• New Conservatory Theatre Center
• School Time Music LLC dba Alphabet Rockers

Amend approval on 2/25/2014
Adding:
• Sarah Smith

Approval # 1311-12K12
Approval # 1312-10K47
Approval # 141-14K54
Approval # 142-11K11
K Resolution Amendment

SUBJECT: Consultant Services  ❑ Individual  ❑ Organization

FOR BOARD OFFICE USE ONLY  ❑ Vendor has multiple contracts for the current fiscal school year:

DATE OF BOARD MEETING: February 25, 2014

AMENDMENT TO RESOLUTION(s): 136-11K17
List original and all previous amendment resolution numbers.

Explain why the amendment is needed: Additions/deletions of services to students.
or other comments: The site has determined that in order to better accommodate the needs of targeted youth, Community Youth Center of San Francisco has agreed to reduce their K-Resolution so that the monies can be returned to the site to better service the needs of the student population.

SERVICE/PROGRAM DESCRIPTION: 142-25K13
(What the service and program description are; why the services are required; how the services will benefit the District)

Redding Elementary School ExCEL After School Program is seeking partnership with to implement the 21st CCLC Equitable Access grant. Community Youth Center of San Francisco will provide equitable access programs and services for targeted ExCEL youth. Community Youth Center of San Francisco will provide overall management of the equitable access program components including programmatic and fiscal accountability in accordance with grant guidelines. Total amount paid to Community Youth Center of San Francisco includes reimbursement for program staffing, supplies, and materials not to exceed $0.

Category: Tutoring & After School Activities  Code: 26

School Site/ and or Department: Student, Family & Community Support Dept.

Participants: (Those students, sites, or personnel who will be directly served by this consultant)

Students of Redding Elementary School

Original Dates of Service: July 1, 2013 - June 30, 2014
Amended Dates of Service: NA

Cost of this Amendment Request: $(5,532.00) Credit

Funding Source(s)/Program Title:
NCLB: Title IV, Part B, 21st Century Community Learning Centers

SACS Code(s):
01-41249-2014-1110-2100-5803-153

Cost of this Request

a) Name of Consultant: Community Youth Center of San Francisco  $(5,532.00)

b) Evaluation: (if applicable) $0
142-25K13 Cont. Page 2

Background

c) Original Cost Adopted $5,532.00
d) Previous Amendment(s) if any $0

Total Program Cost To Date $0
(Add Items a to d)

DISTRICT GOALS AND EVALUATION:

DISTRICT GOALS:
- Goal 1: Access & Equity – Make social justice a reality.
- Goal 2: Student Achievement – Engage high achieving and joyful learners.
- Goal 3: Accountability – Keep our promises to students and families.

EVALUATION:
- Level I: Complete Task
- Level II: Complete Task, Provide Feedback and/or Produce Product
- Level III: Complete Task, Provide Feedback and/or Produce Product, and Show Evidence that Services are Successful
- Level IV: Complete Task, Provide Feedback and/or Produce Product, Show Evidence that Services are Successful, and Show Evidence of Transference of Skills and Capacity Building

SELECTION PROCESS:
Community Youth Center of San Francisco is an approved ExCEL Provider through the Request for Qualifications process. Community Youth Center of San Francisco was chosen by the school community to provide overall support to the after school program.

DEGREE OF STUDENT CONTACT:
- Limited Contact
- More Than Limited Contact
- No Student Contact

PREPARED BY: Lucy Hong

SUBMITTED BY: Kevin Truitt

SCHOOL SITE and or DEPARTMENT: Student, Family & Community Support Dept
K Resolution Amendment

SUBJECT: Consultant Services  
Organization

FOR BOARD OFFICE USE ONLY  
Vendor has multiple contracts for the current fiscal school year.

DATE OF BOARD MEETING: February 25, 2014

AMENDMENT TO RESOLUTION(s): 134-23K17, 136-11K42, 136-25K62, 138-13K48

List original and all previous amendment resolution numbers.

Explain why the amendment is needed: Change in funding source. On K-resolution 138-13K48 $43,605.00 was reduced from the incorrect SACs code, this K-resolution is to reduce 01-41245-2014-1110-2100-5100-153 by $43,605.00 and increase 01-60100-2014-1110-2100-5100-153 SACs by $43,605.00

SERVICE/PROGRAM DESCRIPTION: (What the service and program description are; why the services are required; how the services will benefit the District)

142-25K14 Charles Drew Elementary School ExCEL After School Program is seeking partnership with Urban Services YMCA to serve as the lead agency for implementation of the After School Education and Safety (ASES) and 21st Century Community Learning Center (21st C) Base grants to provide a comprehensive after school program. As Lead Agency, Urban Services YMCA will provide overall management and operation of the after school program, including programmatic and fiscal accountability in accordance with grant guidelines. Total amount to be paid to Urban Services YMCA includes reimbursement for staffing costs and related program expenses including supplies and materials not to exceed $116,344.00

Category: Tutoring & After School Activities  
Code: 26

School Site/and or Department:  
Student, Family & Community Support Dept.

Participants: (Those students, sites, or personnel who will be directly served by this consultant)

Students of Charles Drew School

Original Dates of Service:  
July 1, 2013 - June 30, 2014

Amended Dates of Service:  
NA

Cost of this Amendment Request:  
$0

Funding Source(s)/Program Title:  
NCLB: Title IV, Part B, 21st Century Community Learning Centers After School Education and Safety Program

SACS Code(s):

01-41245-2014-1110-2100-5100-153  ($43,605.00) Credit
01-60100-2014-1110-2100-5100-153  $43,605.00

Cost of this Request

a) Name of Consultant:  
Urban Services YMCA

$0

124
b) Evaluation: (if applicable) $0

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<td>c) Original Cost Adopted</td>
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<td>d) Previous Amendment(s) if any</td>
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<td>Total Program Cost To Date</td>
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DISTRICT GOALS AND EVALUATION:

DISTRICT GOALS:
- Goal 1: Access & Equity – Make social justice a reality.
- Goal 2: Student Achievement – Engage high achieving and joyful learners.
- Goal 3: Accountability – Keep our promises to students and families.

EVALUATION:
- Level I: Complete Task
- Level II: Complete Task, Provide Feedback and/or Produce Product
- Level III: Complete Task, Provide Feedback and/or Produce Product, and Show Evidence that Services are Successful
- Level IV: Complete Task, Provide Feedback and/or Produce Product, Show Evidence that Services are Successful, and Show Evidence of Transference of Skills and Capacity Building

SELECTION PROCESS:
Urban Services YMCA is an approved ExCEL Provider through the Request for Qualifications process. Urban Services YMCA was chosen by the school community to provide overall support to the after school program.

DEGREE OF STUDENT CONTACT:
- Limited Contact
- More Than Limited Contact
- No Student Contact

PREPARED BY: Lucy Hong

SUBMITTED BY: Kevin Truitt

SCHOOL SITE and DEPARTMENT: Student, Family & Community Support Dept
AMENDMENT TO RESOLUTION(s): 141-28K5
List original and all previous amendment resolution numbers.

Explain why the amendment is needed: Additions/deletions of services to students.
or other comments: This is a request to cancel the duplicate K-resolution 141-28K5. This K
resolution was previously adopted on 12/10/13 under #1312-10K34."

SERVICE/PROGRAM DESCRIPTION:San Francisco Community School ExCEL After School Program is seeking
partnership with Bay Area Community Resources to serve as the lead agency for
implementation of the 21st Century Community Learning Center Supplemental grant
to provide summer supplemental program per grant guidelines. As Lead Agency,
Bay Area Community Resources will provide overall management and operation of
the comprehensive supplemental program, including programmatic and fiscal
accountability in accordance with grant guidelines. Total amount to be paid to Bay
Area Community Resources includes reimbursement for staffing costs and related
program expenses including supplies and materials not to exceed $0.

Category: Tutoring & After School Activities        Code: 26
School Site/ and or Department: Student, Family & Community Support Dept.
Participants: (Those students, sites, or personnel who will be
directly served by this consultant) SFUSD Students
Original Dates of Service:       Amended Dates of Service: NA
June 1, 2014 - June 30, 2014
Cost of this Amendment Request: $49,030.00 Credit
Funding Source(s)/Program Title:
NCLB: Title IV, Part B, 21st Century Community Learning Centers
SACS Code(s):
01-41246-2014-1110-2100-5803-153 $25,000.00 Credit
01-41246-2014-1110-2100-5100-153 $24,030.00 Credit
Cost of this Request $49,030.00
a) Name of Consultant: Bay Area Community Resources
b) Evaluation: (if applicable) $0
K Resolution Amendment

142-25K15 Cont. Page 2

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<td>Total Program Cost To Date</td>
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DISTRICT GOALS AND EVALUATION:

DISTRICT GOALS:

- Goal 1: Access & Equity – Make social justice a reality.
- Goal 2: Student Achievement – Engage high achieving and joyful learners.
- Goal 3: Accountability – Keep our promises to students and families.

EVALUATION:

- Level I: Complete Task
- Level II: Complete Task, Provide Feedback and/or Produce Product
- Level III: Complete Task, Provide Feedback and/or Produce Product, and Show Evidence that Services are Successful
- Level IV: Complete Task, Provide Feedback and/or Produce Product, Show Evidence that Services are Successful, and Show Evidence of Transference of Skills and Capacity Building

SELECTION PROCESS:

Bay Area Community Resources is an approved ExCEL Provider through the Request for Qualifications process. Bay Area Community Resources was chosen by the school community to provide overall support to the after school program.

DEGREE OF STUDENT CONTACT:

- Limited Contact
- More Than Limited Contact
- No Student Contact

PREPARED BY: Lucy Hong

SUBMITTED BY: Kevin Truitt

SCHOOL SITE/and DEPARTMENT: Student, Family and Community Support Dept.
SUBJECT: Consultant Services  □ Individual  □ Organization

FOR BOARD OFFICE USE ONLY □ Vendor has multiple contracts for the current fiscal school year;

DATE OF BOARD MEETING: February 25, 2014

AMENDMENT TO RESOLUTION(s): 136-25K50, 138-27K33, 139-24K23, 1310-22K17, 1311-12K29, 1312-10K51, 141-28K17

List original and all previous amendment resolution numbers.

Explain why the amendment is needed: Additions/deletions of name(s) / Org.'s.
other comments: To delete NPA member; Associated Learning and Language Specialists
To amend name for NPA & NPS member; Anova, Inc. (detail listings attached)
To add NPS member; Victor Treatment Centers/North Valley School
To amend 6 names for NPS member (detail listing attached)

SERVICE/PROGRAM DESCRIPTION: (What the service and program description are; why the services are required; how the services will benefit the District)

142-25K16

Authorization to enter into school year 2013-14 contracts with non-public agencies/schools (NPA/NPS), certified by California State Department of Education to provide services to special education students, when no appropriate public education services are available to serve the individual needs of students with disabilities that cannot otherwise access such said services through SFUSD at present time. Provision of these services ensure the process of a free and appropriate public education according to each student's individual needs as determined through assessment, data collection and progress toward IEP goals. Services will be rendered at the non-public agencies/schools and onsite at SFUSD schools.

Category: Teaching Non-Public Schools  Code: 24

School Site/ and or Department: Special Education Services

Participants: (Those students, sites, or personnel who will be directly served by this consultant)

Students with Special Education Services

Original Dates of Service: July 1, 2013 - June 30, 2014
Amended Dates of Service: N/A

Cost of this Amendment Request: $0

Funding Source(s)/Program Title:
AB 114: Special Education - Early Education Individuals with Exceptional Needs
Special Education Services
Special Education Services
Special Education Services
AB 114: Special Education - Mental Health Services
Special Education Services
SACS Code(s):
05-65100-2014-5710-1180-5100-056
05-65000-2014-5730-1180-5100-069
05-65000-2014-5750-1180-5100-064
05-65000-2014-5770-1180-5100-064
05-65120-2014-5750-1180-5100-056
05-65000-2014-5750-1180-5100-066

Cost of this Request
$0

a) Name of Consultant: Various NPA/NPS
b) Evaluation: (if applicable)

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DISTRICT GOALS AND EVALUATION:

DISTRICT GOALS:
- Goal 1: Access & Equity – Make social justice a reality.
- Goal 2: Student Achievement – Engage high achieving and joyful learners.
- Goal 3: Accountability – Keep our promises to students and families.

EVALUATION:
- Level I: Complete Task
- Level II: Complete Task, Provide Feedback and/or Produce Product
- Level III: Complete Task, Provide Feedback and/or Produce Product, and Show Evidence that Services are Successful
- Level IV: Complete Task, Provide Feedback and/or Produce Product, Show Evidence that Services are Successful, and Show Evidence of Transference of Skills and Capacity Building

SELECTION PROCESS:
The California Education Code mandates the provision of a free appropriate, public education for all special education students. When an appropriate public education program/service is unavailable for particular students, the District must contract with non-public agencies and non-public schools certified by California State Department of Education to provide the services

DEGREE OF STUDENT CONTACT:
☐ Limited Contact ☑ More Than Limited Contact ☐ No Student Contact

PREPARED BY: Rowena Yue
SUBMITTED BY: Daniel Bridges
SCHOOL SITE/and or DEPARTMENT: Special Education Services
LIST OF NON PUBLIC AGENCIES
2013 – 2014
As of February 25, 2014

1. Alpha Vista Services, Inc.
2. Anova, Inc. (Education & Behavior Consultation) (to change)
3. Associated Learning and Language Specialists (to delete)
4. Bay Area Communication Access (BACA)
6. Behavioral Intervention Association
7. Blind Babies Foundation
8. Cathy Hansen
9. Community Options for Families and Youth (COFY)
10. EBS Healthcare Services Inc.
11. Gateway Learning Group
12. Genesis Behavior Center
13. Hearing and Speech Center of Northern CA
14. Lindamood-Bell Learning Processes - San Francisco
15. MyTherapy Company
16. Professional Tutors of America, Inc.
17. Progressus Therapy, LLC
18. Speech Inc.
19. STE Consultants, LLC
20. Stepping Stones Center for Autistic Spectrum Disorders, Inc.
21. Steps Therapy, Inc.
22. Sunbelt Staffing
23. Trumpet Behavioral Health

Note: The above agencies provide the following services: Educational counseling, adaptive physical education, language and speech therapy, interpreting & communicating services, additional adult assistance, occupational therapy, physical therapy, behavior intervention and psychological services.
LIST OF NON PUBLIC SCHOOL
2013 – 2014
As of February 25, 2014

1. A Better Chance School (ABC)
2. Aldea School
3. Anova, Inc. (Center for Education) (to change)
4. Arbor Bay School
5. Camphill Special School, Inc.
6. Children’s Learning Center
7. Copper Hills Youth Center (to change)
8. Devereux Foundation (to change)
9. Edgewood Center for Children and Families
10. Family Life Center
11. Heartspring (to change)
12. Hergl School
13. Heritage Schools, Inc. (to change)
14. Jasper Mountain School
15. Keith Thompson Non Public School/Chamberlain’s Children Center
16. Oak Hill School
17. Oak Grove Center
18. Oakes Children’s Center
19. Pacific Autism Center for Education (PACE)
20. Provo Canyon School, Inc.
21. R.I.S.E. Institute
22. Seneca, Inc.
23. Sorenson Ranch School
24. Spectrum Center, Inc. (to change)
25. Star Academy
26. Stars High School
27. Summitview Academy/Summitview Child & Family Services
28. The Bay School
29. The Help Group: North Hills Prep School (to change)
30. Timothy Murphy School
31. Victor Treatment Centers/North Valley School (to add)
32. Wings Learning Center
DATE OF BOARD MEETING: February 25, 2014

AMENDMENT TO RESOLUTION(s): 13-107KA
List original and all previous amendment resolution numbers.

Explain why the amendment is needed: Additions/deletions of services to students.

SERVICE/PROGRAM DESCRIPTION: (What the service and program description are; why the services are required; how the services will benefit the District)

142-25K17
Review all records, files, assessments, IEPs and communication documents, where a legitimate educational interest exists for the review
Provide due diligence regarding state/federal laws and regulations, provision of FAPE and search and serve standards
Develop a chronology/time line of IEP services, validity of assessments and procedural compliance
Meet with appropriate District personnel collectively or individually to evaluate findings, validate facts in evidence and do risk/benefit analysis
Develop plan to address any missing elements in IEP delivery, assessment, communication and procedures if found
Determine early intervention strategies to assist in the prevention of potential due process/compliance complaints
Work with staff to identify systematic and recurring problems
Local Mediation:
Conduct informal process in non-adversarial atmosphere with the primary goal of clarifying issues, determining possible solutions, establishing a written action plan that allows the student to access immediate services
Uses above reviews, parent meetings and phone calls, conference with school site administrators, teachers and staff to clarify issues, solicit ideas, concerns and information from all parties as tools for preparation
Assists staff in the tracking, data collection, verification, and communication of case outcomes

Category: Administrative
School Site/ and or Department: Special Education Services
Participants: (Those students, sites, or personnel who will be directly served by this consultant)
Special Education Supervisors, teachers, related service providers, social workers and Administrators.

Original Dates of Service: 09/11/2013 - 06/30/2014
Amended Dates of Service: N/A
Cost of this Amendment Request: $57,000.00
**Funding Source(s)/Program Title:**
Special Education Services

**SACS Code(s):**
05-65000-2014-5001-2100-5803-056

**Cost of this Request**
$57,000.00

**a) Name of Consultant:** Ken Ferro Consulting, LLC

**b) Evaluation: (if applicable)**

**Background**

c) Original Cost Adopted $12,000.00

d) Previous Amendment(s) if any $0

**Total Program Cost To Date $69,000.00**

(Add Items a to d)

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**DISTRICT GOALS AND EVALUATION:**

**DISTRICT GOALS:**

- Goal 1: Access & Equity – Make social justice a reality.
- Goal 2: Student Achievement – Engage high achieving and joyful learners.
- Goal 3: Accountability – Keep our promises to students and families.

**EVALUATION:**

- **Level I:** Complete Task
- **Level II:** Complete Task, Provide Feedback and/or Produce Product
- **Level III:** Complete Task, Provide Feedback and/or Produce Product, and Show Evidence that Services are Successful, and Show Evidence of Transference of Skills and Capacity Building
- **Level IV:** Complete Task, Provide Feedback and/or Produce Product, Show Evidence that Services are Successful, and Show Evidence of Transference of Skills and Capacity Building

**SELECTION PROCESS:**

- Develop a chronology/time line of IEP services, validity of assessments and procedural compliance.
- Develop plan to address any missing elements in IEP delivery, assessment, communication and procedures.
- Determine early intervention strategies to assist in the prevention of potential due process/compliance complaints.
- Work with staff to identify systematic and recurring problems.

**DEGREE OF STUDENT CONTACT:**

- Limited Contact
- More Than Limited Contact
- No Student Contact

**PREPARED BY:** Rowena Yue

**SUBMITTED BY:** Dr. Elizabeth Blanco

**SCHOOL SITE/and or DEPARTMENT:** Special Education Services