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 86-24Sp2 – 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.

❖ ROLL CALL AND PLEDGE OF ALLEGIANCE

A. APPROVAL OF BOARD MINUTES
   ➢ Regular Meeting of September 8, 2015

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: Lynda Boyer
   ➢ RAVE Special Service Award: Christine Armstrong
   ➢ AIM High – Reach for a Dream

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G. CONSENT CALENDAR – SEE EXHIBIT A FOLLOWING SUMMARY PAGES FOR LIST OF ITEMS - Motion/Second; Items Corrected/Withdrawn/Removed for First Reading/Severed.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

- 158-11Sp1 – Revision to Board Bylaw 9322 and 9322.1 Agenda/Meeting Materials and Order of Business
  (Report from the Augmented Rules, Policy, and Legislation Committee)
  This resolution is a Substitute for 158-11Sp1 and 158-11Sp2 as introduced on 8/11/15.

- 158-25Sp1 – Revision to Board Policy 5145.3 (Formerly BP 5111.4) Students: Nondiscrimination/Harassment
  (Report from the Augmented Rules, Policy, and Legislation Committee)

- 158-25Sp2 – Revision to Board Policy 5145.7 (Formerly BP 5166) Students: Sexual Harassment
  (Report from the Augmented Rules, Policy, and Legislation Committee)

- 158-25Sp3 – Revision to Board Policy 1312.3 (Formerly BP 1342) Community Relations: Uniform Complaint Procedures
  (Report from the Augmented Rules, Policy, and Legislation Committee)

I. BOARD MEMBERS’ PROPOSALS
– HELD FOR SPEAKER CARDS AND ACTION

- 155-26A1 – Pathways to San Francisco Unified School District (SFUSD) Careers & Internship Program
  - Commissioners Shamann Walton, Matt Haney, and Jill Wynns

J. REQUESTS TO SPEAK REGARDING GENERAL MATTERS – 30 MINUTES

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 the 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

➢ Report from the Community Advisory Committee for Special Education (CAC)

L. SPECIAL ORDER OF BUSINESS

PUBLIC HEARING ITEM:

1. Subject: Public Hearing on the Sufficiency of Textbooks and Instructional Materials for 2015-2016

Recommendation: That the Board of Education of the San Francisco Unified School District hold a public hearing regarding the Sufficiency of Textbooks and Instructional Materials as required by Education Code Section 60119.

ACTION ITEMS:

1. Subject: Resolution Regarding the Sufficiency of Textbooks and Instructional Materials as Required by Education Code Section 60119

2. Subject: Ratification of Agreements Between San Francisco Unified School District and Charter Schools – Operational Memoranda of Understanding

Recommendation: That the Board of Education of the San Francisco Unified School District ("District") ratify the Memoranda of Understanding ("MOU") for the 2015-2016 school year negotiated with the charter schools by the Superintendent or his designee as set forth in the resolution.

M. DISCUSSION OF OTHER EDUCATIONAL ISSUES

➢ Enrollment Projections
➢ Benchmark Year Results

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. 37 - 41

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

➢ 159-29Sp1 – Adopt Board Policy (“BP”) 7160 (Facilities: Charter School Facilities)

(Per Board Rules and Procedures 9000, the Board may suspend its Rules in order to consider action on this resolution at First Reading)

➢ 159-29Sp2 – Revision to Board Policy 6141, Curriculum Development and Evaluation, Board Policy 6161.1, Instruction, and Board Policy 0410, Non Discrimination in District Programs and Activities

R. BOARD MEMBERS’ PROPOSALS – FIRST READING Pg. 42

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

(Per Board Rules and Procedures 9000, the Board may suspend its Rules in order to consider action on this resolution at First Reading)

➢ In Support of Fire Safety Education in All Elementary Schools
  - Commissioner Emily M. Murase, and Student Delegates Teresia Chan and Miguel Tantiado

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 Committee of the Whole
September 15, 2015 - Reporting: Commissioner Matt Haney

INFORMATIONAL ITEM:
• 2015–16 Update and Discussion of Superintendent’s Annual Evaluation Performance Measures
S. BOARD MEMBERS' REPORTS – a. Standing Committees; b. Board Delegates to Membership Organizations (NSBA, CSBA, CGCS); c. All other reports by Board Members. – CONTINUED

Report from the Augmented Rules, Policy, and Legislation Committee
September 16, 2015 - Reporting: Commissioner Jill Wynns

ACTION ITEMS:
- Legislative Overview - Consideration and Action of District Positions on Selected Legislative Proposals
- 158-11Sp1 – Revision to Board Bylaw ("BB") 9322 (Agenda/Meeting Materials)
- 158-11Sp2 – Revision to Board Bylaw ("BB") 9323.1 (Order of Business)
- 158-25Sp1 – Revision to Board Policy 5145.3 (Formerly BP 5111.4) Students: Nondiscrimination / Harassment
- 158-25Sp2 – Revision to Board Policy 5145.7 (Formerly BP 5166) Students: Sexual Harassment
- 158-25Sp3 – Revision to Board Policy 1312.3 (Formerly BP 1342) Community Relations: Uniform Complaint Procedures

INFORMATIONAL ITEM:
- Community Advisory Committee for Special Education (CAC) – Revised Bylaws

Report from the Augmented Curriculum and Program Committee
September 23, 2015 - Reporting: Commissioner Shamann Walton

ACTION ITEM:
- 158-25A1 – In Support of Countering Human Trafficking and Commercial Sexual Exploitation of Children (Murase)

UPDATE/OVERVIEW ON THE FOLLOWING INFORMATIONAL ITEMS:
- CAASPP (California Assessment of Student Performance and Progress) Baseline Results
- Ethnic Studies
- LGBTQ Elective at Ruth Asawa School of the Arts
- Media Use Guidelines
- Summer Programs
- Middle School Computer Science
- Math Course Sequence
- Middle Grades Technology Integration
- Laptops for Educators

Report from the City and School District Select Committee
September 24, 2015 - Reporting: Commissioners Sandra Lee Fewer, Matt Haney, and Shamann Walton

ITEM FOR DISCUSSION:
- 150922 – Family Homelessness
- 150923 – Teacher Housing Task Force
- 160924 – Free Muni for Youth Program

- Budget and Business Services Committee
- Buildings, Grounds, and Services Committee
- Ad Hoc Committee on Student Assignment
- Ad Hoc Committee on Personnel Matters/Labor Relations
T. REPORT OF CLOSED SESSION ACTIONS

U. OTHER INFORMATIONAL ITEMS

➢ Acceptance of Gifts for the Month of August 2015

➢ Informational Notice of Classified Personnel Transactions

V. ADJOURNMENT
EXHIBIT A
CONSENT CALENDAR
(The following are all ACTION ITEMS)

1. Instructional Resolutions

NONE

2. Finance Resolutions

2a. (159-29B1) Authorization to Submit Applications, to Accept Funds, and to Budget the Amount Awarded

Recommendation: That the Superintendent and/or the Chief Financial Officer be authorized by the Board of Education to submit the following grant applications, to accept the following grant awards, and to budget the amount awarded as presented.

Awards

1. $42,441 – San Francisco Education Fund to SF International High. To contribute towards SF International's SparkLearning technology fundraising campaign which will help expand the technology platform at the high school to better serve the students in their college and career goals.

2. $40,000 – California Arts Council to KALW. In the second pilot year of the "Arts on the Air" program, the California Arts Council will support the creation of public media content designed to expose Californians to impactful stories about the arts on KALW.

3. $143,520 – Spark* SF Public Schools on behalf of the Wells Fargo Foundation and Lisa and Doug Goldman Foundation to John Muir Elementary School; Gordon J. Lau Elementary School. To scale the Making Connections: Early, Digital and Family Literacy Project at Gordon J. Lau and John Muir Elementary, which involves a school to home program for first grade families. The grant funding will support the principal and their community based partner to deliver a research based family digital literacy curriculum to the families of 1st students to help them better support their students' academic success, connect families to school early in students educational career, and to lead to family success and empowerment through digital literacy. 1st and 2nd grade classrooms will be supported in integrating technology and adaptive reading software to accelerate literacy gains with students.

**Note that a $75,000 grant from the Lisa and Doug Goldman Foundation was originally accepted on August 25, 2015 under Board Agenda Item 2a. (158-25B1) #3. As per the request of the Goldman Foundation, their award is provided to Spark* SF Public Schools who will sub-grant to SFUSD for project implementation.
4. $261,279 – Department of Rehabilitation to PreK-12. This cooperative Contract (grant) is designed to jointly serve the mutual consumers receiving services from the Department of Rehabilitation (DOR) through the San Francisco County of Education and the San Francisco Unified School District. Staff and resources are combined to provide vocational rehabilitation services through this Transition Partnership Program (TPP).

**Note** that this grant was originally accepted on April 22, 2014 under Board Agenda Item 2a. (144-22B1) #3 and is still in effect. This entry amends the original submission to ensure compliance with the CA Dept. of Rehabilitation requirements. SFUSD must designate a new District signatory for grant documents as the previous designee is no longer in that position. Approval of this entry also indicates that the SFUSD BOE authorizes the new signatory using the attached form. (Please see attached form.)

2b. (159-29B2) **Authorization for Budget Transfers for Fiscal Year 2014-2015 Budget**

Recommendation: That the Superintendent recommends changes to the FY 2015-2016 Budget as adopted by the Board of Education on June 23, 2015. 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)

2c. (159-29B3) **Approval of the San Francisco Unified School District Memoranda of Understanding (MOU) with Community Based Organizations**

Recommendation: That the Board of Education authorize the District to enter into the Memoranda of Understanding with the community based organizations and/or agencies listed in the attached table as detailed, for the 2015-2016 fiscal year.

2d. (159-29B4) **Approval of the San Francisco Unified School District Memoranda of Understanding (MOU) with Community Based Organizations**

Recommendation: That the Board of Education authorize the District to enter into the Memoranda of Understanding with the community based organizations and/or agencies listed in the attached table as detailed, for the 2015-2016 and 2016-2017 fiscal years.

2e. (159-29B5) **Authorization to Enter Into a Memorandum of Understanding (MOU) with Alliant University**

Recommendation: That the Board of Education of the San Francisco Unified School District authorize the Superintendent and/or his designee to enter into an MOU with Alliant University for supervision training of School Psychology Interns for the 2015-2016; 2016-2017; 2017-2018 school years.
2f. (159-29B6) Authorization for San Francisco Unified School District to Enter Into a Memorandum of Understanding (MOU) with Odysseyware, a Division of Glynlyon, Inc.

Recommendation: That the Board of Education of the San Francisco Unified School District approve a blanket authorization for Odysseyware, a Division of Glynlyon, Inc. to provide online instructional support for middle school students of the SFUSD for the 2015-2016 school year. There is no cost impact to the SFUSD for this agreement.

2g. (159-29B7) Authorization to Enter Into an Affiliation/Memorandum of Understanding Between Community Initiatives and the San Francisco Unified School District (September 2015 to September 2016)

Recommendation: That the Board of Education of the San Francisco Unified School District authorize the Superintendent and/or designee to enter into a Memorandum of Understanding (MOU) with indemnifications with Community Initiatives so they can provide fiscal sponsorship from September 2015 to September 2016 for SFUSD's Future Dining Experience.

2h. (159-29B8) 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 2015-2016 fiscal year. A list of the Memoranda of Authority has been attached to this Resolution.

2i. (159-29B9) Authorization to Amend Resolution #149-9B4 to Enter Into Memorandum of Understanding (MOU) with the San Francisco Department of Public Health

Recommendation: That the Board of Education of the San Francisco Unified School District authorize the amendment of Resolution #149-9B4, which allowed the Superintendent and/or his designee to enter into an MOU with the San Francisco Department of Public Health to provide dental sealants to SFUSD students. This amended resolution will clarify the services to be provided through this Memorandum of Understanding, to include Dental Sealant or Fluoride Varnish when warranted.

2j. (159-29B10) Authorization to Amend Resolution #158-11B7 to Change the Name of the Contractor from Uconfirm to Frontline eSolutions, LLC

Recommendation: That the Board of Education amends resolution 158-11B7 to change the name of the contractor from Uconfirm to Frontline eSolutions, LLC.
2k. **(159-29B11) Authorization to Amend Resolution #154-28B7a with The New Teacher Project (TNTP)**

**Recommendation:** That the Board of Education of the San Francisco Unified School District approved an amendment of resolution 154-28B7a to authorize the Superintendent or designee to enter into an agreement with The New Teacher Project (TNTP) to partner in establishing a pipeline for principal and administrator leadership for the District for a five-year term covering the 2014-15, 2015-16, 2016-17, 2017-18, and 2018-19 fiscal years, funded by a grant from the U.S. Department of Education (secured by TNTP), and, per grant guidelines, by a District contribution of five hundred and twenty five thousand dollars ($525,000) paid to TNTP over the five years. This agreement will also include a dual indemnification clause, and the option to contract for additional support in the final two years (with Board approval).

2l. **(159-29B12) 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.

2m. **(159-29C2) Authorization for Third Amendment to the Contract (Bid No. MS-2012) with Revolution Foods, Inc.**

**Recommendation:** That the Board of Education authorize an increase in the contract not-to-exceed amount (Bid No. MS02012) to Revolution Foods, Inc. a multi-year meal services contract with Revolution Food, Inc. to eleven million seven hundred thousand dollars ($11,700,000.00) for the 2015-2016 fiscal year to include meal delivery services commencing on August 31, 2015.

3. **Buildings, Grounds and Services Resolutions**

3a. **(159-29W1) 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 Treaty Construction 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 Deferred Maintenance Fund, Reserve for Redevelopment Fund, 2011 School Facility Safety Special Tax Fund and Capital Facilities Fund. George Washington High School / Downtown High School - $7,445.90
3b. (159-29W2) 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 Dan Electric 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.
A.P. Giannini Middle School - $1,763.07

3c. (159-29W3) 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 Premier Construction Services 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 credit funds to the Leroy Greene SFP for Modernization Fund.
Tenderloin Elementary School - ($40,054.27) Credit

3d. (159-29W4) 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 Cava Construction 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 2011 School Facility Safety Special Tax Fund and Capital Facilities Fund.
Buena Vista Horace Mann School - $2,150

3e. (159-29W5) 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 Taber Construction and the San Francisco Unified School District for an amount not to exceed $53,486 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.
Visitacion Valley Middle School Modernization - $53,486
3f. (159-29W6) 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 JUV Inc. and the San Francisco Unified School District for an amount not to exceed $65,293 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.
Ida B. Wells High School - $65,293

3g. (159-29W7) 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 Alten Construction, Inc. and the San Francisco Unified School District for an amount not to exceed $69,791 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.
Phillip and Sala Burton High School - $69,791

3h. (159-29W8) 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 BHM Construction Inc. and the San Francisco Unified School District for an amount not to exceed $79,636 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.
Longfellow Elementary School Modernization - $79,636

3i. (159-29W9) 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 BHM Construction, Inc. and the San Francisco Unified School District for an amount not to exceed $54,418 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 Proposition 39 School Repair Program Fund.
Jose Ortega Elementary School – School Modernization - $54,418
3j. **(159-29W10) 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 Arntz Builders and the San Francisco Unified School District for an amount not to exceed $40,712.53 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 Proposition 39 School Repair Program Fund.

Miraloma Elementary School - $40,712.53

3k. **(159-29W11) 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 of $255,282 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.

McAteer Campus - $255,282

3l. **(159-29W12) 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 Ninyo & Moore and the San Francisco Unified School District for an amount not to exceed $4,202 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.

Redding Elementary School - $4,202

3m. **(159-29W13) 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 Millennium Consulting Associates ("MECA") and the San Francisco Unified School District for an amount not to exceed $26,167 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.

Hoover Middle School - $26,167
3n.  (159-29W14)  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 Sensible Environmental Solutions, 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 contract on behalf of the District and encumber sufficient funds from the 2011 School Facility Safety Special Tax Fund.

James Denman Middle School - $14,290

3o.  (159-29W15)  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 Sensible Environmental Solutions, 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 contract on behalf of the District and encumber sufficient funds from the Capital Facilities Fund.

Claire Lilienthal Elementary School (Scott Campus) - $14,160

3p.  (159-29W16)  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 a contract between Dan Electric 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 contract on behalf of the District and encumber sufficient funds from the 2011 School Facility Safety Special Tax Fund.

Buildings & Grounds (834 Toland Street) - $580,000

3q.  (159-29W17)  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 Cervantes Design 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 contract on behalf of the District and to encumber sufficient funds from Proposition 39 School Repair Program Fund.

George Washington Carver Elementary School - $52,000
3r. (159-29W18) Emergency Declaration for Modifying the Stair Railings at Tenderloin Elementary School for the Safety and Protection of Students

Recommendation: That the Board of Education declare an emergency pursuant to Public Contract Code sections 1102 and 20113 with respect to the emergency repair of 2nd and 3rd floor stair and balcony railings for the safety and protection of students at Tenderloin Elementary School, 627 Turk Street and approve an emergency, no-bid contract upon identification of a qualified contractor to perform and complete the necessary repairs and safety work. The Board declares an emergency by unanimous vote.

4. Personnel Resolutions

4a. (159-29F1 – F13) Administrative, Secondary, Elementary Certificated Personnel Actions

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

4b. (159-29K1 – K36) Consultant Services Contracts

Note: Contracts with Individuals = Resolutions K1 – K12
Contracts with Organizations = Resolutions K13 – K36

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

K1. Jefferson Elementary School – To assist with instruction and prep for science lessons using the adopted FOSS curriculum. This K Resolution requests the Board to authorize approval of the contract with an explicit waiver of Policy P3850 as per the attached memorandum.
   Leslie Quan - $6,000 – Trust Fund – PTA Funds

K2. Grattan Elementary School – To identify focal students through class wide SST process, perform a needs assessment at the grade level to determine strategies and materials, work directly with students on literacy acquisition and support volunteers to supplement reading supports in the classroom.
   Mary Stern - $31,827 – Trust Fund – PTA Funds

K3. El Dorado Elementary School – To provide regular executive leadership coaching to the administration and School Leadership Team.
   Shane Safir - $17,000 – Concentration Grant
K4. Jean Parker Elementary School – To support parents with Spanish translation at parent/teacher conferences, parent workshops, school newsletter, and school memos.
Nora Mejia - $600 – UGF/AB825 – Targeted Instructional Improvement Block Grant

K5. Paul Revere K-8 School – To provide a twice-weekly Beat Making Workshop for students.
Elliot Gann - $3,550 – QTEA: API Site Block Grant

K6. A.P. Giannini Middle School – To work with 6th – 8th grade students in an outdoor classroom using current curriculum to develop meaningful links between math, science, literacy, nutrition arts, and the outdoor environment.
Kasey Wooten - $16,800 – Trust Fund – PTA Funds

K7. LEAD Elementary Schools Cohort 4 – To coach leaders on developing strategies for goal attainment.
Lynsda Tredway - $18,000 – Unrestricted General Fund

K8. C&I, Office of Access & Equity – To provide outreach and support services for the Indian Education Program, Title VII students and families to ensure that the American Indian/Alaskan Native students are personally contacted and connected with SFUSD resources.
Michelle Antone - $5,500 – Indian Education

K9. C&I, Migrant Education Program – To provide six parent/family development workshops for SFUSD’s Migrant Education Program.
Gerardo Lopez - $2,100 – NCLB: Title I, Part C, Migrant Education

K10. Strategy and Fund Development – To support the Strategy and Fund Development Department in the Superintendent’s Office with the design and development of the District’s and Spark* SF Public Schools Fundraising website.
Christopher Arquiza Paguio - $2,030 – Unrestricted General Fund

K11. C&I, Migrant Education Program – To provide childcare services to the parents who will participate in the Migrant Education Parent Development Seminars during the months of October through December 2015.
Gloria Jimenez, Alejandro Gonzalez-Tostado and Mary Carmen Garcia Diaz - $1,102.50 – NCLB: Title I, Part C, Migrant Education

K12. Special Education Services – To conduct an Independent Education Evaluation (IEE) per IDEA regulation.
Carina Grandison - $5,500 – Special Education Services

K13. John Muir Elementary School – To provide myON subscription in order to increase the use of technology to promote literacy with participants in the Making Connections early, family and digital project.
Capstone (myON) - $5,000 – Quality Education Investment Act and Unrestricted General Fund
K14. **Argonne Elementary School** – To create a profile of the Argonne graduate and help our staff come to agreement on our commitments to our students, to one another, and our school community
Collective Invention - $5,000 – School Site Based WSF Allocation

K15. **Hilcrest Elementary School** – To provide 10 days of research-based professional development for K-5 teachers on Balanced Literacy as a means to successfully implement the Common Core State Standards for ELA
The Reading and Writing Project Network, LLC - $28,500 – Cowell Foundation; Long Term English Learner Initiative and NCLB: Title I, Schoolwide Programs

K16. **Francis Scott Key Elementary School** – To provide access to three online software programs to assist students in mastering State and Common Core Standards and improve performance in core skill areas.
Edmentum, Inc. $12,606.67 – School Site Based WSF Allocation and SCG – English Learner (EL)

K17. **Moscone Elementary School** - To provide conflict resolution and Restorative Practices coach to support student engagement in recreational activities.
Playworks Education Energized - $32,000 – Trust Fund – Site Specific Trust Fund #1, School Site Based WSF Allocation and Concentration Grant

K18. **San Francisco Community School** - To provide on-site individualized professional development services for schools that are implementing Reader's and Writer's Workshop using the TC model and job-embedded learning opportunities for EED Site Administrative staff who support and supervise PreK and TK classrooms.
The Reading and Writing Project Network, LLC - $14,000 – Cowell Foundation: Long Term English Learner Initiative

K19. **Paul Revere K-8 School** - To provide on-site instruction for parents in English as a Second Language.
Mission Graduates - $4,500 – QTEA: API Site Block Grant

K20. **Paul Revere K-8 School** – To provide a license for Study Island and Reading Eggs computer-based learning packages for students in 2nd-6th grade.
Edmentum, Inc. - $6,555 – QTEA: API Site Block Grant

K21. **Paul Revere K-8 School** – To provide a program in “action civics” education to middle school social studies classes, providing students with the knowledge and skills necessary to participate in our democracy as active citizens.
Generation Citizen, Inc. - $4,000 – Middle School Leadership Initiative in Partnership with the Mayor’s Office and salesforce.com
K22. **A.P. Giannini Middle School** – To provide professional development for the entire ELA Dept. in the pedagogy of Balanced Literacy, specifically Reader's/Writer's Workshop. The Reading and Writing Project Network, LLC – Teacher's College of Columbia University - $16,200 – School Site Based WSF Allocation

K23. **Bessie Carmichael/FEC School** – To provide a reading tutoring program for students based on school intervention planning needs. Reading Partners - $16,000 – Concentration Grant

K24. **Bessie Carmichael/FEC School** – To provide a healthy and inclusive play and physical activity program for students during recess and lunch recess. Playworks Education Energized - $32,000 – UGF/AB825 – Targeted Instructional Improvement Block Grant, Concentration Grant, and School Site Based WSF Allocation

K25. **San Francisco International High School** – To provide support for unaccompanied minors and underserved recent immigrant students. Instituto Familiar de La Raza - $41,000 – School Site Based WSF Allocation

K26. **San Francisco International High School** – To provide individual support in case management and college access, in-class academic and behavior for high-needs students, communication with teachers, students and parents, new student orientation, credit recovery options, advisory, and working with the after school program by connecting students to services. Refugee Transitions - $75,000 – Concentration Grant, UGF/AB825 – Targeted Instructional Improvement Block Grant, and School Site Based WSF Allocation

K27. **Early Education Department** – To operate a volunteer reading mentoring program at various elementary schools. Reading Partners - $50,000 – Trust Fund – Principal Discretionary Funds

K28. **LEAD High School Division** – To provide Leadership Coaching for four principals in four of our highest needs schools. Elena Aguilar Consulting, LLC - $35,200 – Unrestricted General Fund

K29. **C&I, Access & Equity** – To provide online K-7 Mathematics and Algebra courses, at Citywide Tutorial Program, to students who will learn at their own rate and achieve their full potential. Redbird Advanced Learning - $11,000 – UGF/AB825 – Targeted Instructional Improvement Block Grant

K30. **C&I, Access & Equity** – To provide an after school extended day program to youth, K-12, which includes academic tutoring, cultural enrichment, recreational activities, computer, and STEM enrichment activities, to students. Ingleside Community Center - $23,750 – UGF/AB825 – Targeted Instructional Improvement Block Grant
K31. **C&I, Access & Equity** – To provide after-school academic tutoring and mentoring services for up to 35 historically underserved students in the Bayview/Hunters Point neighborhood. 
Providence Baptist Church of San Francisco - $23,750 – UGF/AB825 – Targeted Instructional Improvement Block Grant

K32. **C&I, Access & Equity** – To provide an after-school program for at-risk students, serving up to 50 youth in grades K-12, which includes academic tutoring, mentoring, and leadership skills development. 
Collective Impact dba Ell Hill Hutch Community Centers - $42,750 – UGF/AB825 – Targeted Instructional Improvement Block Grant

K33. **Special Education Services** – To provide an online solution for asset management to help the Special Education Technology Department.
ASAP Systems - $1,088 – Special Education Services

K34. **Student, Family & Community Support Department** – To provide, as lead agency, management, operation, and accountability of the after school program per grant guidelines, at Sheridan Elementary School. 
Stonestown Family YMCA - $21,250 – NCLB: Title IV, Part B, 21st Century Community Learning Centers Program

K35. **Student, Family & Community Support Department** – To provide, as lead agency, management, operation, and accountability of the after school program per grant guidelines, at Sanchez Elementary School. 
Reading Partners - $8,000 – NCLB: Title IV, Part B, 21st Century Community Learning Centers Program

K36. **Information Technology Department** – To provide SFUSD with 5 days of high quality professional development sessions on utilizing Google Apps.
Computer Using Educators (CUE) - $24,900 – QTEA: Technology Upgrades

4bb. (159-29K37 – K45) **Consultant Services Contracts Amendments**

Pg. 185 - 202

**Note:** Contracts with Individuals = Resolutions K37 – K39
Contracts with Organizations = Resolutions K40 – K45

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

K37. **Grattan Elementary School** – To co-teach with the Pre-K through 5th grade occupational therapists to identify and adapt effective kinesthetic and sensory motor strategies which can be utilized as a tier 2 intervention program for general and Special Ed students. The purpose for this amendment is to correct the amount of the Original K Resolution.

Cost of this Amendment – $1,450
Elijah Bonner – Total Program Cost to Date – $39,766 – Trust Fund – PTA Funds
K38. **Early Education Department** – To provide EED with the opportunity to support teaching staff connection to higher educational goals. The purpose for this amendment is to request a Waiver of Board Policy P3850, see attached memo.

Cost of this Amendment – $0
Tammy Evette Stribling – Total Program Cost to Date – $50,000 – Trust Fund – EED Discretionary Fund

K39. **Buena Vista Horace Mann School** – To provide Mexican Folkdance and Latin Rhythms dance instruction to K-5th grade students. The purpose for this amendment is for additional services needed.

Cost of this Amendment – $1,575
Jesus Alberto Cortes Hernandez – Total Program Cost to Date – $27,775 – Trust Fund – PTA Funds

K40. **Strategy & Development Department** – To provide access to leveled readers in English and Spanish that will be able to be accessed from school and from home, digitally. The purpose for this amendment is to extend dates of service.

Cost of this Amendment – $0
Capstone (myON) – Total Program Cost to Date – $5,950 – NCKLB: Title I, School Improvement Grant (SIG)

K41. **Dr. George Washington Carver Elementary School** – To provide access to digital books. The purpose for this amendment is to extend dates of service.

Cost of this Amendment – $0
Capstone (myON) – Total Program Cost to Date – $12,450 – StartUp: Education Grant

K42. **Special Education Services** – To provide an online platform that supports teachers in developing model IEP goals. The purpose for this amendment is to reduce the funding amount.

Cost of this Amendment – ($6,375) Credit
Enome, Inc. dba Goalbook – Total Program Cost to Date – $43,500 – Special Education Services

K43. **Student, Family & Community Support Department** – To provide, as lead agency, management, operation, and accountability of the after school program, per grant guidelines, at Cleveland Elementary School. The purpose for this amendment is to reduce services to students.

Cost of this Amendment – ($34,544) Credit
Bay Area Community Resources – Total Program Cost to Date – $51,620 – NCLB: Title IV, Part B, 21st Century Community Learning Centers Program

K44. **Student, Family & Community Support Department** – To provide, as lead agency, management, operation, and accountability of the after school program, per grant guidelines, at Bessie Carmichael/FEC Elementary School. The purpose for this amendment is to reduce services to students.

Cost of this Amendment – ($8,445) Credit
Embarcadero YMCA – Total Program Cost to Date – $361,734 – After School Education and Safety Program
K45. **Student, Family & Community Support Department** – To provide, as lead agency, management, operation, and accountability of the after school program, per grant guidelines, at SF International High School. The purpose for this amendment is to reduce services to students.

Cost of this Amendment – ($25,429) Credit

Refugee Transitions – Total Program Cost to Date – $94,132 – NCLB: Title IV, Part B, 21st Century Community Learning Centers Program
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:
INTERPRETERS AND FM AMPLIFICATION SYSTEM WILL BE PROVIDED UPON REQUEST IF YOU
MAKE ARRANGEMENTS AT LEAST SEVENTY-TWO (72) HOURS IN ADVANCE BY CALLING
(415) 355-7364

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.
This resolution is a Substitute for 158-11Sp1 and 158-11Sp2 as introduced on 8/11/15.

SAN FRANCISCO UNIFIED SCHOOL DISTRICT
San Francisco, California

Second Reading

Superintendent’s Proposal

158-11Sp1 - Revision to Board Bylaws 9322 and 9322.1
Agenda/Meeting Materials and Order of Business

REQUESTED ACTION: Approve revisions to Board Bylaws 9322 and 9322.1, Agenda/Meeting Materials and Order of Business.

BACKGROUND: Board Bylaws 9322 and 9322.1 have been revised in accordance with the feedback provided by committee members at the last Rules, Policy and Legislation Committee. Specifically, the attached revised bylaws address the following issues:

- Combining the advisory committee reports and appointments into one section and removing the designation of the PTAC from the agenda description (section E of BB 9322.1).
- Combining proposed resolutions from Board members and the Superintendent into one item, with separate sub-parts, and clearly describing that public comment on proposed resolutions for a first reading is limited to a total of 5 minutes (section P of BB 9322.1).
- Simplifying the process of first reading to allow for an announcement and committee assignment of all proposed resolutions as a single item (section P of BB 9322.1).
- Clearly describing that a proposed resolution will be acted upon and that a suspension of board rules will be sought in order to take action (section Q of BB 9322.1).
- Adding a section for memorial adjournment in advance of closed session (section T of BB 9322.1).
- Adding a separate sub-section for a report of action taken in closed session at a previous special meeting (section V.1 of BB 9322.1).

Superintendent’s Proposal
158-11Sp1

8/11/15
9/29/15
Board Bylaw
Agenda/Meeting Materials
BB 9322
Board Bylaws

Board Rules and Procedures

Agenda Content

Board of Education meeting agendas shall state the meeting time and place and shall briefly describe each business item to be transacted or discussed, including items to be discussed in closed session. (Government Code 54954.2)

(cf. 9320 - Meetings and Notices)
(cf. 9321 - Closed Session Purposes and Agendas)

The agenda shall provide members of the public the opportunity to address the Board on any agenda item before or during the Board's consideration of the item. The agenda shall also provide members of the public an opportunity to testify at regular meetings on matters which are not on the agenda but which are within the subject matter jurisdiction of the Board. (Education Code 35145.5; Government Code 54954.3)

(cf. 9323 - Meeting Conduct)

Each meeting agenda shall list the address designated by the Superintendent or designee for public inspection of agenda documents that have been distributed to the Board less than 72 hours before the meeting. (Government Code 54957.5)

The agenda shall specify that an individual who requires disability-related accommodations or modifications, including auxiliary aids and services, in order to participate in the Board meeting should contact the Superintendent or designee. (Government Code 54954.2)

Agenda Preparation

The Superintendent shall develop the agenda for each regular and special meeting in accordance with Board policy. Each agenda shall reflect the district's vision and goals and the Board's focus on student learning.

(cf. 0000 - Vision)
(cf. 0200 - Goals for the School District)
(cf. 9122 - Secretary)
A Board member or member of the public may request that a matter within the jurisdiction of the Board be placed on the agenda of a regular meeting. The request shall be in writing and be submitted to the Superintendent or designee with supporting documents and information, if any, at least seven days before the scheduled meeting date. Items submitted less than seven days before the scheduled meeting date may be postponed to a later meeting in order to allow sufficient time for consideration and research of the issue.

The Superintendent shall decide whether a request is within the subject matter jurisdiction of the Board. Items not within the subject matter jurisdiction of the Board may not be placed on the agenda. In addition, the Superintendent shall determine if the item is merely a request for information or whether the issue is covered by an existing policy or administrative regulation before placing the item on the agenda.

The Board President, Vice President, Superintendent, and/or designee(s) shall review the agenda before it is printed and shall have final authority over whether each item on the agenda is placed in accordance with Board policy. At his/her discretion the president may delay placing a resolution for first reading on the agenda for not more than one (1) meeting if there are more agenda items than are manageable.

(cf. 9121 - President)

Any Board action that involves borrowing $100,000 or more shall be discussed, considered, and deliberated upon as a separate item of business on the meeting agenda. (Government Code 53635.7)

(cf. 9323.2 - Actions by the Board)

All public communications with the Board are subject to requirements of relevant Board policies and administrative regulations.

(cf. 1312.1 - Complaints Concerning District Employees)
(cf. 1312.2 - Complaints Concerning Instructional Materials)
(cf. 1312.3 - Uniform Complaint Procedures)
(cf. 3320 - Claims and Actions Against the District)
(cf. 5144.1 - Suspension and Expulsion/Due Process)

Consent Items

In order to promote efficient meetings, the Board may act upon more than one item by a single vote through the use of a consent agenda. Consent items shall be items of a routine nature or items for which no Board discussion is anticipated and for which the Superintendent recommends approval.

Proposals and resolutions relating to the following subjects are not routine and may not be placed on the consent calendar: adoption of the fiscal year budget; approval, denial, revocation, or
renewal of charter school petitions; consideration of sales or purchases of real property; consideration of labor agreements; or consideration of Board Policies or Administrative Policies and Regulations.

Any Board member or the Superintendent may request that any item on the consent calendar be removed and introduced for first reading. The Board may act on items removed from the consent calendar at its next regular meeting.

Any Board member or the Superintendent may request that any item on the consent calendar be severed in order to allow discussion and a separate vote on the item at that same meeting immediately after approval of the consent calendar.

If a member of the public wishes to speak about any item on the consent calendar, he or she may do so during the Board meeting under "Public Comment on Consent Items". If in response to public comment, a member of the Board wishes to sever any item on the consent calendar, that item shall be severed in order to allow discussion and a separate vote on the item at that same meeting immediately after approval of the consent calendar.

A vote will be called on the adoption of all items on the consent calendar as one motion.

Consideration of Proposals and Non-Routine Items

All non-routine matters shall generally appear on the Board’s agenda for at least two (2) regular meetings prior to adoption by the Board. The proposal shall be introduced for a first reading and assigned to committee or referred to the next regular board meeting for second reading and action. If the proposal is referred to committee(s), the proposal may return to the Board for a second reading and action after the committee(s) have heard the proposal.

The Board may consider and act upon a proposal that is introduced for a first reading provided both of the following occur: (1) a motion to suspend the rule set forth immediately above is approved by at least five (5) board members; and (2) the agenda clearly notifies the public that the proposal or resolution may be acted upon at that meeting. In the event the Board approves a motion to suspend the rule and consider a proposal for adoption at first reading, members of the public may comment on the resolution or proposal without submitting a “Request to Speak” in advance.

The Superintendent may place a proposed resolution on the consent calendar or introduce it for First Reading, as appropriate and consistent with these rules and procedures.

Preparation and Submission of Board and Committee Proposed Resolutions

With the exception of proposed resolutions of commendation, the following process and procedure shall be followed for resolutions proposed by board members and committees.

1. Prior to introducing a resolution, a Board member will inform the Superintendent of proposed resolutions and discuss with the Superintendent how the resolution relates to the
scope of work for which the Board is charged to lead.

2. Board members will submit proposed resolutions to the Board Liaison. If the resolution originates in committee, the committee’s staff liaison shall apprise the Superintendent and Board Liaison.

3. The Board Liaison shall monitor the progress of the proposed resolution for discussion and distribute it to staff for analysis and review.

4. Staff shall return their analysis, including drafts of revised policies, to the Board Liaison within 10 business days unless otherwise agreed.

5. The Board Liaison shall distribute staff analysis to the author of the proposed resolution, the Board President and the Vice-President.

6. During agenda review, the Board President and Vice-President shall determine the timing of the introduction of the proposed resolution(s), with due consideration of the author’s request. The Board Liaison shall submit the proposed resolution(s) to the Office of the Board of Education seven days in advance of the Board meeting date for inclusion in the printed agenda of the meeting.

Proposed Resolutions for First Reading

1. The president shall introduce all proposed resolutions for a first reading and assign them to the appropriate committee, if any, and such committee shall consider the resolution in accordance with Board rules and procedures. If the President determines that resolutions or other matters need consideration by more than two committees, the items shall be referred to a Committee-of-the-Whole which meeting shall be convened on the first or third Tuesday of the following month. The president may also refer the proposed resolutions to the next regularly scheduled Board meeting if no committee assignment is necessary or appropriate.

2. In order to promote efficient meetings, proposed resolutions introduced for a first reading shall be acted upon by a single vote.

3. The Board shall encourage members of the public to address their concerns on a proposed resolution to the committee. Board members will not engage in a discussion on proposed resolutions introduced for a first reading and public comment shall be limited to a total of 5 minutes and 1 minute per speaker or as may be reasonable under the circumstances.

4. The Board may immediately consider and act upon a resolution introduced for first reading if five (5) members of the Board approve such motion and the agenda notifies the public that the resolution may be acted upon at that meeting. If the Board suspends the rules to consider a resolution immediately, members of the public may comment on the resolution without the necessity for a "Request to Speak" before the Board considers the resolution.
Requests for Reconsideration

No resolution which has been considered and acted upon by the Board may be submitted for reconsideration within one (1) calendar year unless resubmittal is requested by a member of the prevailing side and supported by a 2/3 vote of the full Board. Such requests for reconsideration shall be noticed on the Board's agenda for action, except that requests for reconsideration which are made more than one month after the Board's vote shall be considered a new item and be heard as a First Reading.

Agenda Dissemination to Board Members

At least three days before each regular meeting, a copy of the agenda and agenda packet shall be forwarded to each Board member, including the Superintendent's or designee's report; minutes to be approved; copies of communications; reports from committees, staff, citizens, and others; and other available documents pertinent to the meeting.

When special meetings are called, the Superintendent or designee shall make every effort to distribute the agenda and supporting materials to Board members as soon as possible before the meeting.

Board members shall review agenda materials before each meeting. Individual members may confer directly with the Superintendent or designee to request additional information on agenda items.

Agenda Dissemination to Members of the Public

The Superintendent or designee shall mail a copy of the agenda or a copy of all the documents constituting the agenda packet to any person who requests the items. The materials shall be mailed at the time the agenda is posted or upon distribution of the agenda to a majority of the Board, whichever occurs first. (Government Code 54954.1)

If a document is distributed to the Board less than 72 hours prior to a meeting, the Superintendent or designee shall make the document available for public inspection at the time the document is distributed to a majority of the Board provided that the document is a public record under the Public Records Act and relates to an agenda item for an open session of a regular Board meeting. The Superintendent or designee may also post the document on the district's web site in a position and manner that makes it clear that the document relates to an agenda item for an upcoming meeting. (Government Code 54957.5)

(cf. 1113 - District and School Web Sites)
(cf. 1340 - Access to District Records)

Any documents prepared by the district or the Board and distributed during a public meeting shall be made available for public inspection at the meeting. Any documents prepared by another person shall be made available for public inspection after the meeting. These
requirements shall not apply to a document that is exempt from public disclosure under the Public Records Act. (Government Code 54957.5)

Upon request, the Superintendent or designee shall make the agenda, agenda packet, and/or any writings distributed at the meeting available in appropriate alternative formats to persons with a disability, as required by the Americans with Disabilities Act. (Government Code 54954.1)

Any request for mailed copies of agendas or agenda packets shall be in writing and shall be valid for the calendar year in which it is filed. Written requests must be renewed following January 1 of each year. (Government Code 54954.1)

The Board agenda is posted and its contents are made available for public view in the lobby of the district's 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, 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 Board members. 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) upon request to the Executive Assistant to the Board.

Legal Reference:
EDUCATION CODE
35144 Special meetings
35145 Public meetings
35145.5 Right of public to place matters on agenda
GOVERNMENT CODE
6250-6270 Public Records Act
53635.7 Separate item of business
54954.1 Mailed agenda of meeting
54954.2 Agenda posting requirements; board actions
54954.3 Opportunity for public to address legislative body
54954.5 Closed session item descriptions
54956.5 Emergency meetings
54957.5 Public records
UNITED STATES CODE, TITLE 42
12101-12213 Americans with Disabilities Act
CODE OF FEDERAL REGULATIONS, TITLE 28
35.160 Effective communications
36.303 Auxiliary aids and services
COURT DECISIONS
Caldwell v. Roseville Joint Union HSD, 2007 U.S. Dist. LEXIS 66318

Management Resources:
CSBA PUBLICATIONS
The Brown Act: School Boards and Open Meeting Laws, rev. 2007
Guide to Effective Meetings, rev. 2007
Maximizing School Board Leadership: Boardsmanship, 1996
ATTORNEY GENERAL PUBLICATIONS
The Brown Act: Open Meetings for Legislative Bodies, California Attorney General's Office, rev. 2003
CALIFORNIA CITY ATTORNEY PUBLICATIONS
WEB SITES
CSBA, Agenda Online:
http://www.csba.org/Services/Services/GovernanceTechnology/AgendaOnline.aspx
California Attorney General's Office: http://www.caag.state.ca.us

Board Rules and Procedures  SAN FRANCISCO UNIFIED SCHOOL DISTRICT
adopted:  February 14, 2012  San Francisco, California

draft revision: September 11, 2015
Board Rules and Procedures

The Board of Education shall conduct its regular meetings in accordance with the order of business set forth below. Alternatively, the Board president, with agreement from the Board, may modify the order of business after the meeting begins as they deem appropriate. Temporary changes to the order of business may be agreed to in advance by the president and Superintendent for an individual meeting or for a specified period of time.

Board members shall follow the protocol set forth in Bylaw 9322, Agenda/Meeting Materials, when requesting that proposals be placed on the agenda. The president shall introduce proposals from the Board or the Superintendent for first reading and assign them to committee if necessary and appropriate. The president may also assign a proposal for second reading at the next regularly scheduled board meeting.

Notwithstanding the above, the Superintendent may place resolutions on the consent calendar in and the Board may vote to suspend the rules and act on a proposal at the first reading in accordance with Bylaw 9322.

The order of business of the Board shall be as follows:

Roll Call and Pledge of Allegiance

A. Approval of Board Minutes

B. Presentations to the Board of Education/Superintendent's Reports

   1. Superintendent's Thoughts for the Evening

C. Recognitions and Resolutions of Commendation
   The Superintendent or Board members may commend or honor individuals, groups, holidays and historical observations under this item. Resolutions of commendation shall be acted on by the Board without need for a second reading after public testimony is heard.

D. Student Delegates' Report

E. Advisory Committee Reports and Appointments to Advisory Committees by Board Members
F. Public Comment on Consent Items

Members of the public may comment on any matter on the Consent Calendar. Members of the public shall not be permitted to sever agenda items for discussion.

G. Consent Calendar

This item requires a motion and a second. Under this item, the Superintendent may withdraw or correct an item on the Consent Calendar. In addition, a Board member or the Superintendent may remove an item from the Consent Calendar and the item will be considered as a First Reading or they may sever an item for discussion and separate vote under item O below.

H. Superintendent's Proposals - Held for Speaker Cards and Action

Before calling on public speakers or recognizing Board members for discussion, the president shall request a report from the committee(s), if any. If the committee(s) has previously given a report to the Board, a second report is not necessary.

I. Board Members' Proposals - Held for Speakers and Action

Before calling on public speakers or recognizing Board members for discussion, the president shall request a report from the committee(s), if any. If the committee(s) has previously given a report to the Board, a second report is not necessary.

J. Public Comment on General Matters - 30 Minutes

Members of the public may address the Board on any matter that is not on the agenda but is within the subject matter jurisdiction of the Board. This item is limited to 30 minutes and shall occur no later than 7:30 p.m. or immediately following the item then under discussion.

K. Special Order of Business

L. Discussion of Other Educational Issues

M. Consent Calendar Resolutions Removed at Previous Meeting for Second Reading and Action

N. Vote on Consent Calendar - Moved and Seconded under item G

O. Vote on Consent Calendar Resolutions Severed for Separate Consideration item G

P. Introduction of All Proposals and Assignment to Committee

The president shall introduce proposals from the Superintendent and Board members for a first reading and assign proposals to the appropriate committee(s). In order to promote efficient meetings, this item requires a single motion and a second. The president may also refer the proposal to the next regularly scheduled Board meeting if no committee assignment is necessary or appropriate. The Board encourages members of the public to address their concerns to the committee(s) and Board members will not engage in a
Discussion on this item. Public comment on this item is limited to a total of 5 minutes.

1. Introduction and Assignment of Superintendent’s Proposals
2. Introduction and Assignment of Board Member and Committee Proposals

Q. Introduction of Proposals for Immediate Action and Notice of Suspension of Board Rules
Under this item, the Board may immediately consider and act upon a proposal introduced at first reading. At least five (5) board members must approve a motion to suspend the rule set forth in Bylaw 9323, which requires that proposals be introduced for a first reading and acted upon at a second reading. In the event that the Board approves a motion to suspend the rules and consider a proposal for immediate action under this item, members of the public may comment on this item without the necessity of submitting a “Request to Speak” in advance.

R. Board Members’ Reports
1. Standing Committees
2. Board Delegates to Membership Organizations
3. All other reports by Board Members.

S. Other Information Items

T. Memorial Adjournment
The president may announce a memorial adjournment of the meeting at this time.

U. Closed Session

V. Report of Closed Session Actions
1. Report of Action taken in Closed Session at Special Meeting
   Under this item, and pursuant to Bylaw 9321, the president will report actions taken in closed session, if any, at a special meeting.
2. Report of Action taken in Closed Session

W. Adjournment

Board Rules and Procedures  SAN FRANCISCO UNIFIED SCHOOL DISTRICT
adopted:  February 14, 2012  San Francisco, California
draft revision: September 11, 2015
SAN FRANCISCO UNIFIED SCHOOL DISTRICT
San Francisco, California

Second Reading

Superintendent’s Proposal

158-25Sp1  Revision to Board Policy 5145.3 (Formerly BP 5111.4)
Students: Nondiscrimination/Harassment

REQUESTED ACTION:  Approve revisions to Board Policy 5145.3, Nondiscrimination/Harassment, to update and bring into compliance with the California Education Code, other applicable State and Federal law, and guidance from the California Department of Education and the Office for Civil Rights.

BACKGROUND:  This item updates the District’s nondiscrimination/harassment policy by specifically describing unlawful discrimination, including discriminatory harassment, intimidation, or bullying, to include physical, verbal, nonverbal, written conduct, or creation of a hostile environment. Moreover, the Superintendent or designee, as part of this update, will be required to facilitate students’ access to educational programs by publicizing the District’s nondiscrimination policy and uniform complaint procedures and by removing any policies and practices necessary that act as a barrier to student access to or participation in the educational program.
SAN FRANCISCO UNIFIED SCHOOL DISTRICT

Students

NONDISCRIMINATION/HARASSMENT

The Governing Board desires to provide a safe school environment that allows all students equal access and opportunities in the district's academic and other educational support programs, services, and activities. District schools, programs, activities, and practices shall be free from unlawful discrimination, including discriminatory harassment, intimidation, and bullying of any student based on the student's actual or perceived race, color, ancestry, national origin, nationality, ethnicity, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression or association with a person or group with one or more of these actual or perceived characteristics.

This policy shall apply to all acts related to school activity or to school attendance occurring within a district school. (Education Code 234.1)

Unlawful discrimination, including discriminatory harassment, intimidation, or bullying, includes physical, verbal, nonverbal, or written conduct based on any of the categories listed above. Unlawful discrimination also shall include the creation of a hostile environment when the prohibited conduct is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities.

Unlawful discrimination also includes disparate treatment of students based on one of the categories above with respect to the provision of opportunities to participate in school programs or activities or the provision or receipt of educational benefits or services.

The Board also prohibits any form of retaliation against any individual who files or otherwise participates in the filing or investigation of a complaint or report regarding an incident of discrimination. Retaliation complaints shall be investigated and resolved in the same manner as a discrimination complaint.

The Superintendent or designee shall facilitate students' access to the educational program by publicizing the district's nondiscrimination policy and related complaint procedures to students, parents/guardians, and employees. He/she shall provide training and information on the scope and use of the policy and complaint procedures and take other measures designed to increase the school community's understanding of the requirements of law related to discrimination. The Superintendent or designee shall regularly review the implementation of the district's nondiscrimination policies and practices and, as necessary, shall take action to remove any identified barrier to student access to or participation in the educational program. He/she shall report his/her findings and recommendations to the Board after each review.

Students who engage in unlawful discrimination, including discriminatory harassment,
intimidation, retaliation, or bullying, in violation of law, Board policy, or administrative regulation shall be subject to appropriate intervention, consequence or discipline, which may include suspension or expulsion for behavior that is severe or pervasive as defined in Education Code 48900.4. Any employee who permits or engages in prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall be subject to disciplinary action, up to and including dismissal.

Legal Reference:
EDUCATION CODE
200-262.4 Prohibition of discrimination
48900.3 Suspension or expulsion for act of hate violence
48900.4 Suspension or expulsion for threats or harassment
48904 Liability of parent/guardian for willful student misconduct
48907 Student exercise of free expression
48950 Freedom of speech
48985 Translation of notices
49020-49023 Athletic programs
51500 Prohibited instruction or activity
51501 Prohibited means of instruction
60044 Prohibited instructional materials
CIVIL CODE
1714.1 Liability of parents/guardians for willful misconduct of minor
PENAL CODE
422.55 Definition of hate crime
422.6 Crimes, harassment
CODE OF REGULATIONS, TITLE 5
432 Student record
4600-4687 Uniform complaint procedures
4900-4965 Nondiscrimination in elementary and secondary education programs
UNITED STATES CODE, TITLE 20
1681-1688 Title IX of the Education Amendments of 1972
12101-12213 Title II equal opportunity for individuals with disabilities
UNITED STATES CODE, TITLE 29
794 Section 504 of Rehabilitation Act of 1973
UNITED STATES CODE, TITLE 42
2000d-2000e-17 Title VI and Title VII Civil Rights Act of 1964, as amended
2000h-2-2000h-6 Title IX of the Civil Rights Act of 1964
6101-6107 Age Discrimination Act of 1975
CODE OF FEDERAL REGULATIONS, TITLE 28
35.107 Nondiscrimination on basis of disability; complaints
CODE OF FEDERAL REGULATIONS, TITLE 34
100.3 Prohibition of discrimination on basis of race, color or national origin
104.7 Designation of responsible employee for Section 504
106.8 Designation of responsible employee for Title IX
106.9 Notification of nondiscrimination on basis of sex
COURT DECISIONS

Management Resources:
CSBA PUBLICATIONS
Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014
Final Guidance Regarding Transgender Students, Privacy, and Facilities, March 2014
Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011

FIRST AMENDMENT CENTER PUBLICATIONS
Public Schools and Sexual Orientation: A First Amendment Framework for Finding Common Ground, 2006

NATIONAL SCHOOL BOARDS ASSOCIATION PUBLICATIONS
Dealing with Legal Matters Surrounding Students' Sexual Orientation and Gender Identity, 2004

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS
Dear Colleague Letter: Harassment and Bullying, October 2010
Notice of Non-Discrimination, January 1999

WEB SITES
CSBA: http://www.csba.org
California Department of Education: http://www.cde.ca.gov
California Safe Schools Coalition: http://www.casafeschools.org
First Amendment Center: http://www.firstamendmentcenter.org
National School Boards Association: http://www.nsba.org
U.S. Department of Education, Office for Civil Rights: http://www.ed.gov/about/offices/list/ocr

HISTORY/AUTHORIZATION

Adopted: Resolution No. 62-35sp1 (March 2, 1976)
Amended: Resolution No. 61-10Sp2 (March 14, 2006)
Amended: Resolution No. 126-12Sp2 (June 26, 2012)
Superintendent’s Proposal

158-25Sp2 Revision to Board Policy 5145.7 (Formerly BP 5166) Students: Sexual Harassment

REQUESTED ACTION: Approve revisions to Board Policy 5145.7, Sexual Harassment, to update and bring into compliance with the California Education Code, other applicable State and Federal law, and guidance from the California Department of Education and the Office for Civil Rights.

BACKGROUND: This item requires that any employee who receives a report or observes an incident of sexual harassment is required to notify the principal or a district compliance officer. This item also clarifies that students will be informed that student safety is the District’s primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated or resolved. Most notably, this item updates board policy so that the uniform complaint procedures will be used to investigate and respond to allegations of sexual harassment by non-employees.
The Governing Board is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits sexual harassment of students at school or at school-sponsored or school-related activities. The Board also prohibits retaliatory behavior or action against any person who reports, files a complaint or testifies about, or otherwise supports a complainant in alleging sexual harassment.

The district strongly encourages any student who feels that he/she is being or has been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult to immediately contact his/her teacher, the principal, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the principal or a district compliance officer.

Complaints regarding sexual harassment shall be investigated and resolved in accordance with law and district procedures specified in AR 1312.3 - Uniform Complaint Procedures. Principals are responsible for notifying students and parents/guardians that complaints of sexual harassment can be filed under AR 1312.3 and where to obtain a copy of the procedures.

The Superintendent or designee shall take appropriate actions to reinforce the district's sexual harassment policy.

Instruction/Information

The Superintendent or designee shall ensure that all district students receive age-appropriate information on sexual harassment. Such instruction and information shall include:

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence

2. A clear message that students do not have to endure sexual harassment under any circumstance

3. Encouragement to report observed incidents of sexual harassment even where the alleged victim of the harassment has not complained

4. A clear message that student safety is the district's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved

5. Information about the district's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made
6. Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable

Disciplinary Actions

Any student who engages in sexual harassment or sexual violence at school or at a school-sponsored or school-related activity is in violation of this policy and shall be subject to disciplinary action and/or interventions in accordance with board policies. For students in grades 4-12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

Any staff member found to have engaged in sexual harassment or sexual violence toward any student shall be subject to discipline up to and including dismissal in accordance with applicable policies, laws, and/or collective bargaining agreements.

Record-Keeping

The Superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable the district to monitor, address, and prevent repetitive harassing behavior in district schools.

Legal Reference:
EDUCATION CODE
200-262.4 Prohibition of discrimination on the basis of sex
48900 Grounds for suspension or expulsion
48900.2 Additional grounds for suspension or expulsion; sexual harassment
48904 Liability of parent/guardian for willful student misconduct
48980 Notice at beginning of term
CIVIL CODE
51.9 Liability for sexual harassment; business, service and professional relationships
1714.1 Liability of parents/guardians for willful misconduct of minor
GOVERNMENT CODE
12950.1 Sexual harassment training
CODE OF REGULATIONS, TITLE 5
4600-4687 Uniform complaint procedures
4900-4965 Nondiscrimination in elementary and secondary education programs
UNITED STATES CODE, TITLE 20
1221 Application of laws
1232g Family Educational Rights and Privacy Act
1681-1688 Title IX, discrimination
UNITED STATES CODE, TITLE 42
1983 Civil action for deprivation of rights
2000d-2000d-7 Title VI, Civil Rights Act of 1964
2000e-2000e-17 Title VII, Civil Rights Act of 1964 as amended
CODE OF FEDERAL REGULATIONS, TITLE 34
99.1-99.67 Family Educational Rights and Privacy
106.1-106.71 Nondiscrimination on the basis of sex in education programs
COURT DECISIONS
Flores v. Morgan Hill Unified School District, (2003, 9th Cir.) 324 F.3d 1130
Oona by Kate S. v. McCaffrey, (1998, 9th Cir.) 143 F.3d 473
Doe v. Petaluma City School District, (1995, 9th Cir.) 54 F.3d 1447

Management Resources:
CSBA PUBLICATIONS
Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender­Nonconforming Students, Policy Brief, February 2014
Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011
U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS
Questions and Answers on Title IX and Sexual Violence, April 2014
Dear Colleague Letter: Sexual Violence, April 4, 2011
Sexual Harassment: It's Not Academic, September 2008
Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties, January 2001
WEB SITES
CSBA: http://www.csba.org
California Department of Education: http://www.cde.ca.gov
U.S. Department of Education, Office for Civil Rights: http://www.ed.gov/about/offices/list/ocr

HISTORY/AUTHORIZATION

ADOPTED: Resolution No. 62-3Sp1 (March 2, 1976)
AMENDED: Resolution No. 61-10Sp2 (1st Reading 1/10/2006 – 2nd Reading 3/14/2006)
AMENDED: Resolution No. 126-12Sp2 (1st Reading 6/12/2012 – 2nd Reading 6/26/12)
 REQUESTED ACTION:  Approve revisions to Board Policy 1312.3, Uniform Complaint Procedures, to update and bring into compliance with the California Education Code, other applicable State and Federal law, and guidance from the California Department of Education and the Office for Civil Rights.

BACKGROUND:  This item clarifies that the uniform complaint procedures will be used to investigate complaints regarding unlawful pupil fees and concerns related to the local control accountability plan. Moreover, this item adds two new types of complaints that may be investigated pursuant to the District’s uniform complaint procedures:

1. Any complaint alleging bullying incidents in district programs and activities, regardless of whether there is an allegation of discrimination, to ensure consistent implementation by district staff. Because it is not always easy or possible for staff to know prior to an investigation whether a student was bullied because of his/her actual or perceived membership in a legally protected class, staff recommends that the uniform complaint procedures apply to all allegations of bullying.

2. Any other complaint as specified in a district policy. This allows the District to utilize the uniform complaint procedures to investigate and respond to other types of complaints that are not required under the law or regulations.
The Governing Board recognizes that the district has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs. The Board encourages the early, informal resolution of complaints whenever possible and appropriate. To resolve complaints which cannot be resolved through such informal process, the Board shall adopt a uniform system of complaint processes specified in 5 CCR 4600-4670 and the accompanying administrative regulation.

The district's uniform complaint procedures (UCP) shall be used to investigate and resolve the following complaints:

1. Any complaint alleging district violation of applicable state or federal law or regulations governing adult education programs, consolidated categorical aid programs, migrant education, career technical and technical education and training programs, child care and development programs, child nutrition programs, and special education programs (5 CCR 4610)

2. Any complaint alleging unlawful discrimination, including discriminatory harassment, intimidation, or bullying, in district programs and activities against any person based on his/her actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55, or based on his/her association with a person or group with one or more of these actual or perceived characteristics (5 CCR 4610)

3. Any complaint alleging bullying in district programs and activities, regardless of whether the bullying is based on a person's actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55, or based on his/her association with a person or group with one or more of these actual or perceived characteristics

4. Any complaint alleging district violation of the prohibition against requiring students to pay fees, deposits, or other charges for participation in educational activities (5 CCR 4610)

5. Any complaint alleging that the district has not complied with legal requirements related to the implementation of the local control and accountability plan (Education Code 52075)
6. Any complaint alleging retaliation against a complainant or other participant in the complaint process or anyone who has acted to uncover or report a violation subject to this policy

7. Any other complaint as specified in a district policy

The Board recognizes that alternative dispute resolution (ADR) can, depending on the nature of the allegations, offer a process to reach a resolution to the complaint that is agreeable to all parties. One type of ADR is mediation, which shall be offered to resolve complaints that involve more than one student and no adult. However, mediation shall not be offered or used to resolve any complaint involving sexual assault or where there is a reasonable risk that a party to the mediation would feel compelled to participate. The Superintendent or designee shall ensure that the use of ADR is consistent with state and federal laws and regulations.

In filing and investigating complaints, the confidentiality of the parties involved shall be protected as required by law. As appropriate for any complaint alleging retaliation, unlawful discrimination, or bullying, the Superintendent or designee shall keep confidential the identity of the complainant and/or the subject of the complaint, if he/she is different from the complainant, as long as the integrity of the complaint process is maintained.

When an allegation that is not subject to the UCP is included in a UCP complaint, the district shall refer the non-UCP allegation to the appropriate staff or agency and shall resolve the UCP-related allegation(s) through the district's UCP.

The Superintendent or designee shall provide training to district staff to ensure awareness and knowledge of current law and related requirements, including the steps and timelines specified in this policy and the accompanying administrative regulation.

The Superintendent or designee shall maintain records of all UCP complaints and the investigations of those complaints. All such records shall be destroyed in accordance with applicable state law and district policy.

Non-UCP Complaints

The following complaints shall not be subject to the district's UCP but shall be referred to the specified agency: (5 CCR 4611)

1. Any complaint alleging child abuse or neglect shall be referred to the County Department of Social Services, the County Protective Services Division, and the appropriate law enforcement agency.

2. Any complaint alleging health and safety violations by a child development program shall, for licensed facilities, be referred to Department of Social Services and shall, for
licensing-exempt facilities, be referred to the appropriate Child Development regional administrator.

3. Any complaint alleging employment discrimination shall be sent to the California Department of Fair Employment and Housing and the compliance officer shall notify the complainant by first class mail of the transfer.

4. Any complaint alleging fraud shall be referred to the California Department of Education.

In addition, the district's Williams Uniform Complaint Procedures, AR 1312.4, shall be used to investigate and resolve any complaint related to sufficiency of textbooks or instructional materials, emergency or urgent facilities conditions that pose a threat to the health or safety of students or staff, or teacher vacancies and misassignments. (Education Code 35186)

Legal Reference:
EDUCATION CODE
200-262.4 Prohibition of discrimination
8200-8498 Child care and development programs
8500-8538 Adult basic education
18100-18203 School libraries
32289 School safety plan, uniform complaint procedures
35186 Williams uniform complaint procedures
48985 Notices in language other than English
49010-49013 Student fees
49060-49079 Student records
49490-49590 Child nutrition programs
52060-52077 Local control and accountability plan, especially
52075 Complaint for lack of compliance with local control and accountability plan requirements
52160-52178 Bilingual education programs
52300-52490 Career technical education
52500-52616.24 Adult schools
52800-52870 School-based program coordination
54400-54425 Compensatory education programs
54440-54445 Migrant education
54460-54529 Compensatory education programs
56000-56867 Special education programs
59000-59300 Special schools and centers
64000-64001 Consolidated application process
GOVERNMENT CODE
11135 Nondiscrimination in programs or activities funded by state
12900-12996 Fair Employment and Housing Act
PENAL CODE
422.55 Hate crime; definition
422.6 Interference with constitutional right or privilege
CODE OF REGULATIONS, TITLE 5
3080 Application of section
4600-4687 Uniform complaint procedures
4900-4965 Nondiscrimination in elementary and secondary education programs
UNIVERSITIES CODE, TITLE 20
1221 Application of laws
1232g Family Educational Rights and Privacy Act
1681-1688 Title IX of the Education Amendments of 1972
6301-6577 Title I basic programs
6801-6871 Title III language instruction for limited English proficient and immigrant students
7101-7184 Safe and Drug-Free Schools and Communities Act
7201-7283g Title V promoting informed parental choice and innovative programs
7301-7372 Title V rural and low-income school programs
12101-12213 Title II equal opportunity for individuals with disabilities
UNIVERSITIES CODE, TITLE 29
794 Section 504 of Rehabilitation Act of 1973
UNIVERSITIES CODE, TITLE 42
2000d-2000e-17 Title VI and Title VII Civil Rights Act of 1964, as amended
2000h-2-2000h-6 Title IX of the Civil Rights Act of 1964
6101-6107 Age Discrimination Act of 1975
CODE OF FEDERAL REGULATIONS, TITLE 28
35.107 Nondiscrimination on basis of disability; complaints
CODE OF FEDERAL REGULATIONS, TITLE 34
99.1-99.67 Family Educational Rights and Privacy
100.3 Prohibition of discrimination on basis of race, color or national origin
104.7 Designation of responsible employee for Section 504
106.8 Designation of responsible employee for Title IX
106.9 Notification of nondiscrimination on basis of sex
110.25 Notification of nondiscrimination on the basis of age

Management Resources:
U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS
Questions and Answers on Title IX and Sexual Violence, April 2014
Dear Colleague Letter: Bullying of Students with Disabilities, August 2013
Dear Colleague Letter: Sexual Violence, April 2011
Dear Colleague Letter: Harassment and Bullying, October 2010
Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties, January 2001

WEB SITES
CSBA: http://www.csba.org
California Department of Education: http://www.cde.ca.gov
U.S. Department of Education, Office for Civil Rights: http://www.ed.gov/about/offices/list/ocr

HISTORY/AUTHORIZATION
Adopted: Resolution #75-17Sp2, May 24, 1977
Amended: Resolution #76-28Sp1, August 9, 1977
Amended: Resolution #11-13Sp#, January 27, 1981
Amended: Resolution #32-8Sp1, February 22, 1983
Amended: Resolution #38-10Sp4, August 24, 1993 (P1340 was split into two policies)
Amended: Resolution #95-25Sp1, June 8, 1999
Amended: Resolution #210-8Sp1, November 12, 2002
Amended: Resolution #132-26Sp1, March 12, 2013
Amended: Resolution #132-26Sp2, September 24, 2013
Amended: Resolution # 148-26Sp2, September 9, 2014
WHEREAS: The San Francisco Unified School District’s (SFUSD) Vision 2025 Graduate Profile identifies Career and Life Skills as one of six capacities that guides the work of SFUSD as it prepares students for life, work and study beyond high school. Called out as a “Vision Essential,” The Re-imagined Classroom is a 21st century learning environment supported by an array of pedagogies and pathways that prepare students to live, thrive, and succeed in San Francisco and beyond; and

WHEREAS: The aforementioned tenets of Vision 2025, identify SFUSD as the LEA responsible for achieving high expectations and outcomes through the Six Strategies for Success; and

WHEREAS: SFUSD needs college and career pathways that are not entirely site-based, but are a true fabric of SFUSD as an LEA; and

WHEREAS: SFUSD believes that in order to best serve our students, we prioritize candidates that represent the communities we serve, are deeply knowledgeable about the students we serve, have the skills to serve our students well and are committed to the district’s goals around equity and social justice. SFUSD is committed to preparing, supporting and hiring SFUSD graduates as a part of its workforce; and

WHEREAS: Rigorous project-based curriculum, career readiness activities and contextualized work-based learning (including paid internships) aligned to career pathways are proven, widely-used strategies that engage all students; while addressing achievement and employment gaps for underrepresented populations; and

WHEREAS: The labor market in and around San Francisco depends on attracting, supporting, and retaining a highly-skilled diverse local workforce. Identified as one of the 16 largest employers in San Francisco by the SF Center for Economic Development, SFUSD must play a pivotal role, not only in articulating the pathway to college and career, but also by becoming a link within the pathway by providing internships and employment opportunities within its own workforce for SFUSD students and graduates; and

WHEREAS: SFUSD, in conjunction with SFUSD labor unions, can offer students a transitional framework from school to post-secondary training/education and/or entrance into the local workforce by providing access to SFUSD employment in the following career paths at multiple levels: Educator Pathway: (tutors, paraprofessionals, teachers, counselors), STEM Tech Talent Pathway (STEM teachers, IT, Ed Tech), and Building and Grounds Pathway (security, warehouse, maintenance and other union positions); and
WHEREAS: Partnerships among the SFUSD Division of Curriculum & Instruction and College & Career Readiness within, the SFUSD Office of Post-secondary Success, the SFUSD Division of Special Education Services/WorkAbility Program, the SFUSD Human Resources Department, and along with SFUSD labor unions and all SFUSD personnel, will be responsible for assisting in creating pathways and pre-apprenticeship opportunities for SFUSD students to access employment in the aforementioned career pathways within SFUSD for current SFUSD students and graduates; and

WHEREAS: Partnerships among SFUSD personnel, City College of San Francisco (CCSF) and the California State University (CSU) and University of California (UC) systems, local workforce development agencies and labor unions can develop post-secondary pathways to employment within SFUSD.

THEREFORE BE IT RESOLVED: That SFUSD will aggressively focus on strategies to fund—through partnerships with the California Labor and Workforce Development Agency, San Francisco Department of Children, Youth and Families, Jobs+, Unite SF, government agencies, SFUSD’s general fund, Public Education Enrichment Fund, and the private sector—wages and resources that support the creation of paid internship experiences for SFUSD students within identified SFUSD departments; and

BE IT FURTHER RESOLVED: That under the direction of the Superintendent, SFUSD’s HR Department, along with SFUSD’s Division of Curriculum and Instruction and College and Career Readiness within, will develop a pilot internship plan for the 2016-2017 school-year that pays a wage, at or above the San Francisco minimum wage, for students during the school-year and/or summer within identified SFUSD departments; and

FURTHER BE IT RESOLVED: That SFUSD’s Career Pathways internships will pay at or above the San Francisco minimum wage within identified SFUSD departments and partnerships with the following goals:

- Create year-round paid job opportunities for all SFUSD high school youth
- Support Academic Achievement for SFUSD youth
- Create incentives for students to remain in schools
- Add support to our afterschool and summer programs
- Work to ensure every interested high school student leaves SFUSD with valuable work experience, knows how to pursue a job/career, builds a resume and seeks experiences that will fulfill their life goals or ambitions
BE IT FURTHER RESOLVED: That under the direction of the Superintendent, SFUSD’s Division of Curriculum and Instruction and College and Career Readiness departments within, will work to develop intentional pathways with the California State University (CSU) and University of California (UC) systems, the University of San Francisco and other local colleges and universities, that allow enrollment preference for SFUSD alumni who major in areas of study that align with careers in SFUSD departments, including those identified as high-wage, high-demand, high-growth fields within the local workforce as determined by labor market data; and

FURTHER BE IT RESOLVED: That under the direction of the Superintendent, SFUSD’s Division of Curriculum and Instruction and College and Career Readiness departments within, will work with City College of San Francisco and SFUSD labor unions to connect students to certificated programs that align them with the necessary trainings and certificates needed for pathways identified in this resolution; and

BE IT FURTHER RESOLVED: That SFUSD’s Human Resource Department will prioritize the recruitment and hiring of SFUSD alumni candidates for all SFUSD available positions; and

FURTHER BE IT RESOLVED: SFUSD will interview all qualified SFUSD alumni who have completed the relevant career pathway and/or SFUSD internship program for positions in which they apply; and

BE IT FURTHER RESOLVED: That under the direction of the Superintendent, SFUSD’s College and Career Readiness department within, along with SFUSD’s HR Department, will work to collect comprehensive data each year (in order to demonstrate progress) and publicly present an annual report on the outcomes of SFUSD alumni, the internship program and career pathways, which include at a minimum the following:

- Number of students receiving District internships
- Number of students hired in District jobs upon completion of high school
- Number of students majoring in education career pathway at a 4-year college or university
- Number of students in a career or technical certification or pre-apprenticeship program at City College or in conjunction with a labor union, that leads to a career in one of the identified SFUSD Career Pathways
- Number of hours served in the internship program
- Internship participation and satisfaction survey.

Please Note:

- Referred by order of the Chair to the Budget & Business Services and Curriculum & Program Committees on May 26, 2015.
- Taken up by the Curriculum & Program Committee on June 8, 2015. Forwarded to the Board with a positive recommendation, as amended, by general consent of the Committee. Amendments incorporated in resolution are highlighted in yellow. Taken up by the Budget & Business Services Committee on 9/2/15. Forwarded to the Board without recommendation by general consent of the Committee.

5/26/15
9/29/15
SAN FRANCISCO UNIFIED SCHOOL DISTRICT
San Francisco, California

Special Order of Business
Regular Board Meeting of September 29, 2015

SUBJECT: Public Hearing on the Sufficiency of Textbooks and Instructional Materials for 2015-2016

DESCRIPTION: Education Code Section 60119 requires the Board to hold a public hearing to determine the sufficiency of textbooks and instructional materials.

In the public hearing, the Board must make a determination, through a resolution, on the status of the sufficiency or insufficiency of textbooks and instructional materials in the District and that they are aligned to the academic content standards and consistent with the cycles and content of the curriculum framework adopted by the State Board in the following areas, (1) Mathematics, (2) Science, (3) History/Social Science, (4) English/Language Arts, including the English Language Development component of an adopted program.

The Board must also make a written determination regarding the sufficiency of foreign language and health materials, and must make a determination on the availability of laboratory science equipment as applicable to science laboratory courses offered in grades 9 to 12.

The District has posted, as required by law, a notice of public hearing ten days in advance of this evening’s hearing. The notice encouraged the participation of parents, teachers, interested community members and bargaining unit leaders.

REQUESTED ACTION: That the Board of Education of the San Francisco Unified School District hold a public hearing Regarding the Sufficiency of Textbooks and Instructional Materials as Required by Education Code Section 60119.
SAN FRANCISCO UNIFIED SCHOOL DISTRICT
San Francisco, California

Special Order of Business
Regular Board Meeting of September 29, 2015

Subject: Resolution No.
Resolution Regarding the Sufficiency of Textbooks and Instructional Materials as Required by Education Code Section 60119

Whereas: The governing board of the San Francisco Unified School District, in order to comply with the requirements of Education Code Section 60119 held a public hearing on September 29, 2015, at 6:00 p.m., which is on or before the eighth week of school and which did not take place during or immediately following school hours; and

Whereas: The governing board provided at least 10 days notice of the public hearing posted in at least three public places within the district that stated the time, place, and purpose of the hearing; and

Whereas: The governing board encouraged participation by parents, teachers, members of the community, and bargaining unit leaders in the public hearing; and

Whereas: Information provided at the public hearing and to the governing board at the public meeting detailed the extent to which textbooks and instructional materials that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in Mathematics, Science, History/Social Science and English/language arts, including the English language development component of an adopted program, were provided to all students, including English learners, in the San Francisco Unified School District; and

Whereas: The definition of "sufficient textbooks or instructional materials" means that each pupil has a textbook or instructional materials, or both, to use in class and to take home; and

Whereas: All SFUSD schools were required to return an instructional materials survey by September 3, 2015 and in these surveys principals of 36 elementary schools, 7 schools with grades 6-8, and 13 high schools reported insufficiencies in textbooks or instructional materials in one or more subject areas: and

Whereas: These insufficiencies occurred due to increased enrollment, loss, or damage to the textbooks or instructional materials; or enrollment uncertainties that occur early in the school year; and

Whereas: By September 8, 2015, most schools had requested materials to remedy the insufficiencies they reported on the surveys, and by September 10, 2015, all materials were ordered from publishers or delivered from the warehouse for these schools, and

Whereas: The materials ordered by September 10, 2015 have either been received by the schools or are expected to arrive before the September 29, 2015 hearing; and
Whereas: Attachment A to this resolution provides more details regarding the steps taken by the District to minimize insufficiencies and to address insufficiencies that were identified by schools, as well as reasons for insufficiencies; and

Whereas: Based on the reports from high schools, each pupil enrolled in a health or foreign language course have sufficient class sets of textbooks; and

Whereas: An inventory of science laboratory equipment shows that the high schools have equipment available related to the core science classes, as demonstrated in Attachment A to this resolution, and

Whereas: Information about the sufficiency of instructional materials in each of the District schools, the percentage of insufficiencies by subject area (if any), the reason for insufficiencies, the remedial action taken, and the date of the sufficiency determination is provided to teachers and to the public through the SFUSD School Accountability Report Cards, which are accessible through the SFUSD website.

Therefore Be It Resolved: That the Board of Education of the San Francisco Unified School District has determined that as of the instructional materials hearing held on September 29, 2015, each pupil in the San Francisco Unified School District has sufficient textbooks or instructional materials in Mathematics, Science, History/Social Science and English/language arts, including the English language development component of an adopted program; and

Be It Further Resolved: That each pupil has sufficient textbooks or instructional materials in foreign language and health classes; and that the high schools have science laboratory equipment available related to the core science classes as indicated on the science survey.
Report for the Public Hearing Regarding the Sufficiency of Instructional Materials
San Francisco Unified School District
September 29, 2015

Summary of Instructional Materials Survey Data and Remedial Action

Background: District practice is to provide instructional materials for all students and teachers when new materials are adopted in reading/language arts, mathematics, history/social studies, and science. For increased enrollment after an adoption, schools request additional materials from the Curriculum Resources, Libraries, and Media Services Office.

There are no new district-wide core instructional materials adoptions for elementary and middle school for implementation in August 2015.

There is one new district-wide adopted text for high school as follows:

AP U.S. History
By the People by James W. Fraser (Pearson, 2015)

Instructional Materials Sufficiency Data for All Schools:

In a survey due September 3, 2015, principals of 36 elementary schools (of 72 elementary schools), 7 middle schools (of 21 schools that have grades 6-8) and 13 high schools indicated insufficiencies of instructional materials in the core curriculum areas of reading/language arts, mathematics, history/social studies, and/or science. By September 8, nearly all elementary and middle schools and high schools had submitted requests for additional materials to remedy the insufficiencies they reported on the surveys and by September 10 all materials had been ordered from publishers or delivered from the warehouse to remedy all reported insufficiencies. Schools that submitted requests after September 10 have either received the materials or materials are in transit and are expected before the hearing date.

It should be noted that enrollment fluctuations early in the school year make it difficult for schools to determine if they have sufficient textbooks from day to day, and difficult for the Curriculum Resources Office to order materials in time to allow for shipment and delivery to schools by the end of the eighth week of school. The September 3, 2015 survey responses, with revisions and orders placed through September 10, 2015, constitute the data used for this report. We recognize that ensuring sufficiency is an ongoing process throughout the school year. The San Francisco Unified School District’s goal is to ensure that every student has appropriate materials to support instruction every day.

Insufficiency of Materials, Grades 9-12

Health: New health instructional materials were purchased for all high schools in Spring 2008. The new health books (copyright 2007) are a great improvement over the previous materials (copyright 1994). Over the past years we have provided sites with sufficient materials for Health classes. Insufficiencies noted in the surveys have been remedied.

World Languages: All high schools have the instructional materials for their world language courses per the surveys and orders placed on or before September 10, 2015.

Science Laboratory Equipment: An inventory of science laboratory equipment shows that most high schools have equipment available as applicable to science laboratory courses offered to
grades 9-12. When there is not enough, most schools borrow from other schools and from agencies like the Science & Health Education Partnership (SEP) at UCSF and the Science Education Partnership and Assessment Laboratory (SEPAL) at SFSU. A summary of the results of a science laboratory equipment survey conducted in August-September is included in the final pages of this attachment.

County Office of Education Programs

The survey of county schools reported on materials for all County sites, including court schools. Needs for materials had been anticipated well in advance of the opening of school and insufficiencies that were identified have been remedied.

Because of fluctuating enrollment among numerous sites, in order to maintain sufficiency throughout the school year, materials and textbooks are reallocated as necessary for efficient educational delivery to all county sites and additional materials are ordered as needed.

Barriers Leading to Insufficiencies Early in the School Year and Remedial Action Taken

Although all schools are provided with instructional materials for each student after each adoption, site shortages occur due to factors such as increased enrollment, loss, or damage. Accountability activities initiated over the last few years have significantly reduced opening-day shortages, but there are still more shortages than there should be. Schools cannot readily account for materials, and the textbooks office cannot efficiently determine which schools have more books than enrollment, with surplus books that could be moved to another site.

Determining actual grade-level and course enrollment early in the school year is also a barrier. Although we work initially with enrollment projections, we report sufficiency based on actual enrollment. That cannot be accurately assessed until late August. It is also difficult for site administrators to ascertain textbook needs in time to ensure that deadlines are met, and the compressed timeline makes it difficult for the Curriculum Resources Office to identify shortages, order materials, and allow for shipping to sites prior to the instructional materials hearing on September 29, 2015.

Activities Intended to Minimize Insufficiencies of Instructional Materials and to Provide Student Materials Beyond Core Curriculum Textbooks: The Textbooks Office has conducted the following activities for the 2015-2016 school year:

**Spring/Summer/Fall 2015--Orders Placed Centrally for All Students** (unless indicated otherwise)
- K-5 English/Language Arts core consumable texts and workbooks (replaced annually)
- 6-8 English/Language Arts -- core consumable texts and workbooks (replaced annually)

**Other Activities:**
- Purchases were made to accommodate new classes and/or increased enrollment. Orders were placed as soon as budgets were available in July.
- Site administrators completed the annual opening-of-school survey in early September to assess preparedness for the coming school year. The survey includes a question to determine if schools have enough textbooks based on projected enrollment (and to indicate what they have done to correct anticipated shortages).
The annual Instructional Materials Survey due September 3 generated many additional requests for textbooks.

Ongoing – The textbooks office orders textbooks on a continuing basis as the need arises.

Below please find the results of the science laboratory equipment survey conducted by Dawn Rege, high school science Teacher on Special Assignment.

**Inventory of Science Materials at SFUSD High Schools 2015-2016**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>Y Y Y N</td>
<td>Y Y Y Y Y</td>
<td>Y Y Y Y Y</td>
<td>Y Y Y Y Y</td>
<td>Y Y Y Y Y</td>
<td>Y Y Y Y Y</td>
<td>Y Y</td>
<td>Y Y Y Y Y</td>
<td>Y Y Y Y Y</td>
<td>N N N N N</td>
<td>N N N N N</td>
<td>N N N N N</td>
<td>N N N N N</td>
<td>N N N N N</td>
<td>N N N N N</td>
<td>N N N N N</td>
<td>N N N N N</td>
</tr>
<tr>
<td>Chemistry</td>
<td>N Y Y N Y Y Y Y Y Y Y Y Y Y</td>
<td>Y Y Y Y Y Y Y Y Y Y</td>
<td>N Y Y Y Y Y Y Y Y Y Y</td>
<td>Y Y Y Y Y Y Y Y Y Y</td>
<td>Y Y Y Y Y Y Y Y Y Y</td>
<td>Y Y Y Y Y Y Y Y Y Y</td>
<td>Y Y</td>
<td>Y Y Y Y Y</td>
<td>Y Y Y Y Y</td>
<td>N N N N N</td>
<td>N N N N N</td>
<td>N N N N N</td>
<td>N N N N N</td>
<td>N N N N N</td>
<td>N N N N N</td>
<td>N N N N N</td>
<td></td>
</tr>
<tr>
<td>Physics</td>
<td>N Y N Y</td>
<td>Y Y Y Y</td>
<td>N Y Y Y</td>
<td>Y Y Y Y</td>
<td>Y Y Y Y</td>
<td>Y Y Y Y</td>
<td>Y Y</td>
<td>Y Y Y Y</td>
<td>Y Y Y Y</td>
<td>Y Y Y Y</td>
<td>Y Y Y Y</td>
<td>Y Y Y Y</td>
<td>Y Y Y Y</td>
<td>Y Y Y Y</td>
<td>Y Y Y Y</td>
<td>Y Y Y Y</td>
<td>Y Y Y Y</td>
</tr>
<tr>
<td>Earth Science</td>
<td>N Y N</td>
<td>N Y</td>
<td>N Y</td>
<td>N Y</td>
<td>N Y</td>
<td>N Y</td>
<td>N Y</td>
<td>N Y</td>
<td>N Y</td>
<td>N Y</td>
<td>N Y</td>
<td>N Y</td>
<td>N Y</td>
<td>N Y</td>
<td>N Y</td>
<td>N Y</td>
<td>N Y</td>
</tr>
</tbody>
</table>

Y = Yes, the course is offered and the site has the materials needed to teach the course
N = No, the course IS offered, but the site does NOT have the materials needed to teach the course
If I site has an N, please see the list below which identifies, by school, the items they do not have available. In some cases items have been ordered. In other cases, items will be obtained from other sites, including other high schools, SFUSD, SEP (UCSF), SEPAL (SFSU) and the Exploratorium.

- = The course is NOT offered at this site

**SFUSD High Schools Science Materials Not Available 2015-2016**

<table>
<thead>
<tr>
<th>School Name</th>
<th>Course Title</th>
<th>Materials Not Available</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marshall</td>
<td>Physics</td>
<td>Ramps, steel balls, multimeters, circuit boards, pulleys, dynamics cart and track</td>
</tr>
<tr>
<td>June Jordan</td>
<td>Biology</td>
<td>Eyewash station, one class set of microscopes, thermometers, spectrophotometer</td>
</tr>
<tr>
<td>June Jordan</td>
<td>Chemistry</td>
<td>Eyewash station, emergency shower, ice machine, fume hood, gas and vacuum lines, sinks, scales</td>
</tr>
<tr>
<td>Mission</td>
<td>Physics</td>
<td>Spectroscopes, lasers, van de graff generator, photogates</td>
</tr>
<tr>
<td>Mission</td>
<td>Chemistry</td>
<td>Burets, vacuum pump, buret clamps</td>
</tr>
</tbody>
</table>

Respectfully submitted, September 21, 2015
Daisy Santos, Director, Curriculum Resources, Libraries, and Media Services
SAN FRANCISCO UNIFIED SCHOOL DISTRICT
San Francisco, California

SPECIAL ORDER OF BUSINESS

Regular Board Meeting of September 29, 2015

SUBJECT: RATIFICATION OF AGREEMENTS BETWEEN SAN FRANCISCO UNIFIED SCHOOL DISTRICT AND CHARTER SCHOOLS—OPERATIONAL MEMORANDA OF UNDERSTANDING

Requested Action:

That the Board of Education of the San Francisco Unified School District ("District") ratify the Memoranda of Understanding ("MOUs") for the 2015-2016 school year negotiated with the charter schools by the Superintendent or his designee as set forth below.

<table>
<thead>
<tr>
<th>Charter School Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>City Arts and Technology High School</td>
</tr>
<tr>
<td>Creative Arts Charter School</td>
</tr>
<tr>
<td>Thomas Edison Charter Academy</td>
</tr>
<tr>
<td>Five Keys Adult School</td>
</tr>
<tr>
<td>Five Keys Charter School</td>
</tr>
<tr>
<td>Five Keys Independence High School</td>
</tr>
<tr>
<td>Gateway High School</td>
</tr>
<tr>
<td>Gateway Middle School</td>
</tr>
<tr>
<td>KIPP Bayview Academy</td>
</tr>
<tr>
<td>KIPP San Francisco Bay Academy</td>
</tr>
<tr>
<td>KIPP SF College Preparatory</td>
</tr>
<tr>
<td>Leadership High School</td>
</tr>
<tr>
<td>Life Learning Academy</td>
</tr>
</tbody>
</table>

Background:

As authorizer to the above-mentioned 13 charter schools, the District has certain oversight responsibilities for each charter school pursuant to the Charter Schools Act. The operational MOUs are intended to outline the agreement of the District and each charter school governing their respective fiscal and administrative responsibilities, their legal relationship, and other matters of mutual interest not otherwise addressed or resolved in the terms of each charter school’s charter.

The terms of each of the 13 proposed MOUs are substantively similar. The following is a brief summary of the terms contained in each proposed MOU:

- **Term of the MOU.** Each MOU is a one-year agreement for the 2015-2016 school year.
- **Charter School Operations.** The parties agree that it is the charter school’s duty and obligation to manage, operate, and administer the charter school at its sole expense.
- **Oversight Fee.** The parties agree that the District’s oversight of each charter school is one percent (1%) of each charter school’s Local Control Funding Formula apportionments.
- **Charter School Funding.** Each MOU describes the funding entitlement per student attending the charter school, including the general purpose block grant entitlement and the categorical block grant entitlement.

- **Documentation.** Each charter school shall provide the District attendance and fiscal documentation, as required by the terms of each MOU.

- **Special Education.** Each MOU shall contain each charter school’s designation, for purposes of special education, as a public school of the District or as its own local education agency, and the associated duties and obligations of each party. The table below illustrates the 2015-16 Special Education designation for each charter school.

- **Enrollment.** Each MOU contains provisions requiring the charter schools to adhere to District enrollment timetables and provisions specifying District inspection of random drawings.

<table>
<thead>
<tr>
<th>Charter School Name</th>
<th>Special Education Designation</th>
</tr>
</thead>
<tbody>
<tr>
<td>City Arts &amp; Technology High School</td>
<td>Local Education Agency: El Dorado Co. SELPA</td>
</tr>
<tr>
<td>Creative Arts Charter School</td>
<td>School of the District: SFUSD SELPA</td>
</tr>
<tr>
<td>Thomas Edison Charter Academy</td>
<td>Local Education Agency: El Dorado Co. SELPA</td>
</tr>
<tr>
<td>Five Keys Adult School</td>
<td>Local Education Agency: El Dorado Co. SELPA</td>
</tr>
<tr>
<td>Five Keys Charter School</td>
<td>Local Education Agency: El Dorado Co. SELPA</td>
</tr>
<tr>
<td>Five Keys Independence High School</td>
<td>Local Education Agency: El Dorado Co. SELPA</td>
</tr>
<tr>
<td>Gateway Middle School</td>
<td>School of the District: SFUSD SELPA</td>
</tr>
<tr>
<td>Gateway High School</td>
<td>School of the District: SFUSD SELPA</td>
</tr>
<tr>
<td>KIPP SF Bay Academy</td>
<td>Local Education Agency: El Dorado Co. SELPA</td>
</tr>
<tr>
<td>KIPP Bayview Academy</td>
<td>Local Education Agency: El Dorado Co. SELPA</td>
</tr>
<tr>
<td>KIPP SF College Preparatory</td>
<td>Local Education Agency: El Dorado Co. SELPA</td>
</tr>
<tr>
<td>Leadership High School</td>
<td>School of the District: SFUSD SELPA</td>
</tr>
<tr>
<td>Life Learning Academy</td>
<td>School of the District: SFUSD SELPA</td>
</tr>
</tbody>
</table>

An MOU has been agreed to by each charter school and is available for review.

Submitted by:

Michael Davis  
Director of Charter Schools

Approved by:

Myong Leigh  
Deputy Superintendent  
Policy & Operations
REQUESTED ACTION: That the Board of Education of the San Francisco Unified School District adopt Board Policy 7160 (Facilities: Charter School Facilities) as provided in the attached document.

BACKGROUND: SFUSD does not currently have an adopted policy regarding the District’s processing of Facilities requests from charter schools under Proposition 39. Adoption of this policy will authorize administrative regulations requiring charter schools to include detailed information regarding projected in-district enrollment in Proposition 39 requests submitted to SFUSD.
San Francisco Unified School District
Board Policy
Charter School Facilities

BP 7160
Facilities

The San Francisco Unified School District Board of Education will insure that all students, including those attending charter schools, have access to adequate facilities that are safe and support student learning, as required by law.

Facilities to be used by a charter school shall be specified in the school's charter pursuant to Education Code 47605 and also may be addressed in a written agreement between the District and charter school.

As applicable, charter school facilities shall comply with the California Building Standards Code adopted by the local building enforcement agency pursuant to 24 CCR 101 et seq. or the Field Act pursuant to Education Code 17280-17317 and 17365-17374. (Education Code 47610, 47610.5)

Upon request, the Board shall make facilities available to an eligible charter school operating in the district, as defined in law and administrative regulation. In accordance with law, such facilities shall be contiguous, furnished, equipped, and sufficient to accommodate all the charter school's in-district students in conditions reasonably equivalent to those in which the students would be accommodated if they were attending other district schools. The Board shall make reasonable efforts to provide the charter school with facilities near where the charter school wishes to locate and shall not move the charter school unnecessarily. If the District's preliminary proposal or final notification of space does not accommodate the charter school at a single school site, the Board shall make a specific finding that the charter school could not be accommodated at a single site and shall adopt a written statement of reasons explaining the finding. (Education Code 47614; 5 CCR 11969.1-11969.10)

The District shall not be required to use unrestricted general fund revenues to rent, buy, or lease facilities for charter schools. (Education Code 47614)

Legal Reference:
EDUCATION CODE
17070.10-17080 Leroy F. Greene School Facilities Act of 1998, including:
17078.52-17078.66 Charter schools facility funding; state bond proceeds
17280-17317 Field Act
46600 Interdistrict attendance agreements
47600-47616.5 Charter Schools Act
48204 Residency requirements for school attendance
GOVERNMENT CODE
53094 Authority to render zoning ordinance inapplicable
53097.3 Charter school ordinances
CODE OF REGULATIONS, TITLE 2
1859.2 Definitions
1859.31 Classroom inventory
1859.160-1859.172 Charter school facilities program, new construction
CODE OF REGULATIONS, TITLE 5
11969.1-11969.10 Charter school facilities
COURT DECISIONS
ATTORNEY GENERAL OPINIONS

Management Resources:
CSBA PUBLICATIONS
The Role of the Charter School Authorizer, Online Course
Charter School Facilities and Proposition 39: Legal Implications for School Districts, 2005
OFFICE OF PUBLIC SCHOOL CONSTRUCTION PUBLICATIONS
School Facility Program Handbook, May 2008
WEB SITES
CSBA: http://www.csba.org
California Charter Schools Association: http://www.charterassociation.org
California Department of Education, Charter Schools: http://www.cde.ca.gov/sp/cs
Coalition for Adequate School Housing: http://www.cashnet.org
Office of Public School Construction: http://www.opsc.dgs.ca.gov
SAN FRANCISCO UNIFIED SCHOOL DISTRICT  
San Francisco, California

Superintendent's Proposal

159-29Sp2 - Revision to Board Policy 6141, Curriculum Development and Evaluation, Board Policy 6161.1, Instruction, and Board Policy 0410, Non-Discrimination in District Programs and Activities

Requested Action: That the Board of Education of the San Francisco Unified School District revise the following Board Policies as provided in the attached documents:

- Board Policy 6141, Curriculum Development and Evaluation
- Board Policy 6161.1, Instruction
- Board Policy 0410, Non-Discrimination in District Programs and Activities.

Background: The Superintendent recommends that Board Policies 6141, 6161.1 and 0410 be amended and revised as provided in the attached documents to clearly and unambiguously reflect the Board’s values of equity and social justice. Specifically, the Superintendent recommends that:

- **Board Policy 6141 be revised to include the following language:**

  "The Governing Board recognizes that the district’s curriculum may sometimes include instruction related to controversial issues that may arouse strong reactions based on personal values and beliefs, political philosophy, culture, religion, or other influences. Curriculum including such topics shall be relevant to the adopted course of study and should be designed to develop students’ critical thinking skills, ability to discriminate between fact and opinion, respect for others, and understanding and tolerance of diverse points of view.

  District curriculum shall not reflect adversely upon persons because of their race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity or expression, or genetic information; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics."

- **Board Policy 6161.1 be revised to including the following language:**

  "The Governing Board desires that district instructional materials, as a whole, present a broad spectrum of knowledge and viewpoints, reflect society’s diversity, and enhance the use of multiple teaching strategies and technologies."
• Board Policy 0410 be revised to include the following language:

“The Governing Board is committed to providing equal opportunity for all individuals in education. District programs, activities, and practices shall be free from discrimination based on race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity or expression, or genetic information; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

Organizations, associations and independent contracts providing educational programs, activities and services to the district must have the same non-discrimination policy.

The Superintendent shall ensure that every district contract includes an equal opportunity clause. The equal opportunity clause requires that the contractor will take affirmative action to ensure that applicants are employed, and that employees are treated during employment, without regard to their race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity or expression, or genetic information; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.”
WHEREAS: Since the Great 1906 San Francisco Earthquake where damage was even greater from fire than the earthquake itself, San Francisco has invested heavily in fire safety to keep its residents as safe as possible; and yet,

WHEREAS: Since 2010, there have been over 2,600 residential fires in San Francisco and 6,300 container fires in San Francisco which, together, have caused over 330 injuries and 37 deaths among our residents; and

WHEREAS: Numerous studies demonstrate that fire safety education leads to a reduction in injuries stemming from fires, as recent as the one published in the May/June 2015 issue of the Journal of Burn Care & Research on the efficacy of fire safety education among 2nd graders, and the February 2015 report in FireRescue magazine that the state-wide school-based Massachusetts fire safety program launched in 1995 has reduced fire deaths among children from 18 to just 5 deaths per year for an extraordinary 72% decrease; and,

WHEREAS: Since 2001, personnel from the San Francisco Fire Department have trained more than 100,000 San Francisco students in over 65 schools, across every neighborhood in the City, and in multiple languages, through the San Francisco Firefighters in Safety Program, a 30-minute module that covers techniques such as “Stop, Drop, & Roll,” “Stay Low & Go,” and such essential skills as how to dial 911 and developing home escape plans; and,

WHEREAS: As a result of this curriculum, conducted free of charge by firefighter volunteers from the San Francisco Fire Department, students have been found to educate family members about how best to protect themselves in the event of a fire, and the program has contributed directly to a reduction in fire scene injuries to children; and,

WHEREAS: The San Francisco Board of Education recognizes the importance of fire safety, particularly given the extraordinary fire danger resulting from the historic drought we are experiencing;

NOW THEREFORE LET IT BE RESOLVED: That the San Francisco Board of Education requests that the Superintendent promote fire safety by requiring fire safety education for every elementary school student, beginning in the 2016-2017 school year, whether by school or grade-level assembly or in clusters or individual classrooms, with compliance to be reported on a school site basis; and,

FURTHER BE IT RESOLVED: That the Superintendent and his staff identify and review resources for fire safety education at all levels (elementary, middle, and high school), including the San Francisco Firefighters in Safety Education Program, and make those resources available to school administrators at all levels.

9/29/15 (9/22/15)
1. **ACCEPTANCE OF GIFTS**

The District accepted the attached cash donations for the month of August 2015 in the amount of $347,957.09.
## DONATIONS
### AUGUST 2015

<table>
<thead>
<tr>
<th>SITE</th>
<th>CHECK #</th>
<th>CASH</th>
<th>DONOR</th>
<th>PURPOSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.P. Giannini MS</td>
<td>check # 1186501</td>
<td>$250.00</td>
<td>Wells Fargo Matching Gifts Program</td>
<td>This donation will be used for instructional supplies at A.P. Giannini Middle School at the discretion of the principal.</td>
</tr>
<tr>
<td>A.P. Giannini MS</td>
<td>check # 1201963</td>
<td>$76.84</td>
<td>Wells Fargo Matching Gifts Program</td>
<td>This donation will be used for instructional supplies at A.P. Giannini Middle School at the discretion of the principal.</td>
</tr>
<tr>
<td>A.P. Giannini MS</td>
<td>check # 1183130</td>
<td>$76.82</td>
<td>Wells Fargo Matching Gifts Program</td>
<td>This donation will be used for instructional supplies at A.P. Giannini Middle School at the discretion of the principal.</td>
</tr>
<tr>
<td>A.P. Giannini MS</td>
<td>check # 0008345107</td>
<td>$33.14</td>
<td>School</td>
<td>This donation will be used for instructional supplies at A.P. Giannini Middle School at the discretion of the principal.</td>
</tr>
<tr>
<td>A.P. Giannini MS</td>
<td>check # 1110036523</td>
<td>$360.00</td>
<td>PG&amp;E Corporation</td>
<td>This donation will be used for instructional supplies at A.P. Giannini Middle School at the discretion of the principal.</td>
</tr>
<tr>
<td>A.P. Giannini MS</td>
<td>check # 418610</td>
<td>$10.00</td>
<td>Justgive</td>
<td>This donation will be used for instructional supplies at A.P. Giannini Middle School at the discretion of the principal.</td>
</tr>
<tr>
<td>A.P. Giannini MS</td>
<td>check # 2222443</td>
<td>$175.00</td>
<td>Target Corporation</td>
<td>This donation will be used for instructional supplies at A.P. Giannini Middle School.</td>
</tr>
<tr>
<td>A.P. Giannini MS</td>
<td>check # 1110041524</td>
<td>$60.00</td>
<td>PG&amp;E</td>
<td>This donation will be used for instructional supplies at A.P. Giannini Middle School at the discretion of the principal.</td>
</tr>
<tr>
<td>A.P. Giannini MS</td>
<td>check # 1110045024</td>
<td>$40.00</td>
<td>PG&amp;E</td>
<td>This donation will be used for instructional supplies at A.P. Giannini Middle School at the discretion of the principal.</td>
</tr>
<tr>
<td>A.P. Giannini MS</td>
<td>check # 0001818333</td>
<td>$35.20</td>
<td>PG&amp;E</td>
<td>This donation will be used for instructional supplies at A.P. Giannini Middle School at the discretion of the principal.</td>
</tr>
<tr>
<td>A.P. Giannini MS</td>
<td>check # 2699</td>
<td>$16,800.00</td>
<td>A.P. Giannini PTA</td>
<td>This donation will be used to hire a consultant at A.P. Giannini Middle School at the discretion of the principal.</td>
</tr>
<tr>
<td>Alvarado ES</td>
<td>check # 9264</td>
<td>$15,000.00</td>
<td>Alvarado PTA</td>
<td>This donation will be used to hire consultants at Alvarado Elementary School.</td>
</tr>
<tr>
<td>Cesar Chavez ES</td>
<td>check # 288806</td>
<td>$50.00</td>
<td>Rainbow Grocery Cooperative</td>
<td>This donation will be used for instructional supplies at Cesar Chavez Elementary School at the discretion of the principal.</td>
</tr>
<tr>
<td>Cesar Chavez ES</td>
<td>check # 287243</td>
<td>$100.00</td>
<td>Rainbow Grocery Cooperative</td>
<td>This donation will be used for instructional supplies at Cesar Chavez Elementary School at the discretion of the principal.</td>
</tr>
<tr>
<td>Commodore Sloat ES</td>
<td>check # 2349</td>
<td>$11,900.00</td>
<td>Commodore Sloat School Fund</td>
<td>This donation will be used for students at Commodore Sloat Elementary School.</td>
</tr>
<tr>
<td>Commodore Sloat ES</td>
<td>check # 2350</td>
<td>$33,000.00</td>
<td>Commodore Sloat School Fund</td>
<td>This donation will be used to hire a P.E. consultant at Commodore Sloat Elementary School.</td>
</tr>
<tr>
<td>Commodore Sloat ES</td>
<td>check # 96383</td>
<td>$61.35</td>
<td>School Outfitters</td>
<td>This donation will be used for instructional supplies at Commodore Sloat Elementary School at the discretion of the principal.</td>
</tr>
<tr>
<td>Commodore Sloat ES</td>
<td>check # 2351</td>
<td>$3,456.25</td>
<td>School Outfitters</td>
<td>This donation will be used to purchase computers at Commodore Sloat Elementary School at the discretion of the principal.</td>
</tr>
<tr>
<td>Commodore Sloat ES</td>
<td>check # 2352</td>
<td>$5,427.00</td>
<td>Commodore Sloat School Fund</td>
<td>This donation will be used to pay for substitute teachers at Commodore Sloat Elementary School.</td>
</tr>
<tr>
<td>Dianne Feinstein ES</td>
<td>check # 2224342</td>
<td>$575.00</td>
<td>Target Corporation</td>
<td>This donation will be used for instructional supplies at Dianne Feinstein Elementary School at the discretion of the principal.</td>
</tr>
<tr>
<td>FYIT Program</td>
<td>check # 3887359</td>
<td>$2,500.00</td>
<td>PG&amp;E</td>
<td>This donation will be used to purchase school supplies for homeless students.</td>
</tr>
<tr>
<td>School Name</td>
<td>Check Number</td>
<td>Amount</td>
<td>Organization</td>
<td>Comments</td>
</tr>
<tr>
<td>------------------</td>
<td>--------------</td>
<td>----------</td>
<td>--------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Galileo HS</td>
<td>check # 903890</td>
<td>$12,000.00</td>
<td>Sutter West Bay Hospitals</td>
<td>This donation will be used to help pay for a coordinator position at Galileo High School.</td>
</tr>
<tr>
<td>Galileo HS</td>
<td>check # 648</td>
<td>$879.98</td>
<td>Galileo Academy of Science</td>
<td>This donation will be used to help pay for postage at Galileo High School.</td>
</tr>
<tr>
<td>Garfield ES</td>
<td>check # 1441</td>
<td>$15,000.00</td>
<td>Garfield Elementary School PTO</td>
<td>This donation will be used for instructional supplies at Garfield Elementary School at the discretion of the principal.</td>
</tr>
<tr>
<td>George Peabody ES</td>
<td>check # 2192</td>
<td>$4,000.00</td>
<td>George Peabody Elementary PTA</td>
<td>This donation will be used for teacher collaboration at George Peabody Elementary School.</td>
</tr>
<tr>
<td>George Peabody ES</td>
<td>check # 2191</td>
<td>$17,074.88</td>
<td>George Peabody Elementary PTA</td>
<td>This donation will be used to purchase chrome books and cart for students at George Peabody Elementary School.</td>
</tr>
<tr>
<td>ISA HS</td>
<td>check # 400</td>
<td>$10,000.00</td>
<td>Buelow Investment LLC</td>
<td>This donation will be used for instructional supplies and teacher training at International Studies Academy at the discretion of the principal.</td>
</tr>
<tr>
<td>James Lick MS</td>
<td>check # 108620</td>
<td>$50,000.00</td>
<td>Wikstrom / Grimstad Family</td>
<td>This donation will be used to support the algebra class at James Lick Middle School at the discretion of the principal.</td>
</tr>
<tr>
<td>Jean Parker ES</td>
<td>check # 2855678</td>
<td>$25.00</td>
<td>Westat</td>
<td>This donation will be used for instructional supplies at Jean Parker Elementary School at the discretion of the principal.</td>
</tr>
<tr>
<td>Jean Parker ES</td>
<td>check # 2825370</td>
<td>$25.00</td>
<td>Westat</td>
<td>This donation will be used for instructional supplies at Jean Parker Elementary School at the discretion of the principal.</td>
</tr>
<tr>
<td>Jean Parker ES</td>
<td>check # 2880630</td>
<td>$200.00</td>
<td>Westat</td>
<td>This donation will be used for instructional supplies at Jean Parker Elementary School at the discretion of the principal.</td>
</tr>
<tr>
<td>Jean Parker ES</td>
<td>check # 2236412</td>
<td>$125.00</td>
<td>Target Corporation</td>
<td>This donation will be used for instructional supplies at James Parker Elementary School at the discretion of the principal.</td>
</tr>
<tr>
<td>Jefferson ES</td>
<td>check # 2228401</td>
<td>$675.00</td>
<td>Target Corporation</td>
<td>This donation will be used to purchase equipment at Jefferson Elementary School at the discretion of the principal.</td>
</tr>
<tr>
<td>Jefferson ES</td>
<td>check # 1005</td>
<td>$20,500.00</td>
<td>Jefferson Elementary PTA</td>
<td>This donation will be used to hire consultants at Jefferson Elementary School at the discretion of the principal.</td>
</tr>
<tr>
<td>Lawton ES</td>
<td>check # 3432</td>
<td>$12,000.00</td>
<td>Lawton Alternative School PTA</td>
<td>This donation will be used to pay for the education outside consultant at Lawton Elementary School.</td>
</tr>
<tr>
<td>Lawton ES</td>
<td>check # 3431</td>
<td>$10,000.00</td>
<td>Lawton Alternative School PTA</td>
<td>This donation will be used for instructional supplies at Lawton Elementary School at the discretion of the principal.</td>
</tr>
<tr>
<td>Leonard R. Flynn ES</td>
<td>check # 2894767</td>
<td>$705.00</td>
<td>Lifetouch National School Studio</td>
<td>This donation will be used for instructional supplies at Leonard R. Flynn Elementary School at the discretion of the principal.</td>
</tr>
<tr>
<td>Marshall ES</td>
<td>check # 898</td>
<td>$10,000.00</td>
<td>Marshall Elementary School PTA</td>
<td>This donation will be used for the education outside teacher at Marshall Elementary School.</td>
</tr>
<tr>
<td>McKinley ES</td>
<td>check # 8000</td>
<td>$69,000.00</td>
<td>William McKinley Elementary School PTA</td>
<td>This donation will be used to pay for an art consultant at McKinley Elementary School.</td>
</tr>
<tr>
<td>New traditions ES</td>
<td>check # 1181</td>
<td>$500.00</td>
<td>Good Tidings Foundation</td>
<td>This donation will be used for instructional supplies at New Traditions Elementary School at the discretion of the principal.</td>
</tr>
<tr>
<td>Noriega EES</td>
<td>check # 100111</td>
<td>$7,250.63</td>
<td>Williams LEA</td>
<td>This donation will be used for instructional supplies at Noriega Early Education School at the discretion of the principal.</td>
</tr>
<tr>
<td>Presidio EES</td>
<td>check # 1149</td>
<td>$14,036.00</td>
<td>Presidio Child Development</td>
<td>This donation will be used for music and movement program at Presidio EES.</td>
</tr>
<tr>
<td>School</td>
<td>Check #</td>
<td>Amount</td>
<td>Donor/Supporter</td>
<td>Purpose/Description</td>
</tr>
<tr>
<td>----------------------</td>
<td>----------------</td>
<td>---------</td>
<td>-------------------------------------</td>
<td>-------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>R.L. Stevenson ES</td>
<td>2230353</td>
<td>$725.00</td>
<td>Target Corporation</td>
<td>This donation will be used for instructional supplies at R.L. Stevenson Elementary School at the discretion of the principal.</td>
</tr>
<tr>
<td>SF International HS</td>
<td>11710</td>
<td>$600.00</td>
<td>The Urban School of San Francisco</td>
<td>This donation will be used for instructional supplies at San Francisco International High School at the discretion of the principal.</td>
</tr>
<tr>
<td>SF International HS</td>
<td>1758</td>
<td>$10.00</td>
<td>Linda Austin</td>
<td>This donation will be used for instructional supplies at San Francisco International High School at the discretion of the principal.</td>
</tr>
<tr>
<td>SFUSD</td>
<td>207808</td>
<td>$329.00</td>
<td>The Benevity Community</td>
<td>This donation will be used for instructional supplies for students at San Francisco Unified School District.</td>
</tr>
<tr>
<td>Strategy and Fund Development</td>
<td>1320005359</td>
<td>$100.00</td>
<td>Ebay Foundation</td>
<td>This donation will be used for instructional supplies for students at San Francisco Unified School District.</td>
</tr>
<tr>
<td>Strategy and Fund Development</td>
<td>1240001756</td>
<td>$344.00</td>
<td>Autodesk Foundation</td>
<td>This donation will be used for instructional supplies for students at San Francisco Unified School District.</td>
</tr>
<tr>
<td>Strategy and Fund Development</td>
<td>1250001032</td>
<td>$60.00</td>
<td>Thermo Fisher Scientific</td>
<td>This donation will be used for instructional supplies for students at San Francisco Unified School District.</td>
</tr>
<tr>
<td>Ulloa ES</td>
<td>2231293</td>
<td>$825.00</td>
<td>Target Corporation</td>
<td>This donation will be used for instructional supplies at Ulloa Elementary School at the discretion of the principal.</td>
</tr>
<tr>
<td>Ulloa ES</td>
<td>1200275</td>
<td>$90.00</td>
<td>Wells Fargo Community Support</td>
<td>This donation will be used for instructional supplies at Ulloa Elementary School at the discretion of the principal.</td>
</tr>
<tr>
<td>Ulloa ES</td>
<td>1182616</td>
<td>$90.00</td>
<td>Wells Fargo Community Support</td>
<td>This donation will be used for instructional supplies at Ulloa Elementary School at the discretion of the principal.</td>
</tr>
<tr>
<td>Washington HS</td>
<td>1095</td>
<td>$340.00</td>
<td>Wanda Chinn Revocable Trust</td>
<td>This donation will be used for instructional supplies for teachers at George Washington High School at the discretion of the principal.</td>
</tr>
<tr>
<td>Yick Wo ES</td>
<td>2232120</td>
<td>$450.00</td>
<td>Target Corporation</td>
<td>This donation will be used for instructional supplies at Yick Wo Elementary School at the discretion of the principal.</td>
</tr>
</tbody>
</table>

**TOTAL:** $347,957.09
SAN FRANCISCO UNIFIED SCHOOL DISTRICT
INFORMATIONAL NOTICE OF CLASSIFIED PERSONNEL TRANSACTIONS

Per Board Resolution 61-9A3 the following information is provided regarding Classified employees

UNITED SUPPORT PERSONNEL
APPOINTMENTS

**ELEMENTARY SCHOOLS**

<table>
<thead>
<tr>
<th>FIRST NAME</th>
<th>LAST NAME</th>
<th>SITE</th>
<th>CLASS</th>
<th>STATUS</th>
<th>EFF. DATE</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leonida</td>
<td>Avenis</td>
<td>Argonne EES</td>
<td>S10</td>
<td>Temp</td>
<td>08/17/2015</td>
<td>0.5625</td>
</tr>
<tr>
<td>Maria</td>
<td>Carta</td>
<td>Rooftop</td>
<td>S10</td>
<td>Temp</td>
<td>08/17/2015</td>
<td>0.6875</td>
</tr>
<tr>
<td>Tyra</td>
<td>Chavies</td>
<td>Longfellow</td>
<td>S10</td>
<td>Prob</td>
<td>09/01/2015</td>
<td>0.6875</td>
</tr>
<tr>
<td>Catherine</td>
<td>Edwards</td>
<td>Sherman</td>
<td>S10</td>
<td>Prob</td>
<td>08/24/2015</td>
<td>0.6875</td>
</tr>
<tr>
<td>Marcus</td>
<td>Ferguson</td>
<td>McKinley</td>
<td>S1Q</td>
<td>Prob</td>
<td>08/24/2015</td>
<td>0.6875</td>
</tr>
<tr>
<td>Jasmine</td>
<td>Galang</td>
<td>Harvey Milk</td>
<td>S10</td>
<td>Prob</td>
<td>09/01/2015</td>
<td>0.6875</td>
</tr>
<tr>
<td>Yesenia</td>
<td>Garcia</td>
<td>Dianne Feinstein</td>
<td>S10</td>
<td>Prob</td>
<td>08/17/2015</td>
<td>0.6875</td>
</tr>
<tr>
<td>Jacob</td>
<td>Hucko</td>
<td>Dr. George Washington Carver</td>
<td>R80</td>
<td>Temp</td>
<td>08/17/2015</td>
<td>0.7000</td>
</tr>
<tr>
<td>Kimberly</td>
<td>Krocan</td>
<td>McKinley</td>
<td>N10</td>
<td>Temp</td>
<td>08/24/2015</td>
<td>0.6875</td>
</tr>
<tr>
<td>Gary</td>
<td>Lal</td>
<td>Sheridan</td>
<td>S10</td>
<td>Prob</td>
<td>08/17/2015</td>
<td>0.6875</td>
</tr>
<tr>
<td>Voonyin</td>
<td>Leow</td>
<td>Sunset</td>
<td>S10</td>
<td>Prob</td>
<td>08/21/2015</td>
<td>0.6875</td>
</tr>
<tr>
<td>MeiMei</td>
<td>Li</td>
<td>Ulloa</td>
<td>S01C</td>
<td>Perm</td>
<td>09/02/2015</td>
<td>0.6875</td>
</tr>
<tr>
<td>Mallory</td>
<td>Malzhuhn</td>
<td>Cesar Chavez</td>
<td>S20D</td>
<td>Prob</td>
<td>08/17/2015</td>
<td>0.6875</td>
</tr>
<tr>
<td>Rianna</td>
<td>Martinez</td>
<td>Yick Wo</td>
<td>S10</td>
<td>Prob</td>
<td>08/27/2015</td>
<td>0.6875</td>
</tr>
<tr>
<td>Joshua</td>
<td>Peterson</td>
<td>R.L. Stevenson</td>
<td>S10</td>
<td>Prob</td>
<td>09/02/2015</td>
<td>0.6875</td>
</tr>
<tr>
<td>Michael</td>
<td>Raciti</td>
<td>Glen Park</td>
<td>R70</td>
<td>Perm</td>
<td>08/17/2015</td>
<td>0.6875</td>
</tr>
<tr>
<td>Shelly</td>
<td>Rodriguez</td>
<td>Jefferson</td>
<td>S10</td>
<td>Prob</td>
<td>08/27/2015</td>
<td>0.6875</td>
</tr>
<tr>
<td>Alexis</td>
<td>Stephenson</td>
<td>Sherman</td>
<td>S10</td>
<td>Prob</td>
<td>08/21/2015</td>
<td>0.6875</td>
</tr>
<tr>
<td>Naja</td>
<td>Turner</td>
<td>Sheridan</td>
<td>S10</td>
<td>Prob</td>
<td>08/27/2015</td>
<td>0.6875</td>
</tr>
<tr>
<td>Wendy</td>
<td>Vasquez de Argueta</td>
<td>George Peabody</td>
<td>S10</td>
<td>Prob</td>
<td>08/18/2015</td>
<td>0.6875</td>
</tr>
<tr>
<td>Mei Xin</td>
<td>Yu</td>
<td>Guadalupe</td>
<td>R40C</td>
<td>Temp</td>
<td>08/17/2015</td>
<td>0.2500</td>
</tr>
<tr>
<td>FIRST NAME</td>
<td>LAST NAME</td>
<td>SITE</td>
<td>CLASS</td>
<td>STATUS</td>
<td>EFF. DATE</td>
<td>FTE</td>
</tr>
<tr>
<td>------------</td>
<td>-----------</td>
<td>------</td>
<td>-------</td>
<td>--------</td>
<td>----------</td>
<td>------</td>
</tr>
<tr>
<td>Eleanor</td>
<td>Arenas</td>
<td>A.P. Gainnini</td>
<td>S10</td>
<td>Prob</td>
<td>09/01/2015</td>
<td>0.7500</td>
</tr>
<tr>
<td>Melvin</td>
<td>Chand</td>
<td>Everett</td>
<td>S10</td>
<td>Prob</td>
<td>08/31/2015</td>
<td>0.7500</td>
</tr>
<tr>
<td>Ericca</td>
<td>Chavez</td>
<td>Francisco</td>
<td>S10</td>
<td>Prob</td>
<td>09/01/2015</td>
<td>0.7500</td>
</tr>
<tr>
<td>Yashir</td>
<td>Marta</td>
<td>James Lick</td>
<td>S10S</td>
<td>Prob</td>
<td>08/24/2015</td>
<td>0.7500</td>
</tr>
<tr>
<td>Michelle</td>
<td>Tan</td>
<td>A.P. Gainnini</td>
<td>S10</td>
<td>Temp</td>
<td>08/25/2015</td>
<td>0.7500</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FIRST NAME</th>
<th>LAST NAME</th>
<th>SITE</th>
<th>CLASS</th>
<th>STATUS</th>
<th>EFF. DATE</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shannon</td>
<td>Addison</td>
<td>ISA</td>
<td>T10</td>
<td>Temp</td>
<td>08/17/2015</td>
<td>0.8750</td>
</tr>
<tr>
<td>Briana</td>
<td>Anderson</td>
<td>Raoul Wallenberg</td>
<td>T10</td>
<td>Temp</td>
<td>08/17/2015</td>
<td>0.8750</td>
</tr>
<tr>
<td>Lisa</td>
<td>Geronimo</td>
<td>Gateway</td>
<td>S10</td>
<td>Prob</td>
<td>08/26/2015</td>
<td>0.7500</td>
</tr>
<tr>
<td>Everardo</td>
<td>Gonzalez</td>
<td>Balboa</td>
<td>A04S</td>
<td>Prob</td>
<td>08/14/2015</td>
<td>0.7500</td>
</tr>
<tr>
<td>Eva Qing</td>
<td>Hu</td>
<td>Mission</td>
<td>S10</td>
<td>Temp</td>
<td>08/17/2015</td>
<td>0.7500</td>
</tr>
<tr>
<td>Jeremiah</td>
<td>Marshall</td>
<td>June Jordan School for Equity</td>
<td>S10</td>
<td>Prob</td>
<td>08/21/2015</td>
<td>0.7500</td>
</tr>
<tr>
<td>Tomisha</td>
<td>Miller</td>
<td>Abraham Lincoln</td>
<td>R20</td>
<td>Prob</td>
<td>08/21/2015</td>
<td>0.7500</td>
</tr>
<tr>
<td>Jacqueline</td>
<td>Shim</td>
<td>George Washington</td>
<td>S10</td>
<td>Prob</td>
<td>08/25/2015</td>
<td>0.7500</td>
</tr>
<tr>
<td>David</td>
<td>Weller</td>
<td>Lowell</td>
<td>S10</td>
<td>Prob</td>
<td>08/25/2015</td>
<td>0.7500</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FIRST NAME</th>
<th>LAST NAME</th>
<th>SITE</th>
<th>CLASS</th>
<th>STATUS</th>
<th>EFF. DATE</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yanling</td>
<td>Cheng</td>
<td>Presidio</td>
<td>C10</td>
<td>Prob</td>
<td>09/08/2015</td>
<td>0.4375</td>
</tr>
<tr>
<td>Lezily</td>
<td>Freier</td>
<td>John McLaren</td>
<td>S10</td>
<td>Temp</td>
<td>08/26/2015</td>
<td>0.5625</td>
</tr>
<tr>
<td>Sara</td>
<td>Siu Fong</td>
<td>Bryant</td>
<td>C10</td>
<td>Prob</td>
<td>08/31/2015</td>
<td>0.3750</td>
</tr>
</tbody>
</table>
### MISCELLANEOUS

<table>
<thead>
<tr>
<th>FIRST NAME</th>
<th>LAST NAME</th>
<th>SITE</th>
<th>CLASS</th>
<th>STATUS</th>
<th>EFF. DATE</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Araceli</td>
<td>Martin</td>
<td>Gifted &amp; Talented Edu Office</td>
<td>R50</td>
<td>Prob</td>
<td>08/27/2015</td>
<td>0.6000</td>
</tr>
<tr>
<td>Jimmy</td>
<td>Zhang</td>
<td>SFCSD-School Health Program</td>
<td>R30</td>
<td>Prob</td>
<td>08/31/2015</td>
<td>1.0000</td>
</tr>
</tbody>
</table>

### SEPARATIONS

<table>
<thead>
<tr>
<th>FIRST NAME</th>
<th>LAST NAME</th>
<th>SITE</th>
<th>CLASS</th>
<th>STATUS</th>
<th>EFF. DATE</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dennis</td>
<td>Aglipay</td>
<td>Alverado E.S.</td>
<td>S10</td>
<td>Perm</td>
<td>08/20/2015</td>
<td>0.6875</td>
</tr>
<tr>
<td>Candice</td>
<td>Aparicio</td>
<td>Balboa H.S.</td>
<td>S10</td>
<td>Perm</td>
<td>08/17/2015</td>
<td>0.7500</td>
</tr>
<tr>
<td>Belinda</td>
<td>Greenwood</td>
<td>George Washington H.S.</td>
<td>S10</td>
<td>Perm</td>
<td>08/27/2015</td>
<td>0.7500</td>
</tr>
<tr>
<td>Gertrude</td>
<td>Igbineweka</td>
<td>Everett M.S.</td>
<td>S10</td>
<td>Prob</td>
<td>08/19/2015</td>
<td>0.7500</td>
</tr>
<tr>
<td>Kimberly</td>
<td>Lewis</td>
<td>Dr. William Cobb E.S.</td>
<td>S10</td>
<td>Perm</td>
<td>08/17/2015</td>
<td>0.5625</td>
</tr>
<tr>
<td>Monica</td>
<td>Macaldo</td>
<td>Balboa H.S.</td>
<td>S10</td>
<td>Prob</td>
<td>08/29/2015</td>
<td>0.7500</td>
</tr>
<tr>
<td>Joseph</td>
<td>Ng</td>
<td>Philip &amp; Sala Burton H.S.</td>
<td>S10</td>
<td>Prob</td>
<td>09/02/2015</td>
<td>0.7500</td>
</tr>
<tr>
<td>Jose Luis</td>
<td>Pavon</td>
<td>Presidio M.S.</td>
<td>S10</td>
<td>Prob</td>
<td>08/18/2015</td>
<td>0.7500</td>
</tr>
<tr>
<td>Andrew</td>
<td>Scheffer</td>
<td>Abraham Lincoln H.S.</td>
<td>S10Q</td>
<td>Perm</td>
<td>08/17/2015</td>
<td>0.7500</td>
</tr>
<tr>
<td>Athene</td>
<td>Woo</td>
<td>Jefferson E.S.</td>
<td>S10</td>
<td>Perm</td>
<td>09/02/2015</td>
<td>0.6875</td>
</tr>
<tr>
<td>Hui Rong</td>
<td>Yu</td>
<td>Gordon J. Lau E.S.</td>
<td>S10C</td>
<td>Perm</td>
<td>08/27/2015</td>
<td>0.6875</td>
</tr>
<tr>
<td>FIRST NAME</td>
<td>LAST NAME</td>
<td>SITE</td>
<td>CLASS</td>
<td>STATUS</td>
<td>EFF. DATE</td>
<td>FTE</td>
</tr>
<tr>
<td>-----------</td>
<td>-----------</td>
<td>--------------------</td>
<td>-------</td>
<td>--------</td>
<td>-----------</td>
<td>-------</td>
</tr>
<tr>
<td>Alberto</td>
<td>Garcia</td>
<td>Custodial Depatment</td>
<td>2727</td>
<td>PCSP</td>
<td>9/10/2015</td>
<td>1.000</td>
</tr>
<tr>
<td>Ana</td>
<td>Romero</td>
<td>Bryant EES</td>
<td>N10</td>
<td>PERM</td>
<td>8/25/2015</td>
<td>0.6875</td>
</tr>
<tr>
<td>Angelina</td>
<td>Benicki</td>
<td>A.P. Giannini Ms</td>
<td>S10</td>
<td>PERM</td>
<td>9/7/2015</td>
<td>0.7500</td>
</tr>
<tr>
<td>Barbara</td>
<td>Cushway</td>
<td>Noriega EES</td>
<td>C10</td>
<td>PERM</td>
<td>8/20/2015</td>
<td>0.3750</td>
</tr>
<tr>
<td>Bianca</td>
<td>Ortiz</td>
<td>Daniel Webster EES</td>
<td>1424</td>
<td>PCSE</td>
<td>9/14/2015</td>
<td>1.000</td>
</tr>
<tr>
<td>Carmen</td>
<td>Merlos</td>
<td>Starr King ES</td>
<td>1446</td>
<td>PCSP</td>
<td>9/7/2015</td>
<td>1.000</td>
</tr>
<tr>
<td>Cary</td>
<td>Gordon</td>
<td>Custodial Depatment</td>
<td>3417</td>
<td>PCSE</td>
<td>9/1/2015</td>
<td>1.000</td>
</tr>
<tr>
<td>Chinemerem</td>
<td>Ogike</td>
<td>John O'Connell</td>
<td>S10</td>
<td>PERM</td>
<td>9/8/2015</td>
<td>0.7500</td>
</tr>
<tr>
<td>Denise</td>
<td>Rueda</td>
<td>Bret Harte</td>
<td>R20</td>
<td>PERM</td>
<td>8/17/2015</td>
<td>1.000</td>
</tr>
<tr>
<td>Etta</td>
<td>Romero</td>
<td>Everett MS</td>
<td>N10</td>
<td>PERM</td>
<td>9/2/2015</td>
<td>0.7500</td>
</tr>
<tr>
<td>Flor</td>
<td>Palacios</td>
<td>Galileo HS</td>
<td>S10S</td>
<td>PERM</td>
<td>8/18/2015</td>
<td>0.7500</td>
</tr>
<tr>
<td>Gina</td>
<td>Oh</td>
<td>Tule Elk Park EES</td>
<td>C10</td>
<td>PERM</td>
<td>9/17/2015</td>
<td>0.4375</td>
</tr>
<tr>
<td>Gregory</td>
<td>Espy</td>
<td>Galileo HS</td>
<td>T10</td>
<td>PERM</td>
<td>8/17/2015</td>
<td>0.8750</td>
</tr>
<tr>
<td>Josephine</td>
<td>Marlowe</td>
<td>Junipero Serra EES</td>
<td>2672</td>
<td>PCSE</td>
<td>8/29/2015</td>
<td>1.000</td>
</tr>
<tr>
<td>Karen</td>
<td>Pemberton</td>
<td>Manna Ms</td>
<td>N10</td>
<td>PERM</td>
<td>9/8/2015</td>
<td>0.7500</td>
</tr>
<tr>
<td>Laurentino</td>
<td>Ajoste</td>
<td>Custodial Depatment</td>
<td>2708</td>
<td>PCSE</td>
<td>9/9/2015</td>
<td>1.000</td>
</tr>
<tr>
<td>Lorraine</td>
<td>Scarbrough</td>
<td>A.P. Giannini Ms</td>
<td>S10</td>
<td>PERM</td>
<td>8/17/2015</td>
<td>0.7500</td>
</tr>
<tr>
<td>Mei Wah</td>
<td>Tsang</td>
<td>Starr King ES</td>
<td>S10</td>
<td>PERM</td>
<td>11/2/2015</td>
<td>0.6875</td>
</tr>
<tr>
<td>Monica</td>
<td>Bradford</td>
<td>Charles Drew EES</td>
<td>C10</td>
<td>PERM</td>
<td>8/17/2015</td>
<td>1.000</td>
</tr>
<tr>
<td>Vincent</td>
<td>Reyes</td>
<td>Rosa Parks ES</td>
<td>N10</td>
<td>PERM</td>
<td>8/11/2015</td>
<td>0.6875</td>
</tr>
<tr>
<td>Yoselin</td>
<td>Cuellar</td>
<td>Lincoln HS</td>
<td>N10</td>
<td>PERM</td>
<td>8/17/2015</td>
<td>0.7500</td>
</tr>
<tr>
<td>Yue Ming</td>
<td>Lam</td>
<td>Thurgood Marshall HS</td>
<td>S10W</td>
<td>PERM</td>
<td>11/2/2015</td>
<td>0.7500</td>
</tr>
<tr>
<td>Xiao Hua</td>
<td>Kuang</td>
<td>Noriega EES</td>
<td>C10C</td>
<td>PERM</td>
<td>9/14/2015</td>
<td>1.000</td>
</tr>
</tbody>
</table>
### CIVIL SERVICE RETIREMENTS

<table>
<thead>
<tr>
<th>FIRST NAME</th>
<th>LAST NAME</th>
<th>SITE</th>
<th>CLASS</th>
<th>STATUS</th>
<th>EFF. DATE</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mary Ann</td>
<td>Crayton</td>
<td>Superintendent's Zone-Bayview</td>
<td>1446</td>
<td>PCSP</td>
<td>09/01/2015</td>
<td>1.000</td>
</tr>
<tr>
<td>Anatoly</td>
<td>Grabarsky</td>
<td>Bldgs &amp; Grounds Department</td>
<td>7334</td>
<td>PCSE</td>
<td>09/01/2015</td>
<td>1.000</td>
</tr>
</tbody>
</table>

### CIVIL SERVICE SEPARATIONS

<table>
<thead>
<tr>
<th>FIRST NAME</th>
<th>LAST NAME</th>
<th>SITE</th>
<th>CLASS</th>
<th>STATUS</th>
<th>EFF. DATE</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jose-Noel</td>
<td>Cadiz</td>
<td>Facilities Planning</td>
<td>5502</td>
<td>PEXE</td>
<td>09/01/15</td>
<td>1.000</td>
</tr>
<tr>
<td>Eric</td>
<td>Jansen</td>
<td>Kalw Radio Station (91.7 FM)</td>
<td>3532</td>
<td>PROV</td>
<td>09/01/15</td>
<td>0.500</td>
</tr>
<tr>
<td>Joyce</td>
<td>Jung</td>
<td>Central Custodial Services</td>
<td>2708</td>
<td>TEXE</td>
<td>08/26/15</td>
<td>As Needed</td>
</tr>
<tr>
<td>Steven</td>
<td>Lopez</td>
<td>Information Services &amp; Techno</td>
<td>1052</td>
<td>PEXP</td>
<td>08/31/15</td>
<td>1.000</td>
</tr>
<tr>
<td>Pham</td>
<td>Ngo</td>
<td>Budget/Position Management</td>
<td>1822</td>
<td>PCSE</td>
<td>08/29/15</td>
<td>1.000</td>
</tr>
<tr>
<td>Cillian</td>
<td>O’Donnell</td>
<td>Bldgs &amp; Grounds Department</td>
<td>7514</td>
<td>TEXE</td>
<td>08/03/15</td>
<td>1.000</td>
</tr>
<tr>
<td>Kevin</td>
<td>Rocap</td>
<td>Superintendent Of Schools</td>
<td>9981</td>
<td>PEXE</td>
<td>09/01/15</td>
<td>1.000</td>
</tr>
<tr>
<td>Coma</td>
<td>Te</td>
<td>Office of Public Information</td>
<td>1310</td>
<td>PCSE</td>
<td>08/31/15</td>
<td>1.000</td>
</tr>
<tr>
<td>FIRST NAME</td>
<td>LAST NAME</td>
<td>SITE</td>
<td>CLASS</td>
<td>STATUS</td>
<td>EFF. DATE</td>
<td>FTE</td>
</tr>
<tr>
<td>------------</td>
<td>-----------</td>
<td>------</td>
<td>--------</td>
<td>--------</td>
<td>-----------</td>
<td>-----</td>
</tr>
<tr>
<td>Brenda</td>
<td>Alvarado</td>
<td>Human Resources</td>
<td>1408</td>
<td>PCSE</td>
<td>08/20/15</td>
<td>1.0000</td>
</tr>
<tr>
<td>Aaron</td>
<td>Arnold</td>
<td>Teacher Support &amp; Development</td>
<td>1426</td>
<td>TEXE</td>
<td>08/26/15</td>
<td>0.5000</td>
</tr>
<tr>
<td>Marie</td>
<td>Baek</td>
<td>Ulloa E.S.</td>
<td>8201</td>
<td>TEXE</td>
<td>08/29/15</td>
<td>As Needed</td>
</tr>
<tr>
<td>Xiufen</td>
<td>Chen</td>
<td>Student Nutrition Services</td>
<td>1424</td>
<td>TEXE</td>
<td>08/31/15</td>
<td>1.0000</td>
</tr>
<tr>
<td>Madison</td>
<td>Dortorea</td>
<td>Unassigned School Lunchroom Hc</td>
<td>2615</td>
<td>TEXE</td>
<td>08/31/15</td>
<td>As Needed</td>
</tr>
<tr>
<td>Judy</td>
<td>Hom-Poon</td>
<td>Unassigned School Lunchroom Hc</td>
<td>2615</td>
<td>TEXE</td>
<td>09/02/15</td>
<td>As Needed</td>
</tr>
<tr>
<td>Kanyce</td>
<td>Johnson</td>
<td>Abraham Lincoln H.S.</td>
<td>1424</td>
<td>TEXE</td>
<td>08/31/15</td>
<td>1.0000</td>
</tr>
<tr>
<td>Jared</td>
<td>Joiner</td>
<td>Information Services &amp; Techno</td>
<td>4994</td>
<td>PEXE</td>
<td>08/24/15</td>
<td>1.0000</td>
</tr>
<tr>
<td>Ho-Yin</td>
<td>Ko</td>
<td>Bldgs &amp; Grounds Department</td>
<td>7347</td>
<td>PCSE</td>
<td>08/24/15</td>
<td>1.0000</td>
</tr>
<tr>
<td>Wendy</td>
<td>Kuang</td>
<td>Unassigned School Lunchroom Hc</td>
<td>2615</td>
<td>TEXE</td>
<td>08/25/15</td>
<td>As Needed</td>
</tr>
<tr>
<td>Noah</td>
<td>Lystrup</td>
<td>SFCSD-Cnseling &amp; Social Serv</td>
<td>1809</td>
<td>PEXE</td>
<td>08/24/15</td>
<td>1.0000</td>
</tr>
<tr>
<td>Grace</td>
<td>Pun</td>
<td>Human Resources</td>
<td>1244</td>
<td>PEXE</td>
<td>08/31/15</td>
<td>1.0000</td>
</tr>
<tr>
<td>Laurie</td>
<td>Scolari</td>
<td>Superintendent Of Schools</td>
<td>4993</td>
<td>PEXE</td>
<td>08/26/15</td>
<td>1.0000</td>
</tr>
<tr>
<td>Huy</td>
<td>Thieu</td>
<td>Unassigned School Lunchroom Hc</td>
<td>2615</td>
<td>TEXE</td>
<td>08/17/15</td>
<td>1.0000</td>
</tr>
<tr>
<td>Erika</td>
<td>Thieu</td>
<td>Abraham Lincoln H.S.</td>
<td>1424</td>
<td>TEXE</td>
<td>08/29/15</td>
<td>1.0000</td>
</tr>
<tr>
<td>Mark</td>
<td>Tsang</td>
<td>James Denman M.S. Nutrition</td>
<td>2636</td>
<td>PROV</td>
<td>09/01/15</td>
<td>1.0000</td>
</tr>
<tr>
<td>Maria J</td>
<td>Vargas</td>
<td>State &amp; Federally-Funded Proje</td>
<td>1408</td>
<td>TEXE</td>
<td>08/17/15</td>
<td>1.0000</td>
</tr>
<tr>
<td>Micah</td>
<td>Woogen</td>
<td>Sutro E.S.</td>
<td>8201</td>
<td>TEXE</td>
<td>08/17/15</td>
<td>As Needed</td>
</tr>
</tbody>
</table>

Monica V. Vasquez
Human Resources Department
SUBJECT: AUTHORIZATION TO SUBMIT APPLICATIONS AND ACCEPT FUNDS

REQUESTED ACTION:
That the Board of Education authorize the Superintendent and/or the Chief Financial Officer to submit the following grant applications, accept the following grant awards, and budget the amount awarded, as well as authorize the Superintendent and/or the Chief Financial Officer to enter into an agreement with grantor regarding grant requirements, as applicable, consistent with SFUSD procedures for such agreements. For a grant for which the grantor requires indemnification of the grantor by SFUSD, such requirement shall be indicated in the description for such grant, and such language shall be reviewed in a manner consistent with SFUSD procedures.

Total Grant Awards this AMOUNT $487,233

1 AMOUNT: $42,441
GRANTING AGENCY: San Francisco Education Fund
GRANT TITLE: SF International High School SparkLearning Campaign
SITE: SF International High
DATES OF GRANT: September 15, 2015 - September 1, 2016
PURPOSE: To contribute towards SF International's SparkLearning technology fundraising campaign which will help expand the technology platform at the high school to better serve the students in their college and career goals
EVALUATION: Level 1: No assessment
DISTRICT GOAL: Goal 1: Access and Equity - Make social justice a reality
Goal 3: Accountability - Keeping our promises to students and families
PROGRAM MANAGER: Julia Kessler

2 AMOUNT: $40,000
GRANTING AGENCY: California Arts Council
GRANT TITLE: Arts on the Air
SITE: KALW
DATES OF GRANT: June 26, 2015 - June 30, 2015
PURPOSE: In the second pilot year of the “Arts on the Air” program, the California Arts Council will support the creation of public media content designed to expose Californians to impactful stories about the arts on KALW.
EVALUATION: Level 1: No assessment
DISTRICT GOAL: Goal 3: Accountability - Keeping our promises to students and families
PROGRAM MANAGER: Matt Martin
3 AMOUNT: $143,520  
GRANTING AGENCY: Spark* SF Public Schools on behalf of the Wells Fargo Foundation and Lisa and Doug Goldman Foundation  
GRANT TITLE: Making Connections: Early, Digital and Family Literacy  
SITE: John Muir Elementary School; Gordon J. Lau Elementary School  
DATES OF GRANT: September 30, 2015 - July 1, 2016  
PURPOSE: To scale the Making Connections: Early, Digital and Family Literacy Project at Gordon J. Lau and John Muir Elementary, which involves a school to home program for first grade families. The grant funding will support the principal and their community based partner to deliver a research based family digital literacy curriculum to the families of 1st students to help them better support their students academic success, connect families to school early in students educational career, and to lead to family success and empowerment through digital literacy. 1st and 2nd grade classrooms will be supported in integrating technology and adaptive reading software to accelerate literacy gains with students.  
**Note that a $75,000 grant from the Lisa and Doug Goldman Foundation was originally accepted on August 25, 2015 under Board Agenda Item 2a (158-25B1) #3. As per the request of of the Goldman Foundation, their award is provided to Spark* SF Public Schools who will sub-grant to SFUSD for project implementation.**

EVALUATION: Level 1: No assessment  
DISTRICT GOAL: Goal 1: Access and Equity - Make social justice a reality  
Goal 2: Student Achievement - Engage high achieving and joyful learners  
Goal 3: Accountability - Keeping our promises to students and families  
PROGRAM MANAGER: Mele Lau-Smith

4 AMOUNT: $261,279  
GRANTING AGENCY: Department of Rehabilitation  
GRANT TITLE: Transition Partnership Program  
SITE: PreK-12  
DATES OF GRANT: April 1, 2014 - June 30, 2017  
PURPOSE: This cooperative Contract (grant) is designed to jointly serve the mutual consumers receiving services from the Department of Rehabilitation (DOR) through the San Francisco County of Education and the San Francisco Unified School District. Staff and resources are combined to provide vocational rehabilitation services through this Transition Partnership Program (TPP).  
**Note that this grant was originally accepted on April 22, 2014 under Board Agenda Item 2a (144-22B1) #3 and is still in effect. This entry amends the original submission to ensure compliance with the CA Dept of Rehabilitation requirements. SFUSD must designate a new District signatory for grant documents as the previous designee is no longer in that position. Approval of this entry also indicates that the SFUSD Board of Education authorizes the new signatory using the attached form. (Please see attached form.)**

EVALUATION: Level 1: No assessment  
DISTRICT GOAL: Goal 1: Access and Equity - Make social justice a reality  
Goal 2: Student Achievement - Engage high achieving and joyful learners  
PROGRAM MANAGER: Robin Lewis
**
STATE OF CALIFORNIA

BOARD RESOLUTION

DR 324 (Rev 9/2011)

FULL Name of Corporation or Public Agency

San Francisco Unified School District/Special Education Services

WHEREAS, the Board of Education of the San Francisco Unified School District has read the Agreement between State of California, Department of Rehabilitation (DOR), and the San Francisco Unified School District, and said Board of Education acknowledges the benefits and responsibilities to be shared by both parties to said Agreement,

NOW, THEREFORE, BE IT RESOLVED that said Board of Education does hereby authorize the following person/position:

Name/Position of Person Authorized to Sign Agreement

Secondary Special Education Administrator

of the San Francisco Unified School District on behalf of the San Francisco Unified School District to sign and execute any and all documents required by DOR to effectuate the execution of said Agreement and all amendments. This authorization shall remain in effect until the expiration of the Agreement and shall automatically expire at that time, unless earlier revoked or extended by the Board of Education.

CERTIFICATION

I, the Secretary named below, hereby certify that the foregoing resolution was duly and regularly adopted by the San Francisco Board of Education at a meeting of said Board of Education regularly called and convened at which a quorum of said Board of Education was present and voting, and that said resolution was adopted by a vote of the majority of all Board Members present at said meeting.

IN WITNESS WHEREOF, I have hereunto set my hand as the Secretary of the San Francisco Board of Education.

Address Where Board Meeting Held

555 Franklin St., San Francisco, California 94102

Date of Board Meeting | Signature of Secretary | Date Signed
---|---|---
29 September 2015 | Richard A. Carranza | 55

Agenda Item
2a. (159-29B1)
SUBJECT: BUDGET TRANSFERS FOR FISCAL YEAR 2015-2016

REQUESTED ACTION:
The Superintendent recommends changes to the FY 2015-16 Budget as adopted by the Board of Education on June 23, 2015. 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: 01</th>
<th>RESOURCE: 00000</th>
<th>SCH / ORG: 404</th>
<th>PROGRAM MANAGER: Michael Reichle</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCH/DEPT NAME:</td>
<td>AP Giannini MS</td>
<td>PROGRAM TITLE: Unrestricted Resources</td>
<td></td>
</tr>
<tr>
<td>FROM:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1101 - Classroom Teachers Salaries</td>
<td>$66,912.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3x01s - Certificated Benefits</td>
<td>$25,181.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TO:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4310 - Instructional Supplies</td>
<td>$35,000.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4313 - Supplies</td>
<td>$35,000.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4490 - Non Capitalized Equipment</td>
<td>$5,893.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5803 - Consultant Fees</td>
<td>$16,200.00</td>
<td></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 closing a 1.00 FTE budgeted teacher position. Funds will be used for supplies and consultant services.

<table>
<thead>
<tr>
<th>FUND: 01</th>
<th>RESOURCE: 00000</th>
<th>SCH / ORG: 537</th>
<th>PROGRAM MANAGER: Luis Rodriguez</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCH/DEPT NAME:</td>
<td>Fairmount ES</td>
<td>PROGRAM TITLE: Unrestricted Resources</td>
<td></td>
</tr>
<tr>
<td>FROM:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4310 - Instructional Supplies</td>
<td>$8,000.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TO:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5803 - Consultant Fees</td>
<td>$8,000.00</td>
<td></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 an anticipated budget surplus in instructional supplies. Funds will be used to sufficiently budget consultant services.
<table>
<thead>
<tr>
<th>FUND: 01</th>
<th>RESOURCE: 00000</th>
<th>SCH / ORG: 796</th>
<th>PROGRAM MANAGER: Jeff Slater</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCH/DEPT NAME: Rooftop Alternative School Prek-8, Burnett Campus</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PROGRAM TITLE: Unrestricted Resources</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FROM: 4313 - Supplies</td>
<td>TO: 5803 - Consultant Fees</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FROM:</td>
<td>TO:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>$32,000.00</td>
<td>$32,000.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>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 supplies. Funds will be used to fund Playworks consultant services.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FUND: 01</th>
<th>RESOURCE: 00000</th>
<th>SCH / ORG: 823</th>
<th>PROGRAM MANAGER: Lisa Levin</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCH/DEPT NAME: Sherman ES</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PROGRAM TITLE: Unrestricted Resources</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FROM: 1201 - Librarians Salaries</td>
<td>3x01s - Certificated Benefits</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TO: 5803 - Consultant Fees</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FROM:</td>
<td>TO:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>$13,382.40</td>
<td>$5,036.21</td>
<td></td>
<td></td>
</tr>
<tr>
<td>$18,418.61</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EXPLANATION: The transfer of these accounts is needed in order to implement and/or realign program needs. Availability of funds is due to closing a 0.20 FTE budgeted Librarian position. Funds will be used for consultant services.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FUND: 01</th>
<th>RESOURCE: 07092</th>
<th>SCH / ORG: 723</th>
<th>PROGRAM MANAGER: Valerie Hoshino</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCH/DEPT NAME: Moscone ES</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PROGRAM TITLE: LCFF Concentration Grant</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FROM: 4313 - Supplies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TO: 5803 - Consultant Fees</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FROM:</td>
<td>TO:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>$24,244.00</td>
<td>$24,244.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>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 supplies. Funds will be used to fund consulting services of a Playworks Conflict Resolution and Restorative Practices Coach.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### RESTRICTED GENERAL FUNDS

**1. FUND: 01**  
**RESOURCE: 90795**  
**SCH / ORG: 137**  
**PROGRAM MANAGER:**

**SCH/DEPT NAME:** Lowell High School  
**PROGRAM TITLE:** SALESFORCE.COM Middle School Leadership Initiative

<table>
<thead>
<tr>
<th>FROM</th>
<th>TO</th>
<th>EXPLANATION</th>
</tr>
</thead>
</table>
| 4399 - Materials & Supplies - Gross | 5803 - Consultant Fees | $15,000.00  
$15,000.00 |  
**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 material and supplies. Funds will be used for consultant fees to provide professional development.

**2. FUND: 05**  
**RESOURCE: 65000**  
**SCH / ORG: 056**  
**PROGRAM MANAGER:** Sherry Jackson

**SCH/DEPT NAME:** Special Education Department  
**PROGRAM TITLE:** Special Education

<table>
<thead>
<tr>
<th>FROM</th>
<th>TO</th>
<th>EXPLANATION</th>
</tr>
</thead>
</table>
| 1108 - Other Duties Stipend  
3x01s - Certificated Benefits  
4310 - Instructional Supplies | 5803 - Consultant Fees | $19,922.57  
$4,777.43  
$55,030.72  
$79,730.72 |  
**EXPLANATION:**  
The transfer of these accounts is needed in order to implement and/or realign program needs. This transfer request is to move budgeted amount from Org 056-Special Education Department to Org 065-Special Education Psychologists Department. Availability of funds is from budgeted certificated stipends that were intended for psychologist interns, but we were informed that the internships need to be under a K-Resolution as consultants.
<table>
<thead>
<tr>
<th>FROM:</th>
<th>TO:</th>
<th>EXPLANATION:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1108 - Other Duties Stipend</td>
<td>5803 - Consultant Fees</td>
<td>The transfer of these accounts is needed in order to implement and/or realign program needs. Availability of funds is from budgeted certificated stipends that were intended for psychologist interns, but we were informed that the internships need to be under a K-Resolution as consultants.</td>
</tr>
<tr>
<td>3x01s - Certificated Benefits</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

$16,348.83
$3,920.45
$20,269.28

Submitted by:

John Chen
Budget Manager

09/11/2015

Approved by:

Reeta Madhavan
Chief Financial Officer

9/11/15
SUBJECT: APPROVAL OF THE SAN FRANCISCO UNIFIED SCHOOL DISTRICT MEMORANDA OF UNDERSTANDING (MOU) WITH COMMUNITY BASED ORGANIZATIONS

ON BEHALF OF: STUDENT, FAMILY AND COMMUNITY SUPPORT DEPARTMENT

REQUESTED ACTION:

That the Board of Education authorize the District to enter into the Memoranda of Understanding with the community based organizations and/or agencies listed in the attached table as detailed, for the 2015-2016 fiscal year.

BACKGROUND:

San Francisco Unified School District seeks to enter into the attached Memoranda of Understanding for the 2015-2016 fiscal year. The services all relate to or directly support school staff, students and their families.

Memoranda of Understanding are contracts, which require Board approval pursuant to the California Education Code and Board Policy.

The Memoranda of Understanding may be for services at more than one SFUSD site. SFUSD's Office of Family and Community Engagement maintains records of the site or sites at which an organization will provide services under an MOU with the District.

The Student Family and Community Support Department is requesting the Board of Education's approval to enter into of the Memoranda of Understanding 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>Program Name (if applicable)</th>
<th>Description of Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Community Matters</td>
<td></td>
<td>Provide training to support Safe School Ambassadors program, where student leaders learn to intervene in bullying incidents and serve as mentors to younger students.</td>
</tr>
<tr>
<td>2</td>
<td>Homeless Children's Network</td>
<td></td>
<td>Provide mental health services including individual assessments and play therapy; individual and group consultation with school staff and teachers; parent education and support; and staff training and support.</td>
</tr>
<tr>
<td>3</td>
<td>Pacific Singers &amp; Actors Workshop</td>
<td></td>
<td>Provide weekly afterschool classes in singing, acting and improvisation with an emphasis on process and building strong habits.</td>
</tr>
<tr>
<td>4</td>
<td>Take My Word for It</td>
<td></td>
<td>Provide creative writing instruction and one-on-one help with young writers in afterschool setting.</td>
</tr>
<tr>
<td>5</td>
<td>Young Rembrandts</td>
<td></td>
<td>Provide weekly afterschool art class, including all materials and a monthly “art history” component.</td>
</tr>
</tbody>
</table>
SAN FRANCISCO UNIFIED SCHOOL DISTRICT
San Francisco, California

Regular Board Meeting of September 29, 2015

SUBJECT:  APPROVAL OF THE SAN FRANCISCO UNIFIED SCHOOL DISTRICT MEMORANDA OF UNDERSTANDING (MOU) WITH COMMUNITY BASED ORGANIZATIONS

ON BEHALF OF:  STUDENT, FAMILY AND COMMUNITY SUPPORT DEPARTMENT

REQUESTED ACTION:

That the Board of Education authorize the District to enter into the Memoranda of Understanding with the community based organizations and/or agencies listed in the attached table as detailed, for the 2015-2016 and 2016-2017 fiscal years.

BACKGROUND:

San Francisco Unified School District seeks to enter into the attached Memoranda of Understanding for the 2015-2016 and 2016-2017 fiscal years. The services all relate to or directly support school staff, students and their families.

Memoranda of Understanding are contracts, which require Board approval pursuant to the California Education Code and Board Policy.

The Memoranda of Understanding may be for services at more than one SFUSD site. SFUSD’s Office of Family and Community Engagement maintains records of the site or sites at which an organization will provide services under an MOU with the District.

The Student Family and Community Support Department is requesting the Board of Education’s approval to enter into of the Memoranda of Understanding 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>Program Name (if applicable)</th>
<th>Description of Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Buchanan YMCA</td>
<td></td>
<td>Provide before and after school care for K-5th grade students, including academic support and enrichment activities.</td>
</tr>
<tr>
<td>2</td>
<td>Edgewood Center for Children and Families</td>
<td>Outpatient Mental Health Program</td>
<td>Provide individual therapy and case management, and support family meetings as needed. Therapists also attend Student Success Team (SST), Individual Education Plan (IEP) and other meetings as appropriate to address students' needs and goals.</td>
</tr>
<tr>
<td>3</td>
<td>It's Yoga Kids</td>
<td></td>
<td>Provide weekly after school yoga classes in participating schools.</td>
</tr>
<tr>
<td>4</td>
<td>Samoan Community Development Center</td>
<td></td>
<td>Provide case management, youth development workshops, academic support and performing arts workshops for students in participating schools.</td>
</tr>
</tbody>
</table>
SAN FRANCISCO UNIFIED SCHOOL DISTRICT
San Francisco, California

Regular Board Meeting of September 22, 2015 (9/29/15)

SUBJECT: AUTHORIZATION TO ENTER INTO A MEMORANDUM
OF UNDERSTANDING (MOU) WITH ALLIANT UNIVERSITY

REQUESTED ACTION:

That the Board of Education of the San Francisco Unified School District authorize the Superintendent and/or his designee to enter into an MOU with Alliant University for supervision training of School Psychology Interns for the 2015-2016; 2016-2017; 2017-2018 school years.

BACKGROUND:

The District is providing for supervision/training of School Psychology Interns from Alliant University, for the purpose of joint benefit of the SFUSD and allowing Alliant University students the required supervision/training to complete the university training program and advance to candidacy towards a California State Pupil Personnel Services credential with an authorization in School Psychology.

SUBMITTED BY:

Dr. Elizabeth Blanco
Assistant Superintendent
Special Education Services

APPROVED:

Richard A. Carranza
Superintendent of Schools
SUBJECT: AUTHORIZATION FOR SAN FRANCISCO UNIFIED SCHOOL DISTRICT TO ENTER INTO A MEMORANDUM OF UNDERSTANDING (MOU) WITH ODYSSEYWARE, A DIVISION OF GLYNLYON, INC.

REQUESTED ACTION: That the Board of Education of the San Francisco Unified School District approve a blanket authorization for Odysseyware, a Division of Glynlyon, Inc. to provide online instructional support for middle school students of the SFUSD for the 2015-2016 school year. There is no cost impact to the SFUSD for this agreement.

BACKGROUND:
San Francisco Unified School District seeks to enter into the attached Online Hosted Software Agreement with Odysseyware for the 2015-2016 school year. The services all relate or directly support school staff, students and their families.

The Agreement will provide six hundred and sixty five (665) active sections for District Middle School students to access and benefit from the Software Application during the terms of the agreement. It will also provide access to District Authorized Users, such as teachers and administrator for necessary instructional and administrative support.

There is no cost to SFUSD for this agreement.

SUBMITTED:

Stephen Koffman
Executive Director/Division of Curriculum & Instruction

APPROVED:

Richard A. Carranza
Superintendent of Schools

Agenda Item 2f. (159-29B8)
SAN FRANCISCO UNIFIED SCHOOL DISTRICT  
San Francisco, California  

Regular Board Meeting of September 29, 2015

SUBJECT: AUTHORIZATION TO ENTER INTO AN AFFILIATION/MEMORANDUM OF UNDERSTANDING BETWEEN COMMUNITY INITIATIVES AND THE SAN FRANCISCO UNIFIED SCHOOL DISTRICT (SEPTEMBER 2015 TO SEPTEMBER 2016)

REQUESTED ACTION:

That the Board of Education of the San Francisco Unified School District authorize the Superintendent and/or designee to enter into an Memorandum of Understanding (MOU) with indemnifications with Community Initiatives so they can provide fiscal sponsorship from September 2015 to September 2016 for SFUSD’s Future Dining Experience.

BACKGROUND:

Community Initiatives provides fiscal sponsorship and financial, human resources, and grants management services for a number of public-benefit projects.

On August 13, 2013 the Board of Education approved our request to enter into an MOU with Community Initiatives from August 2013 to August 2014 for a project called Reforming the School Food Experience. Reforming the School Food Experience, a fiscally sponsored project of Community Initiatives with an advisory committee composed of SFUSD employees, received funding from a private foundation to support SFUSD’s efforts to develop and implement a vision for a student-centered, financially-sustainable system that engages students in eating good food. In 2014, we changed the name of the project from Reforming the School Food Experience to SFUSD’s Future Dining Experience. All other aspects of the project remained the same, including the advisory committee composed of SFUSD employees.

We are asking the Board for authority to extend our agreement for another year with Community Initiatives so we can continue to expend the funds already received and seek additional funding from multiple sources to support the work associated with implementing SFUSD’s Future Dining Experience.

SFUSD’s MOU with Community Initiatives will not entail any expenditure by SFUSD.

Submitted by:  
Myong Leigh  
Deputy Superintendent, Policy & Operations

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

Regular Board Meeting of September 29, 2015

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

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 2015-2016 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 2015-2016 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 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, & Community Support Dept

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</th>
<th>Description of Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>University of San Francisco</td>
<td>Civic Center, Hoover MS, James Lick MS, Denman MS, Marina MS, Academy of the Arts, Francisco MS, Rooftop K-8, Aptos MS, Mission HS, Everett MS, Marshall HS, Presidio MS, Roosevelt MS, Hoover MS, Lowell HS, Wallenberg, AAS, SOTA, JLMS, SFIHS, Ida B. Well HS, Lincoln HS</td>
<td>Internship</td>
<td>The Internship Program shall include minimum of 200 hours of the two selected levels. Interns will provide one on one counseling or group counseling.</td>
</tr>
<tr>
<td>2</td>
<td>San Francisco State University</td>
<td>Mission HS, Aptos MS, Hoover MS, Visitacion Valley MS, Balboa HS, Washington HS, John O'Connell HS</td>
<td>Internship</td>
<td>The Internship Program shall include minimum of 450 hours in Pk-12 settings. Interns will provide one on one counseling or group counseling.</td>
</tr>
</tbody>
</table>
SUBJECT: AUTHORIZATION TO AMEND RESOLUTION #149-9B4 TO ENTER INTO A MEMORANDUM OF UNDERSTANDING (MOU) WITH THE SAN FRANCISCO DEPARTMENT OF PUBLIC HEALTH

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 #149-9B4, which allowed the Superintendent and/or his designee to enter into an MOU with the San Francisco Department of Public Health to provide dental sealants to SFUSD students.

This amended resolution will clarify the services to be provided through this Memorandum of Understanding, to include Dental Sealant or Fluoride Varnish when warranted.

BACKGROUND:

On September 9, 2014 the Board of Education, through the approval of Resolution 149-9B4, authorized the District to enter into an MOU with the San Francisco Department of Public Health to provide dental sealant to students.

This amended Resolution clarifies the services to be provided through this MOU throughout the terms 2014-2015, 2015-2016, and 2016-2017. There is no fiscal impact on the District from this agreement.

Submitted by:

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

Approved by:

Richard A. Carranza
Superintendent of Schools
SUBJECT: Authorization to Amend Resolution # 158-11B7 to change the name of the contractor from Uconfirm to Frontline eSolutions, LLC.

REQUESTED ACTION: •

That the Board of Education amend resolution 158-11B7 to change the name of the contractor from Uconfirm to Frontline eSolutions, LLC.

BACKGROUND:

SFUSD currently outsources employment verifications to a 3rd party vendor named Equifax Workforce Solutions. In order to process verification of employment requests for both employees and verifiers (lending institutions, property managers, social services) this vendor accesses SFUSD employee data files electronically.

SFUSD employs a Personnel Clerk that oversees the file room. When Equifax runs into difficulties obtaining specific details on SFUSD employees electronically our Personnel Clerk is asked to assist. The Personnel Clerk also manually completes complicated employment verifications (employees with multiple jobs, salaries, etc.). In addition, the Personnel Clerk completes personalized verification letters for requested verifiers.

Frontline eSolutions, LLC offers the service of commercial, social service and employee verifications at no cost to SFUSD. This service will serve to expedite the completion of large amounts of verification requests received and improve the overall customer service.

Frontline eSolutions, LLC’s revenue is derived from charging commercial verifiers (lenders, background check firms, etc.) a fee per completed requests. There is also no long term commitment required by utilizing Frontline eSolutions, LLC’s services.

Submitted by:

Daniel Menezes
Executive Director, Operation and Analytics

Approved by:

Monica Vasquez
Chief Human Resources Officer
SAN FRANCISCO UNIFIED SCHOOL DISTRICT  
San Francisco, California  
Regular Board Meeting of September 29, 2015  

SUBJECT: Authorization to Amend Resolution # 154-28B7A with The New Teacher Project (TNTP)  

REQUESTED ACTION:  

That the Board of Education of the San Francisco Unified School District approved an amendment of resolution 154-28B7a to authorize the Superintendent or designee to enter into an agreement with The New Teacher Project (TNTP) to partner in establishing a pipeline for principal and administrator leadership for the District for a five-year term covering the 2014-15, 2015-16, 2016-17, 2017-18 and 2018-19 fiscal years, funded by a grant from the U.S. Department of Education (secured by TNTP), and, per grant guidelines, by a District contribution of five hundred and twenty five thousand dollars ($525,000) paid to TNTP over the five years. This agreement will also include a dual indemnification clause, and the option to contract for additional support in the final two years (with Board approval).  

BACKGROUND:  

In 2014, TNTP was awarded an Investing in Innovation ("i3") Development grant by the U.S. Department of Education to support school districts in creating a pipeline of leadership for principal and administrator vacancies. The San Francisco Unified School District was chosen to be TNTP's partner district to create an administrator pipeline for its schools and to build the capacity to sustain this pipeline over time. This is called the Pathway to Leadership in Urban Schools (San Francisco PLUS).  

The amended resolution corrects the entire amount the district will contribute to TNTP from $528,000 to $525,000.00, and also includes a dual indemnification clause.  

This amended resolution also clarifies that the term of the contract extends over five years with no additional payments to TNTP. The grant term covers five years, through the 2018-2019 school year, rather than through the 2016-2017 school year, as originally stated in the Resolution. The grant is structured as a gradual release model with minimal support in the final two years (2017-2018 and 2018-2019). If the District desires additional support during the last two years, the District has the option to pay an additional $300,000 to TNTP per grant guidelines. If the option to secure additional support in the final two years of the grant will be exercised, the Superintendent or designee will return to the Board of Education to request authorization to expend additional funds, and the parties will modify the written agreement to reflect the additional support and increase the District's contribution amount accordingly.  

Submitted by:  

Monica Vasquez  
Chief Human Resources Officer  

Approved by:  

Richard A. Carranza  
Superintendent of Schools  

Agenda Item  
2k. (159-29B11)
SAN FRANCISCO UNIFIED SCHOOL DISTRICT
San Francisco, California

Monthly Report to the Board of Education
(For Board Meeting of September 22, 2015) (9/29/2015)

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:

Reeta Madhavan
Chief Financial Officer
<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>Tables</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>Chairs</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>File Cabinets</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Bookshelves</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Shelves</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Refrigerator</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Facsimile Machine</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Computer</td>
<td>1</td>
</tr>
<tr>
<td>Aptos Middle School</td>
<td>Tables</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Student Chairs</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Student Desks</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Computers</td>
<td>13</td>
</tr>
<tr>
<td>Bessie Carmichael K-8 School</td>
<td>Computers</td>
<td>33</td>
</tr>
<tr>
<td></td>
<td>Projectors</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Activeboards</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Televisions</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Video Cassette Recorder</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Television Cart</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Cables</td>
<td>1 Box</td>
</tr>
<tr>
<td>Document Publishing &amp; Distribution</td>
<td>File Cabinets</td>
<td>3</td>
</tr>
<tr>
<td>Center</td>
<td>Shelves</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Table</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Environmental Science</td>
<td>2 Boxes</td>
</tr>
<tr>
<td></td>
<td>Textbooks</td>
<td></td>
</tr>
<tr>
<td>Early Education Department</td>
<td>Computers</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>File Cabinet</td>
<td>1</td>
</tr>
<tr>
<td>Garfield Elementary School</td>
<td>Facsimile Machine</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Television</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Document Reader</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Tables</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Teacher's Desk</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Desks</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>Chairs</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Drawer</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Screens</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Assorted Boards</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Stands</td>
<td>2</td>
</tr>
<tr>
<td>(Approved by Textbooks Office)</td>
<td>Textbooks - No longer</td>
<td>4 Boxes</td>
</tr>
<tr>
<td></td>
<td>adopted</td>
<td></td>
</tr>
</tbody>
</table>
San Francisco Unified School District  
PURCHASING DEPARTMENT  
ESTIMATE OF SURPLUS INVENTORY  
SEPTEMBER 22, 2015  
BOARD MEETING

<table>
<thead>
<tr>
<th>School</th>
<th>Item</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>June Jordan School for Equity</td>
<td>CPUs</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Monitors</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Overhead Projector</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Video Cassette Recorder</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Office Chairs</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Office Tables</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Teacher's Desks</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Glass Cabinet Doors</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Chairs</td>
<td>2</td>
</tr>
<tr>
<td>Francis Scott Key Elementary School</td>
<td>Computers</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Printers</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>CD Player</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Sound System</td>
<td>1</td>
</tr>
<tr>
<td>Martin Luther King Middle School</td>
<td>Table</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Refrigerator</td>
<td>1</td>
</tr>
<tr>
<td>Lawton Alternative K-8 School</td>
<td>Desk</td>
<td>1</td>
</tr>
<tr>
<td>James Lick Middle School</td>
<td>Display Case</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Table/Shell</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Tables</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Teacher's Desk</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Student Desks</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>File Cabinets</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Cabinet</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Whiteboards</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>Bookshelves</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Podium</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Metal Containers</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Projector</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Facsimile Machine</td>
<td>1</td>
</tr>
<tr>
<td>Frank McCoppin Elementary School</td>
<td>Computer</td>
<td>1</td>
</tr>
<tr>
<td>Mission High School</td>
<td>Desks</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Dividers</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>File Cabinet</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Cubicle Dividers</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Microwave</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Monitors</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Printer</td>
<td>1</td>
</tr>
</tbody>
</table>
### San Francisco Unified School District
### PURCHASING DEPARTMENT
### ESTIMATE OF SURPLUS INVENTORY
### SEPTEMBER 22, 2015
### BOARD MEETING

#### Surplus Inventory Estimates for September 22, 2015 Board Meeting

<table>
<thead>
<tr>
<th>Agenda Item</th>
<th>21. (159-29B12)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mission High School</strong> (contd.)</td>
<td><strong>CPU</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Bookshelf</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Weighing Scales</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Desk/Chairs</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Table</strong></td>
</tr>
<tr>
<td><strong>Jose Ortega Elementary School</strong></td>
<td><strong>Printers</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Chairs</strong></td>
</tr>
<tr>
<td><strong>Jean Parker Elementary School</strong> (Approved by Information Technology)</td>
<td><strong>Monitors</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Computers</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Printers</strong></td>
</tr>
<tr>
<td></td>
<td><strong>CPUs</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Print Servers</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Keyboards</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Assorted Cables</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Bookshelves</strong></td>
</tr>
<tr>
<td><strong>George Peabody Elementary School</strong></td>
<td><strong>Cabinets</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Desk</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Refrigerator</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Printers</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Computers</strong></td>
</tr>
<tr>
<td><strong>Physical Education Department</strong></td>
<td><strong>Printers</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Speaker</strong></td>
</tr>
<tr>
<td><strong>Presidio Early Education School</strong></td>
<td><strong>Computers</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Facsimile Machine</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Printer</strong></td>
</tr>
<tr>
<td><strong>Junipero Serra Elementary School</strong></td>
<td><strong>Computers</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Projector</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Earphones</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Speaker</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Radio</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Printer</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Scanner Kit</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Television</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Video Cassette Recorder</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Overhead Projector</strong></td>
</tr>
<tr>
<td>School</td>
<td>Item</td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td>Commodore Sloat Elementary School</td>
<td>Carts</td>
</tr>
<tr>
<td></td>
<td>Student Chairs</td>
</tr>
<tr>
<td></td>
<td>Student Desks</td>
</tr>
<tr>
<td></td>
<td>Whiteboard</td>
</tr>
<tr>
<td></td>
<td>Sofa</td>
</tr>
<tr>
<td></td>
<td>Shelf</td>
</tr>
<tr>
<td></td>
<td>PA System</td>
</tr>
<tr>
<td></td>
<td>Bookshelves</td>
</tr>
<tr>
<td></td>
<td>Tables</td>
</tr>
<tr>
<td>Robert L. Stevenson Elementary School</td>
<td>Computers</td>
</tr>
<tr>
<td></td>
<td>Printers</td>
</tr>
<tr>
<td></td>
<td>Overhead Projectors</td>
</tr>
<tr>
<td></td>
<td>Radio</td>
</tr>
<tr>
<td></td>
<td>Heater</td>
</tr>
<tr>
<td>Comdr. Stockton Early Education School</td>
<td>Computers</td>
</tr>
<tr>
<td></td>
<td>Computer Charger</td>
</tr>
<tr>
<td></td>
<td>Computer Bag</td>
</tr>
<tr>
<td>E. R. Taylor Elementary School</td>
<td>Chair</td>
</tr>
<tr>
<td>George Washington High School</td>
<td>Cafeteria Tables</td>
</tr>
<tr>
<td>Alice Fong Yu Elementary School</td>
<td>Computers</td>
</tr>
<tr>
<td></td>
<td>Document Camera</td>
</tr>
<tr>
<td></td>
<td>Projectors</td>
</tr>
</tbody>
</table>
SUBJECT: Authorization for third amendment to the contract (Bid No. MS-2012) with Revolution Foods, Inc.

REQUESTED ACTION: That the Board of Education authorize an increase in the contract not-to-exceed amount (Bid No. MS-2012) to Revolution Foods, Inc. a multi-year meal services contract with Revolution Foods, Inc. to eleven million seven hundred thousand dollars ($11,700,000.00) for the 2015-2016 fiscal year to include meal delivery services commencing on August 31, 2015.

---

**2015-2016**

**CONTRACT AMENDMENT**

<table>
<thead>
<tr>
<th>NUMBER</th>
<th>SCHOOL/DEPARTMENT</th>
<th>DESCRIPTION</th>
<th>VENDOR/MBE/WBE</th>
<th>AMOUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Student Nutrition Services Various Funds (Child Nutrition: School Program Funds) and Early Education Department Various Funds (Child Nutrition: Child Care Funds)</td>
<td>To amend increase the contract value by $1,700,000 to include Meal Delivery Services commencing on August 31, 2015.</td>
<td>Revolution Foods, Inc. Non-MBE Non-WBE</td>
<td>$11,700,000</td>
</tr>
</tbody>
</table>

Term of Multi-Year Contract: 1/15/15 - 6/30/16 with possible extensions for a period or periods ending no later than June 30, 2018 enacted by written amendment to the contract pursuant to the terms set forth therein.

Original Board Resolution: 1212-11C2 Approval: 12/17/12
2nd Amendment Board Resolution: 146-24C2 Approval: 6/24/14

---

Submitted by: Rod Sarmiento
Director of Purchasing & Warehouse

Approved by: Reeta Madhavan
Chief Financial Officer
MEMORANDUM

TO: Esther V. Casco
   Executive Assistant

FROM: Rod Sarmiento
   Director of Purchasing & Warehouse

SUBJECT: Representation of Minority and Woman Business Enterprises (MBE/WBE) on purchases over $86,000.00 or the statutory limit specified in Public Contract Code Section 20111

A Minority Business Enterprise (MBE) is an independent and continuing business for profit, which performs a commercially useful function and which is owned and controlled by one or more minority persons residing in the United States or its territories. A Women-Owned Business Enterprise (WBE) is an independent and continuing business for profit, which performs a commercially useful function and which is owned and controlled by one or more women residing in the United States or its territories.

The MBE/WBE as they appear on the September 29, 2015 Board Agenda are as follows:

<table>
<thead>
<tr>
<th>NUMBER</th>
<th>VENDOR</th>
<th>TOTAL AMOUNT</th>
<th>MBE STATUS</th>
<th>WBE STATUS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Revolution Foods, Inc.</td>
<td>$11,700,000</td>
<td>Non-MBE</td>
<td>Non-WBE</td>
</tr>
</tbody>
</table>

Agenda Item
2m. (159-29C2)

<table>
<thead>
<tr>
<th>TOTAL</th>
<th>MBE/WBE AMOUNT</th>
<th>MBE %</th>
<th>WBE %</th>
<th>WBE %</th>
</tr>
</thead>
<tbody>
<tr>
<td>$11,700,000</td>
<td>$0</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>
SAN FRANCISCO UNIFIED SCHOOL DISTRICT
San Francisco, California

Board Meeting 9/29/15

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 Treaty Construction 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 Deferred Maintenance Fund, Reserve for Redevelopment Fund, 2011 School Facility Safety Special Tax Fund and Capital Facilities Fund.

DEFERRED MAINTENANCE TAX FUND:
Appropriation 14-06250-2016-0000-8500-6279-11734 - Construction-Change Order - $2,355.41

RESERVE FOR REDEVELOPMENT FUND:
Appropriation 40-93640-2016-0000-8500-6279-11734 - Construction-Change Order - $1,177.70

2011 SCHOOL FACILITY SAFETY SPECIAL TAX FUND: FOR LOPEZ ADA CAPITAL IMPROVEMENT
Appropriation 21-90361-2016-0000-8500-6279-11759 - Construction-Change Order - $1,956.39

CAPITAL FACILITIES FUND: FOR LOPEZ ADA CAPITAL IMPROVEMENT
Appropriation 25-90361-2016-0000-8500-6279-11759 - Construction-Change Order - $1,956.40

MODIFICATION OF CONTRACT:

<table>
<thead>
<tr>
<th>Mod. No.</th>
<th>DESCRIPTION</th>
<th>COST</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>GEORGE WASHINGTON HIGH SCHOOL/DOWNTOWN HS</td>
<td>$7,445.90</td>
</tr>
<tr>
<td></td>
<td>modify the existing contract with</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Treaty Construction</td>
<td></td>
</tr>
</tbody>
</table>

BACKGROUND:
This contract was for the pedestrian bridge improvements and entry door replacements at George Washington HS and door landing repairs of the exterior gym doors at Downtown HS to comply with ADA.

This modification is in response to the District's value-added cost and discovery items such as an upgrade of galvanized steel material (trench drain cover) to stainless steel trench drain grates, provision of deck coating color to hide dirt, replacement of seismic joint cover at George Washington HS; repair of door concrete landing at Downtown HS.

Original contract amount (Resolution #154-28W15, April 28, 2015) $52,240.00
Previous approved modifications $0
Contract to be increased by this Modification #1 (amount not-to-exceed) $7,445.90
New Total Contract amount as modified $59,685.90
Total % of modification amounts to original contract amount 14%

Submitted by: Yanko Radonov, Director Facilities Design & Construction

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

Agenda Item
3a. (159-29W1)
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 Dan Electric 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.

1990 SCHOOL FACILITY SAFETY SPECIAL TAX FUND:
Appropriation 21-90360-2016-0000-8500-6279-11762 – Construction-Change Order

MODIFICATION OF CONTRACT:

<table>
<thead>
<tr>
<th>DESCRIPTION</th>
<th>COST</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.P. GIANNINI MIDDLE SCHOOL</td>
<td>$1,763.07</td>
</tr>
<tr>
<td>modify the existing contract with Dan Electric</td>
<td></td>
</tr>
</tbody>
</table>

BACKGROUND:
This contract was for the security improvements at A.P. Giannini MS. The scope of work consisted of electrical and low voltage construction services for the new intercom, paging, and clocks throughout the school; new lighting system in the Auditorium.

This modification is for two new light fixtures and associated switches, and two new speakers for the Auditorium. This modification also includes a credit of $8,000 resulting from unused cleaning services.

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Original contract amount (Resolution 155-26W21, May 26, 2015)</td>
<td>$478,000.00</td>
</tr>
<tr>
<td>Previous approved modifications</td>
<td>$26,306.58</td>
</tr>
<tr>
<td>Contract to be increased by this Modification #2 (amount not-to-exceed)</td>
<td>$1,763.07</td>
</tr>
<tr>
<td>New Total Contract amount as modified</td>
<td>$506,069.65</td>
</tr>
<tr>
<td>Total % of modification amounts to original contract amount</td>
<td>5.5%</td>
</tr>
</tbody>
</table>

Submitted by:
Yonko Radonov, Director
Facilities Design & Construction

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

Agenda Item
3b. (159-29W2)
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 Premier Construction Services 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 credit funds to the Leroy Greene SFP for Modernization Fund.

LEROY GREENE SFP FOR MODERNIZATION FUND:
Appropriation 35-77101-2016-2016-0000-8500-6270-11764 – Construction – Change Order

MODIFICATION OF CONTRACT:

<table>
<thead>
<tr>
<th>MOD. NO. 1</th>
<th>DESCRIPTION</th>
<th>COST</th>
</tr>
</thead>
<tbody>
<tr>
<td>To</td>
<td>TENDERLOIN ELEMENTARY SCHOOL</td>
<td>($40,054.27)</td>
</tr>
<tr>
<td>Contract 01983</td>
<td>modify the existing contract with Premier Construction Services</td>
<td></td>
</tr>
</tbody>
</table>

BACKGROUND:
This contract was for the waterproofing of the basement and the play yard area at Tenderloin ES. The scope of work consisted of applied waterproofing on the perimeter walls of the basement and to the play yard decking.

This modification is for deleted scope of work that includes cleaning services and the stair rail redesign which were not implemented.

Original contract amount (Resolution #156-9W12, June 9, 2015) $182,125.27
Previous approved modifications $0
Contract to be decreased by this Modification #1 (amount not-to-exceed) ($40,054.27)
New Total Contract amount as modified $142,071.00

Submitted by:
Yonko Radonov, Director
Facilities Design & Construction

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

Agenda Item
3c. (159-29W3)
SAN FRANCISCO UNIFIED SCHOOL DISTRICT
San Francisco, California

Board Meeting 9/29/15

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 Cova Construction 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 2011 School Facility Safety Special Tax Fund and Capital Facilities Fund.

2011 SCHOOL FACILITY SAFETY SPECIAL TAX FUND: FOR LOPEZ ADA CAPITAL IMPROVEMENT
Appropriation 21-90361-2016-0000-8500-6279-11751 – Construction-Change Order - $1,075

CAPITAL FACILITIES FUND: FOR LOPEZ ADA CAPITAL IMPROVEMENT
Appropriation 25-90361-2016-0000-8500-6279-11751 – Construction-Change Order - $1,075

MODIFICATION OF CONTRACT:

<table>
<thead>
<tr>
<th>DESCRIPTION</th>
<th>COST</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mod. No. 1</td>
<td></td>
</tr>
<tr>
<td>To</td>
<td></td>
</tr>
<tr>
<td>Contract 01932</td>
<td></td>
</tr>
<tr>
<td>BUENA VISTA HORACE MANN SCHOOL</td>
<td>$2,150</td>
</tr>
<tr>
<td>modify the existing contract with</td>
<td></td>
</tr>
<tr>
<td>Cova Construction</td>
<td></td>
</tr>
</tbody>
</table>

BACKGROUND:
This contract was for the alteration/renovation of the existing boys' restroom located on the first floor to comply with ADA at Buena Vista Horace Mann School.

This modification is for additional work including a new soap dispenser, replacement of broken mirrors and installation of a urinal screen panel pilaster.

Original contract amount (Resolution #153-24W23, March 24, 2015) $32,000.00
Previous approved modifications $0
Contract to be increased by this Modification #1 (amount not-to-exceed) $2,150.00
New Total Contract amount as modified $34,150.00
Total % of modification amounts to original contract amount 7%

Submitted by:
Yonko Radonov, Director
Facilities Design & Construction

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

Agenda Item
3d. (159-29W4)
SAN FRANCISCO UNIFIED SCHOOL DISTRICT
San Francisco, California
Board Meeting 09/22/15 (9/29/15)

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 Taber Construction and the San Francisco Unified School District for an amount not to exceed $53,486.00 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 21-90392-2016-0000-8500-6279-11517 – Visitacion Valley MS Modernization

<table>
<thead>
<tr>
<th>CONTRACT</th>
<th>DESCRIPTION</th>
<th>COST</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mod. # 1</td>
<td>Visitacion Valley Middle School Modernization</td>
<td>$53,486.00</td>
</tr>
<tr>
<td>To Contract 1938</td>
<td>Building Construction – Prop A 2011 Bond Program</td>
<td></td>
</tr>
</tbody>
</table>

BACKGROUND:

This contract is for the modernization of the Visitacion Valley Middle School as required by San Francisco Unified School District's Proposition A 2011 Bond Program.

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

This modification includes costs for installation of a booster pump at the interim housing restroom, temporary wall, new sewer line for kitchen and other miscellaneous changes.

| Original Contract Amount | $ 15,125,000.00 |
| Previous Approved Modifications | $ 0.00 |
| This Modification (# 1) | $ 53,486.00 |
| **Total Contract Amount as Modified** | **$ 15,178,486.00** |
| **% of Modification** | **0.35%** |

Submitted by:

Maureen Shelton
Director of Construction Management

Recommended by:

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

Agenda Item
3e. (159-29W5)
SAN FRANCISCO UNIFIED SCHOOL DISTRICT  
San Francisco, California  
Board Meeting 09/22/15 (9/29/15)

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 JUV Inc. and the San Francisco Unified School District for an amount not to exceed $65,293.00 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 #21-90392-2016-0000-8500-6279-11510 – Ida B. Wells High School

CONTRACT:

Mod. No. 3 to No. #1865  
Ida B Wells High School  
Building Construction – Prop A 2011 Bond Program

COST

$65,293.00

BACKGROUND:

This contract modification is for the various improvements scope of work at Ida B. Wells High School as required by San Francisco Unified School District's Proposition A 2011 Bond Program.

Scope of work includes seismic strengthening, fire-life safety improvements, hazardous material abatement, new lighting, accessible ramps and other miscellaneous improvements.

This modification includes costs for piping material changes, adjusts the contract completion time and other miscellaneous changes.

<table>
<thead>
<tr>
<th>Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Original Contract Amount</td>
<td>$11,888,000.00</td>
</tr>
<tr>
<td>Previous Approved Modifications (#1-2)</td>
<td>$407,320.00</td>
</tr>
<tr>
<td>This Modification (#3)</td>
<td>$65,293.00</td>
</tr>
<tr>
<td><strong>Total Contract Amount as Modified</strong></td>
<td><strong>$12,360,613.00</strong></td>
</tr>
<tr>
<td>% of Modification</td>
<td>3.98%</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  
3f. (159-29W6)
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 Alten Construction, Inc. and the San Francisco Unified School District for an amount not to exceed $69,791.00 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 #21-90392-2016-8500-8279-11504 – Phillip and Sala Burton High School Modernization

CONTRACT:

Mod 12 to No.1773

Phillip and Sala Burton HS
Building Construction – Prop A 2011 Bond Program

COST: $69,791.00

BACKGROUND:

This contract is for the modernization of the Burton High School campus as provided for by the San Francisco Unified School District’s Proposition A 2011 Bond Program.

The base scope of work covered by the bid amounts include: hazardous material abatement, construction of a new exterior access ramps, modernizing the classroom building, upgrading the fire alarm system, seismic upgrade, new windows, and doors and other miscellaneous improvements.

This modification includes modifications to the Street Box connection, additional expansion joints in the concrete paving of retaining wall drainage system, walls to support the instrument lockers, and other miscellaneous improvements.

| Original Contract Amount (Resolution 142-25W17, 2/25/14) | $25,602,000.00 |
| Previous Approved Modifications (1-11) | $2,335,756.00 |
| This Modification (#12) | $69,791.00 |
| **Total Contract Amount as Modified** | **$28,007,547.00** |
| % of Modification | 9.40% |

Submitted by:

Maureen Shelton
Director of Construction Management

Recommended by:

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

Agenda Item
3g. (159-29W7)
SAN FRANCISCO UNIFIED SCHOOL DISTRICT  
San Francisco, California  
Board Meeting 09/22/15 (9/29/15)

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 BHM Construction Inc. and the San Francisco Unified School District for an amount not to exceed $79,636.00 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 #21-90392-2016-0000-8500-6279-11500 – Longfellow Elementary School

CONTRACT:  
Mod 2 to No. #1928  
Longfellow Elementary School Modernization  
Building Construction – Prop A 2011 Bond Program  
$79,636.00

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

Scope of work includes modernization of the existing buildings, hazardous material abatement, site work and green schoolyard work.

This change order work is for unforeseen piping rerouting at elevator pit, demo and saw cut kitchen floor slab for floor boxes, form and float curbs at cafeteria for receiving new windows, adding shut off valves for plumbing, upsizing 4 columns at elevator shaft, miscellaneous hardware, electrical, stud framing and plumbing modifications.

<table>
<thead>
<tr>
<th>Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Original Contract</td>
<td>$10,704,200.00</td>
</tr>
<tr>
<td>Previous Approved Modifications</td>
<td>$66,530.00</td>
</tr>
<tr>
<td>This Modification #2</td>
<td>$79,636.00</td>
</tr>
<tr>
<td>Total contract as modified</td>
<td>$10,850,366.00</td>
</tr>
<tr>
<td>Total % of modification amounts to original contract amount</td>
<td>1.37%</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  
3h. (159-29W8)
SAN FRANCISCO UNIFIED SCHOOL DISTRICT
San Francisco, California

Board Meeting 9/22/15 (9/29/15)

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 BHM Construction, Inc. and the San Francisco Unified School District for an amount not to exceed $54,418.00 and instruct the Chief Facilities Officer or designee to sign all documents necessary for the execution of this 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 #21-90392-2016-0000-8500-6279-11515 – Jose Ortega ES – School Modernization

CONTRACT:
Mod #12
No. # 1775
Jose Ortega Elementary School – School Modernization
Building Construction – Prop A 2011 Bond Program

DESCRIPTION
Cost
Jose Ortega Elementary School – School Modernization $54,418.00
Building Construction – Prop A 2011 Bond Program

BACKGROUND:
This contract is the modernization project at Jose Ortega 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 2a and 2b, and Allowances 1. Additive Alternate 1 and 3 will not be taken.

The base scope of work includes: hazardous materials abatement, exterior access ramps, new fire alarm system, new restrooms, seismic upgrades, new lighting, new flooring, new painting, new hardware, new elevator and other miscellaneous improvements.

This modification is for additional carpentry, flooring, sheet metal, mechanical, electrical, plumbing, security and site work.

Original Contract $10,161,150.00
Previous Approved Modifications (1-11) $865,814.00
This Modification #12 $54,418.00
Total contract as modified $11,081,382.00
Total % of modification amounts to original contract amount 9.06%

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 Arntz Builders and the San Francisco Unified School District for an amount not to exceed $40,712.53 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 21-90392-2016-0000-6500-6279-11511 – Miraloma ES

CONTRACT:
Mod No. 12
No. 1782
DESCRIPTION
Miraloma ES
Building Construction – Prop A 2011 Bond Program
COST
$ 40,712.53

BACKGROUND:
This contract is General School Modernization and reconstruction including ADA Access and Fire/Life-Safety upgrades, as required by San Francisco Unified School District’s Proposition A 2011 Bond Program.

Contract amount includes modernization of the existing building, access, fire life safety, structural, hazardous material abatement, and site work. The contract amount does not include the Alternates 1, 2 or 3 that were included in the Total Base Bid Amount, decreasing that amount by $149,800.00 for a total award of $7,437,023.00.

This modification is for additional HazMat abatement, carpentry, electrical, plumbing, roof and site work.

| Original contract amount | $ 7,437,023.00 |
| Previous Approved Modifications (1 to 11) | $ 410,854.53 |
| Contract to be Increased by Modification No. 12 | $ 40,712.53 |
| **New Total Contract Amount as Modified** | **$ 7,888,590.06** |
| Total % of modification amounts to original contract amount | 6.07% |

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 09/22/15 (9/29/15)

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 the amount of $255,282.00 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 # 21-90392-2016-0000-8500-6278-11522 – McAteer Campus Interim Housing

CONTRACT:
Mod #1 to No. 1884

DESCRIPTION
McAteer Campus
Interim Housing – Prop A 2011 Bond Program

COST
$255,282.00

BACKGROUND:
The scope of services provides for the lease, installation, and removal of ten 24’ x 40’ portable classrooms and associated ramps during the McAteer Campus Modernization Project.

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

<table>
<thead>
<tr>
<th>Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Original contract amount</td>
<td>$17,741.00</td>
</tr>
<tr>
<td>Previous Approved Modifications</td>
<td>$0.00</td>
</tr>
<tr>
<td>Contract to be Increased by Modification No.1</td>
<td>$255,282.00</td>
</tr>
<tr>
<td>New Total Contract Amount as Modified</td>
<td>$273,023.00</td>
</tr>
</tbody>
</table>

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 09/22/15  (9/29/15)

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 Ninyo & Moore and the San Francisco Unified School District for an amount not to exceed $4,202.00 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 21-90392-2016-0000-8500-6280-11526 – Redding ES Modernization

CONTRACT:

<table>
<thead>
<tr>
<th>DESCRIPTION</th>
<th>COST</th>
</tr>
</thead>
<tbody>
<tr>
<td>Redding ES</td>
<td>$4,202.00</td>
</tr>
</tbody>
</table>

BACKGROUND:
This contract is for materials testing and inspection 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 added as individual service agreements by modification to the Master Agreement include: Starr King ES, Lowell HS, Roosevelt MS, Presidio MS, McKinley ES & Vis Valley ES.

This modification is for change order work associated with the structural testing for in-place masonry shear tests to do the work after school hours and during weekend at Redding Elementary School.

| Original Contract Amount | $ 6,482.00 |
| Previous Approved Modifications (1- 8) | $ 257,050.00 |
| Modification # 9 | $ 4,202.00 |
| Total Contract Value as modified | $ 267,734.00 |

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

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 Millennium Consulting Associates ("MECA") and the San Francisco Unified School District for an amount not to exceed $26,167.00 and instructs 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 #21-90391-2016-0000-8500-6212-11064 – Hoover Middle School, Fan Installation

CONTRACT:
 Mod No.45 to Contract #00952

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 Proposition A 2006 Bond Program. Individual service agreements will be assigned to define scope, schedule, deliverables and exact cost for each project contract as needed for the duration of the Master Agreement. The original contract was for industrial hygienist (IH) services for Marshall ES and Hoover MS. Previous modifications added IH services for Buena Vista ES, Fairmount ES, ER Taylor ES Greening, Cleveland ES, John McLaren CDC, 555 Franklin Admin, Lawton ES, New Traditions ES, Theresa Mahler CDC, Cabrillo ES, Alamo ES, Hoover MS, 21st Century/Willie Brown Academy, Ulloa ES, Chinese Immersion School at De Avila, Chinese Immersion Greening, Cieveland ES Greening, Lawton ES Greening, Aptos MS Greening and Hoover MS Greening; additional hazardous abatement design services including bid support; IH Monitoring, HAZMAT inspection and meetings; and, project closeout and report for Aptos MS Greening and Hoover MS Greening.

Scope of work for this modification includes IH services: Hazardous Materials Pre-design Investigation, design, bidding, inspection & monitoring and project close out for Hoover ceiling fans installation.

| Original Contract Amount | $75,740.00 |
| Previous Approved Modifications (No. 1- 44) | $1,552,956.65 |
| This Modification No. 45 (not to exceed) | $26,167.00 |
| Total Contract Value as modified | $1,654,863.65 |

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 9/29/15

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 Sensible Environmental Solutions, 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 contract on behalf of the District and encumber sufficient funds from the 2011 School Facility Safety Special Tax Fund.

2011 SCHOOL FACILITY SAFETY SPECIAL TAX FUND:
Appropriation 21-90362-2016-0000-8500-6212-11770 – Environmental Fees

CONTRACT:
No. 02005

<table>
<thead>
<tr>
<th>JAMES DENMAN MIDDLE SCHOOL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Environmental services</td>
</tr>
</tbody>
</table>

COST $14,290

BACKGROUND:
This contract is for environmental services for window replacement at James Denman MS. The scope of work includes pre-design services for hazardous material abatement removal, working drawings review, survey data and site visits.

Performable by District Civil Service Classification: No

District Classification: None

Reason for Contracting Out: Specialized skill requirements renders project unsuitable for in-house staffing.

A Request for Proposal (RFP) was issued, and seven (7) environmental consulting firms responded. Sensible Environmental Solutions, Inc. was selected and is one of three consultants approved by the Board on May 28, 2013 (135-28W17) to provide environmental consulting and inspection services to district-wide schools.

Submitted by:
Yonko Radonov, Director
Facilities Design & Construction

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

Agenda Item
3n. (159-29W14)
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 Sensible Environmental Solutions, 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 contract on behalf of the District and encumber sufficient funds from the Capital Facilities Fund.

2011 SCHOOL FACILITY SAFETY SPECIAL TAX FUND:
Appropriation 21-90362-2016-0000-8500-6212-11769 – Environmental Fees

<table>
<thead>
<tr>
<th>CONTRACT:</th>
<th>DESCRIPTION</th>
<th>COST</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. 02006</td>
<td>CLAIRE LILIENTHAL ELEMENTARY SCHOOL (SCOTT CAMPUS) Environmental services</td>
<td>$14,160</td>
</tr>
</tbody>
</table>

BACKGROUND:
This contract is for environmental services for window replacement at Claire Lilienthal ES (Scott Campus). The scope of work includes pre-design services for hazardous material abatement removal, working drawings review, survey data and site visits.

Performable by District Civil Service Classification: No

District Classification: None

Reason for Contracting Out: Specialized skill requirements renders project unsuitable for in-house staffing.

A Request for Proposal (RFP) was issued, and seven (7) environmental consulting firms responded. Sensible Environmental Solutions, Inc. was selected and is one of three consultants approved by the Board on May 28, 2013 (135-28W17) to provide environmental consulting and inspection services to district-wide schools.

Submitted by:
Yonko Radonov, Director
Facilities Design & Construction

Recommended by:
David L. Goldin A.I.A.
Chief Facilities Officer
SAN FRANCISCO UNIFIED SCHOOL DISTRICT
San Francisco, California
Board Meeting 9/29/15

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

REQUESTED ACTION:
That the Board of Education approve a contract between Dan Electric 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 contract on behalf of the District and encumber sufficient funds from the 2011 School Facility Safety Special Tax Fund.

2011 SCHOOL FACILITY SAFETY SPECIAL TAX FUND:
Appropriation 21-90362-2016-0000-8500-6270-11767 – Construction

<table>
<thead>
<tr>
<th>CONTRACT</th>
<th>DESCRIPTION</th>
<th>COST</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. 02007</td>
<td>BUILDINGS &amp; GROUNDS (834 TOLAND STREET)</td>
<td>$580,000</td>
</tr>
</tbody>
</table>

GENERAL CONTRACTOR SERVICES

BIDDERS
Dan Electric

BIDS
$580,000

BACKGROUND:
This contract is for the telecommunications and data replacement at Buildings and Grounds located at 834 Toland Street. The existing telephone and data systems installed in the early 1990’s no longer functions and is increasingly difficult to repair. Since Buildings and Grounds functions as first responder in the event of a regional or localized emergency, a new telecommunications and data system is required.

Submitted by:

Yonko Radonov, Director
Facilities Design & Construction

Recommended by:

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

Agenda Item
3p. (159-29W16)
SAN FRANCISCO UNIFIED SCHOOL DISTRICT
San Francisco, California

Board Meeting 09/22/15 (9/29/15)

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 Cervantes Design 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 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 # 21-90391-2016-0000-8500-6210-11050 – George Washington Carver Elementary School

CONTRACT:
No. # 2004

DESCRIPTION
George Washington Carver Elementary School
Architectural/Engineering Services – Proposition A 2006 Bond Program

COST
$52,000.00

BACKGROUND:
This contract is for Architectural and Engineering services for Windows Replacement related to the San Francisco Unified School District's Proposition A 2006 Bond Program. The scope of work of the 2006 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 2006 Bond Initiative language.

The consultant was selected pursuant to the District's Request for Proposals process. After review of 27 proposals submitted by architectural firms the District determined that the following firms had the prerequisite qualifications, experience and staff at this time for the 2006 Proposition A Bond Program architects: CSDA Architects, Cervantes Design Associates, Deems Lewis McKinley Architects, DSK Architects, ED2 International, Gelfand Partners, Hamilton + Atken Architects, K2A Architects, KYA Architecture, Lemanski and Rockwell Architects, Paulette Taggart Architects, Plum Architects, SIM Architects, VBN Architects. 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.

Performsable by District Civil Service Classification: Yes
District Classification: Multiple
Reason for Contracting Out: The volume of architectural and engineer work, the extensive experience and specialized expertise in school design and construction required preclude performing these services in-house.

Submitted by:
Waziuddin Chowdhury
Director of Project Management

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

Agenda Item
3q. (159-29W17)
SAN FRANCISCO UNIFIED SCHOOL DISTRICT  
San Francisco, California  
Board Meeting 9/29/15  

SUBJECT:  
Contracts: Emergency Declaration for Modifying the Stair Railings at Tenderloin Elementary School for the Safety and Protection of Students  

REQUESTED ACTION:  
That the Board of Education declare an emergency pursuant to Public Contract Code sections 1102 and 20113 with respect to the emergency repair of 2nd and 3rd floor stair and balcony railings for the safety and protection of students at Tenderloin Elementary School, 627 Turk Street and approve an emergency, no-bid contract upon identification of a qualified contractor to perform and complete the necessary repairs and safety work; and  

WHEREAS: Recent events have indicated that standard height railings at Tenderloin Elementary School are insufficient to protect certain students from climbing over the railings at this school site and staff is unable to provide total and secure supervision. It has been determined that the stair and balcony railings must be raised as quickly as possible to assist and aid staff in the supervision of these students and to provide a more severe deterrent to students who are attempting to climb over the higher story railings; and  

WHEREAS: As a consequence of this problem staff is having to spend extensive additional time supervising the stairways; and  

WHEREAS: As it is not practical nor responsible to wait for the normal bid and contracting procedures construction and fabrication of railings required to raise the height of the safety railings, all work needs to be performed as quickly as possible to protect the safety of these individual students; and,  

WHEREAS: In accordance with Public Contract Code § 20113, in an emergency when any repairs, alterations, work or improvement is necessary to any District facility to permit the continuance of existing school classes or function, the Board of Education may, by unanimous vote, make a contract in writing for the performance of labor and furnishing of materials or supplies without advertising for or inviting bids;  

THEREFORE BE IT RESOLVED: The repair and/or replacement of the Damaged Property constitutes an emergency pursuant to Public Contract Code § 20113, in that such repairs and/or replacement is necessary to permit the continuance of existing school classes or function and;  

BE IT FURTHER RESOLVED: That the Superintendent, or his designee, is authorized to obtain labor and furnishing of materials or supplies to repair and/or replace the Damaged Property, without advertising for or inviting bids and therefore;  

BE IT FURTHER RESOLVED: Upon identification of one or more qualified contractors to perform and complete necessary repair and/or replacement of Damaged Property, and upon determination that the terms and conditions for such contractor(s) performance and completion of necessary repair and/or replacement are reasonable and in the best interests of the District, the Superintendent, or his designee, is authorized to enter into written agreement(s) with such contractor(s) to perform and complete necessary repair and/or replacement without further action of the Board of Education and the Board declares an emergency by unanimous vote.  

Submitted and Recommended by  
David L. Goldin A.I.A.  
Chief Facilities Officer  

Agenda Item  
3r. (159-29W18)
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 September 29, 2015 Board Agenda:

<table>
<thead>
<tr>
<th>Document</th>
<th>Vendor</th>
<th>Total Amount</th>
<th>DVBE Status</th>
<th>MBE/WBE Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>MODIFICATION</td>
<td>Treaty Construction</td>
<td>7,446.90</td>
<td>Non-DVBE</td>
<td>Non-MBE/Non-WBE</td>
</tr>
<tr>
<td>MODIFICATION</td>
<td>Dan Electric</td>
<td>1,763.07</td>
<td>Non-DVBE</td>
<td>Non-MBE/Non-WBE</td>
</tr>
<tr>
<td>CONTRACT</td>
<td>Sensible Environmental Solutions</td>
<td>14,290.00</td>
<td>Non-DVBE</td>
<td>Non-MBE/Non-WBE</td>
</tr>
<tr>
<td>CONTRACT</td>
<td>Sensible Environmental Solutions</td>
<td>14,160.00</td>
<td>Non-DVBE</td>
<td>Non-MBE/Non-WBE</td>
</tr>
<tr>
<td>MODIFICATION</td>
<td>Premier Construction Services</td>
<td>(40,054.27)</td>
<td>Non-DVBE</td>
<td>Non-MBE/Non-WBE</td>
</tr>
<tr>
<td>MODIFICATION</td>
<td>Cova Construction</td>
<td>2,150.00</td>
<td>Non-DVBE</td>
<td>Hispanic/Non-WBE</td>
</tr>
<tr>
<td>CONTRACT</td>
<td>Dan Electric</td>
<td>590,000.00</td>
<td>Non-DVBE</td>
<td>Non-MBE/Non-WBE</td>
</tr>
<tr>
<td>TOTAL:</td>
<td></td>
<td>$579,754.70</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
MEMORANDUM

San Francisco Unified School District

October 9, 2015

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 ethnicity's 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 September 22, 2015 Board Agenda: (9/29/15)

<table>
<thead>
<tr>
<th>Document</th>
<th>Vendor</th>
<th>Total Amount</th>
<th>DVBE Status</th>
<th>MBE/WBE/Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>MODIFICATION</td>
<td>Taber Construction</td>
<td>$53,486.00</td>
<td>Non-DVBE</td>
<td>Non-MBE/Non-WBE</td>
</tr>
<tr>
<td>MODIFICATION</td>
<td>JUV, Inc.</td>
<td>$65,293.00</td>
<td>Non-DVBE</td>
<td>Non-MBE/Non-WBE</td>
</tr>
<tr>
<td>MODIFICATION</td>
<td>Alten Construction, Inc.</td>
<td>$69,791.00</td>
<td>Non-DVBE</td>
<td>Non-MBE/Non-WBE</td>
</tr>
<tr>
<td>MODIFICATION</td>
<td>BHM Construction Inc.</td>
<td>$79,636.00</td>
<td>Non-DVBE</td>
<td>Non-MBE/Non-WBE</td>
</tr>
<tr>
<td>MODIFICATION</td>
<td>BHM Construction Inc.</td>
<td>$54,418.00</td>
<td>Non-DVBE</td>
<td>Non-MBE/Non-WBE</td>
</tr>
<tr>
<td>MODIFICATION</td>
<td>Arntz Builders</td>
<td>$40,712.53</td>
<td>Non-DVBE</td>
<td>Non-MBE/Non-WBE</td>
</tr>
<tr>
<td>MODIFICATION</td>
<td>Mobile Modular Management Corporation</td>
<td>$255,282.00</td>
<td>Non-DVBE</td>
<td>Non-MBE/Non-WBE</td>
</tr>
<tr>
<td>MODIFICATION</td>
<td>Ninyo &amp; Moore</td>
<td>$4,202.00</td>
<td>Non-DVBE</td>
<td>Non-MBE/Non-WBE</td>
</tr>
<tr>
<td>MODIFICATION</td>
<td>Millennium Consulting Associates</td>
<td>$26,167.00</td>
<td>Non-DVBE</td>
<td>Non-MBE/Non-WBE</td>
</tr>
<tr>
<td>CONTRACT</td>
<td>Cervantes Design</td>
<td>$52,000.00</td>
<td>Non-DVBE</td>
<td>MBE/WBE</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>$700,987.53</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Enclosure(s)

cc: Leonard Tom, Fe Bongolan, Narayan Naidu, William Chow, Waziuddin Chowdhury, Andrea Dawson, Kristen Raymond, Erin Hirst, Dewitt Mark, Lori Shelton, Tamar Barlev, Maureen Shelton, Alberto Vasquez, James Wong, Sajeev Madhavan, Simon Reyes, Joel Cadiz, Yonko Radonov, Gioia Suplick
SUBJECT: Administrative, Secondary, Elementary Certificated Personnel Actions.

Action Requested: That the Board of Education approves the following personnel actions.

### PROBATIONARY APPOINTMENTS

<table>
<thead>
<tr>
<th>NAME</th>
<th>SCHOOL</th>
<th>SUBJECT</th>
<th>FTE</th>
<th>EFF. DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bauer,Katrina Alexandra</td>
<td>Commodore Stockton EES</td>
<td>School Age</td>
<td>1.00</td>
<td>08/26/2015</td>
</tr>
<tr>
<td>Boscia,Samantha M.</td>
<td>Alice Fong Yu Alt. School</td>
<td>P.E</td>
<td>1.00</td>
<td>08/24/2015</td>
</tr>
<tr>
<td>Cavazos,Angie</td>
<td>Balboa H.S.</td>
<td>Counselor</td>
<td>1.00</td>
<td>09/14/2015</td>
</tr>
<tr>
<td>Cooper-Smith,Adam Gabriel</td>
<td>Multiple Work Locations</td>
<td>Music</td>
<td>1.00</td>
<td>08/24/2015</td>
</tr>
<tr>
<td>Cully,Kristin Michele</td>
<td>Buena Vista /Horace Mann</td>
<td>Art</td>
<td>0.80</td>
<td>08/11/2015</td>
</tr>
<tr>
<td>Dewar,Christine Pauline</td>
<td>Dr. Charles Drew E.S.</td>
<td>3rd Grade</td>
<td>1.00</td>
<td>08/24/2015</td>
</tr>
<tr>
<td>Dietkus,Chloe Alexandra</td>
<td>Starr King E.S.</td>
<td>K ELD</td>
<td>1.00</td>
<td>08/11/2015</td>
</tr>
<tr>
<td>Etter,Kevin William</td>
<td>SFCS&amp;D - Pupil Services</td>
<td>TSA</td>
<td>1.00</td>
<td>08/11/2015</td>
</tr>
<tr>
<td>Feeney,Erin Elizabeth</td>
<td>Special Education/DIS</td>
<td>Speech Therapist</td>
<td>1.00</td>
<td>08/17/2015</td>
</tr>
<tr>
<td>Garcia Chavez,Karla Mayela</td>
<td>Daniel Webster E.S.</td>
<td>3rd Grade Spanish Bil.</td>
<td>1.00</td>
<td>08/11/2015</td>
</tr>
<tr>
<td>Holmes,Hilary A.</td>
<td>Multiple Work Locations</td>
<td>Art</td>
<td>1.00</td>
<td>08/24/2015</td>
</tr>
<tr>
<td>Kigano,Rachel Wangeci</td>
<td>SFCSD - Prevention</td>
<td>Nurse</td>
<td>1.00</td>
<td>08/11/2015</td>
</tr>
<tr>
<td>Kim,Kaya Sue Yon</td>
<td>New Traditions E.S.</td>
<td>1-5th Grade ELD</td>
<td>1.00</td>
<td>08/14/2015</td>
</tr>
<tr>
<td>Kohler-Riordan,Melanie</td>
<td>Spring Valley E.S.</td>
<td>Literacy Specialist</td>
<td>0.50</td>
<td>08/25/2015</td>
</tr>
<tr>
<td>Longshore,Anita Consuelo</td>
<td>Abraham Lincoln H.S.</td>
<td>Spec Ed Mild/Moderate</td>
<td>1.00</td>
<td>08/11/2015</td>
</tr>
<tr>
<td>Lundy-Palne,Laura Jo</td>
<td>Special Education/DIS</td>
<td>Spec Ed Deaf/Hard</td>
<td>0.60</td>
<td>08/18/2015</td>
</tr>
<tr>
<td>Quach,Linh My</td>
<td>SFCSD - Prevention</td>
<td>Nurse</td>
<td>1.00</td>
<td>08/31/2015</td>
</tr>
<tr>
<td>Reber,Joel D.</td>
<td>Dr. Charles Drew E.S.</td>
<td>4th Grade ELD</td>
<td>1.00</td>
<td>08/11/2015</td>
</tr>
<tr>
<td>Reider,Abigail Libby</td>
<td>SFCSD - Prevention</td>
<td>Social Worker</td>
<td>1.00</td>
<td>08/13/2015</td>
</tr>
<tr>
<td>Russo,Jennifer L.</td>
<td>C&amp;I Screening &amp; Assessment</td>
<td>Psychologist</td>
<td>1.00</td>
<td>08/26/2015</td>
</tr>
<tr>
<td>Thormann,Gabrielle J.</td>
<td>Leonard Flynn E.S.</td>
<td>Librarian</td>
<td>0.60</td>
<td>08/24/2015</td>
</tr>
</tbody>
</table>

### TEMPORARY APPOINTMENTS

<table>
<thead>
<tr>
<th>NAME</th>
<th>SCHOOL</th>
<th>SUBJECT</th>
<th>FTE</th>
<th>EFF. DATE</th>
<th>END DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fraser,Lindsey M.</td>
<td>Presidio M.S.</td>
<td>Math/Science</td>
<td>1.00</td>
<td>08/14/2015</td>
<td>12/18/2015</td>
</tr>
<tr>
<td>Geaga,Julian Perez</td>
<td>Raoul Wallenberg H.S.</td>
<td>Sped Ed: Emotion Dist</td>
<td>1.00</td>
<td>08/17/2015</td>
<td>12/18/2015</td>
</tr>
<tr>
<td>Johnston,Matthew J.</td>
<td>SF Public Montessori EES</td>
<td>EED Pre-K</td>
<td>1.00</td>
<td>08/25/2015</td>
<td>12/18/2015</td>
</tr>
<tr>
<td>Lopez,Carolyn S.</td>
<td>Paul Revere K-8</td>
<td>TSA</td>
<td>0.35</td>
<td>08/11/2015</td>
<td>06/30/2016</td>
</tr>
<tr>
<td>Woodcock,Leah Ellen</td>
<td>John O'Connell H.S.</td>
<td>English</td>
<td>1.00</td>
<td>08/11/2015</td>
<td>06/30/2016</td>
</tr>
<tr>
<td>Yang,Aaron S.J.</td>
<td>Abraham Lincoln H.S.</td>
<td>Math</td>
<td>1.00</td>
<td>08/11/2015</td>
<td>06/30/2016</td>
</tr>
</tbody>
</table>
### EMERGENCY APPOINTMENTS

**159-22F3**

<table>
<thead>
<tr>
<th>NAME</th>
<th>SCHOOL</th>
<th>SUBJECT</th>
<th>FTE</th>
<th>EFF. DATE</th>
<th>END DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Barreto, Christina</td>
<td>Marshall E.S.</td>
<td>4th Grade Spanish Bil.</td>
<td>1.00</td>
<td>08/11/2015</td>
<td>06/30/2016</td>
</tr>
<tr>
<td>Borgonova, Nora Emilia</td>
<td>Philip &amp; Sala Burton H.S.</td>
<td>Spec Ed</td>
<td>1.00</td>
<td>08/14/2015</td>
<td>06/30/2016</td>
</tr>
<tr>
<td>Camargo, Andriana</td>
<td>John O'Connell H.S.</td>
<td>Spanish</td>
<td>1.00</td>
<td>08/13/2015</td>
<td>06/30/2016</td>
</tr>
<tr>
<td>Castellani, Ilze Raphaelia Moura</td>
<td>Glen Park E.S.</td>
<td>2nd Grade Spanish Bil.</td>
<td>1.00</td>
<td>08/13/2015</td>
<td>06/30/2016</td>
</tr>
<tr>
<td>Daus, Lauren Arzaga</td>
<td>Thurgood Marshall H.S.</td>
<td>English</td>
<td>1.00</td>
<td>08/11/2015</td>
<td>06/30/2016</td>
</tr>
<tr>
<td>Fangonilo, Nikolas Helmut</td>
<td>Mission H.S.</td>
<td>PE</td>
<td>1.00</td>
<td>08/14/2015</td>
<td>06/30/2016</td>
</tr>
<tr>
<td>Garcia, Nicholas Berkeley</td>
<td>Physical Education Department</td>
<td>TSA PE</td>
<td>1.00</td>
<td>08/18/2015</td>
<td>06/30/2016</td>
</tr>
<tr>
<td>Garcia, Rosa Rachel</td>
<td>Balboa H.S.</td>
<td>Science</td>
<td>1.00</td>
<td>08/11/2015</td>
<td>06/30/2016</td>
</tr>
<tr>
<td>Hughes, Jeanne Marie</td>
<td>Philip &amp; Sala Burton H.S.</td>
<td>PE</td>
<td>1.00</td>
<td>08/11/2015</td>
<td>06/30/2016</td>
</tr>
<tr>
<td>Hung, Henry</td>
<td>Ruth Asawa SOTA H.S.</td>
<td>VAPA: Music</td>
<td>0.40</td>
<td>08/24/2015</td>
<td>06/30/2016</td>
</tr>
<tr>
<td>Jensen, Andrew Kelly</td>
<td>Ruth Asawa SOTA H.S.</td>
<td>Math: Geometry/Cal</td>
<td>0.40</td>
<td>08/19/2015</td>
<td>06/30/2016</td>
</tr>
<tr>
<td>Johnson, Adam Matthew</td>
<td>Visitation Valley M.S.</td>
<td>Math</td>
<td>1.00</td>
<td>08/11/2015</td>
<td>06/30/2016</td>
</tr>
<tr>
<td>Johnson, Lavina Rose</td>
<td>Presidio EES</td>
<td>Pre-K Spec Ed</td>
<td>1.00</td>
<td>08/17/2015</td>
<td>06/30/2016</td>
</tr>
<tr>
<td>Lopez, Arturo H.</td>
<td>Hillcrest Elementary School</td>
<td>4th Grade Spanish Bil.</td>
<td>1.00</td>
<td>08/11/2015</td>
<td>06/30/2016</td>
</tr>
<tr>
<td>Lovett, Justin Peace</td>
<td>Francisco M.S.</td>
<td>Science</td>
<td>1.00</td>
<td>09/09/2015</td>
<td>06/30/2016</td>
</tr>
<tr>
<td>Mongia, Amal</td>
<td>Mission H.S.</td>
<td>Spec Ed Mild/Moderate</td>
<td>1.00</td>
<td>08/11/2015</td>
<td>06/30/2016</td>
</tr>
<tr>
<td>Remer, Daniel Paul</td>
<td>Everett M.S.</td>
<td>CTIS</td>
<td>1.00</td>
<td>08/11/2015</td>
<td>06/30/2016</td>
</tr>
<tr>
<td>Reynolds, Matthew P.</td>
<td>Mission H.S.</td>
<td>Math</td>
<td>0.60</td>
<td>08/14/2015</td>
<td>10/12/2015</td>
</tr>
<tr>
<td>Sanchez, Elisa Del Carmen</td>
<td>Junipero Serra E.S.</td>
<td>4th Grade Spanish Bil.</td>
<td>1.00</td>
<td>08/11/2015</td>
<td>06/30/2016</td>
</tr>
<tr>
<td>Stankis, Sarah Morgen</td>
<td>Everett M.S.</td>
<td>Spec Ed Mild/Moderate</td>
<td>1.00</td>
<td>08/14/2015</td>
<td>06/30/2016</td>
</tr>
</tbody>
</table>

### INTERN APPOINTMENTS

**159-22F4**

<table>
<thead>
<tr>
<th>NAME</th>
<th>SCHOOL</th>
<th>SUBJECT</th>
<th>FTE</th>
<th>EFF. DATE</th>
<th>END DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bouc, Rebecca A.</td>
<td>Multiple Work Locations</td>
<td>Music</td>
<td>0.40</td>
<td>08/11/2015</td>
<td>06/30/2016</td>
</tr>
<tr>
<td>Dabo, Charles Abdoul</td>
<td>Herbert Hoover M.S.</td>
<td>Social Science/English</td>
<td>1.00</td>
<td>09/02/2015</td>
<td>06/30/2016</td>
</tr>
<tr>
<td>Lopez-Barreras, Salvador</td>
<td>Elem Instructional Sup. &amp; Ops</td>
<td>Counselor</td>
<td>1.00</td>
<td>08/11/2015</td>
<td>06/30/2016</td>
</tr>
</tbody>
</table>

### CATEGORICAL APPOINTMENT

**159-22F5**

<table>
<thead>
<tr>
<th>NAME</th>
<th>SCHOOL</th>
<th>SUBJECT</th>
<th>FTE</th>
<th>EFF. DATE</th>
<th>END DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>McKenzie, Damon Robert</td>
<td>Lowell H.S.</td>
<td>ROTC</td>
<td>1.00</td>
<td>08/11/2015</td>
<td>06/30/2016</td>
</tr>
</tbody>
</table>
### DEPARTMENT HEAD APPOINTMENT

<table>
<thead>
<tr>
<th>NAME</th>
<th>SCHOOL</th>
<th>SUBJECT</th>
<th>FTE</th>
<th>EFF. DATE</th>
<th>END DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chung, Francis Giwon</td>
<td>Philip &amp; Sala Burton H.S.</td>
<td>Spec Ed</td>
<td>1.00</td>
<td>08/11/2015</td>
<td>06/30/2016</td>
</tr>
</tbody>
</table>

### TEACHERS ON VARIABLE TERM WAIVERS

<table>
<thead>
<tr>
<th>NAME</th>
<th>SCHOOL</th>
<th>SUBJECT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adams, Sheila</td>
<td>Special Education Dept</td>
<td>Administration</td>
</tr>
<tr>
<td>Cabrera, Elmaneca</td>
<td>Visitacion Valley M.S.</td>
<td>Counselor</td>
</tr>
<tr>
<td>Castellani, Ilze</td>
<td>Glen Park E.S.</td>
<td>Bilingual Spanish</td>
</tr>
<tr>
<td>James, Timothy</td>
<td>James Denman M.S.</td>
<td>Special Ed</td>
</tr>
<tr>
<td>Jimenez-Payne, Jennifer</td>
<td>Special Education Dept</td>
<td>Administration</td>
</tr>
<tr>
<td>Lao, Alyson</td>
<td>Hillcrest E.S.</td>
<td>Bilingual Cantonese</td>
</tr>
<tr>
<td>Lopez Barrientos, Blanca</td>
<td>Daniel Webster E.S.</td>
<td>Bilingual Spanish</td>
</tr>
<tr>
<td>Louie, Christine</td>
<td>Chinese Ed Center</td>
<td>Bilingual Cantonese</td>
</tr>
<tr>
<td>Reynolds, Matthew</td>
<td>Mission H.S.</td>
<td>Math</td>
</tr>
<tr>
<td>Shams, Nasser</td>
<td>James Lick M.S.</td>
<td>Special Ed Mild/Moderate</td>
</tr>
<tr>
<td>Truong, Tracy</td>
<td>George Moscone E.S.</td>
<td>BCLAD</td>
</tr>
<tr>
<td>Vigil, Amanda</td>
<td>Mission H.S.</td>
<td>SDAIE</td>
</tr>
</tbody>
</table>

### PROVISIONAL INTERN PERMITS

<table>
<thead>
<tr>
<th>NAME</th>
<th>SCHOOL</th>
<th>SUBJECT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jensen, Andrew</td>
<td>Ruth Asawa SOTA</td>
<td>Math</td>
</tr>
<tr>
<td>Remer, Daniel</td>
<td>Everett M.S.</td>
<td>Math</td>
</tr>
</tbody>
</table>
### LEAVE OF ABSENCE

<table>
<thead>
<tr>
<th>NAME</th>
<th>SCHOOL</th>
<th>EFF. DATE</th>
<th>END DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Camorongan-Shtulman, Maria Evelyn</td>
<td>Lakeshore E.S.</td>
<td>09/21/2015</td>
<td>01/03/2016</td>
</tr>
<tr>
<td>Cardozo, Linda</td>
<td>Buena Vista /Horace Mann</td>
<td>07/01/2015</td>
<td>10/31/2015</td>
</tr>
<tr>
<td>Cushway, Barbara R</td>
<td>Jefferson Sa EES</td>
<td>08/20/2015</td>
<td>09/09/2015</td>
</tr>
<tr>
<td>El Tassa, Jaafar Ibn Ahmed</td>
<td>C&amp;I Screening &amp; Assessment</td>
<td>07/01/2015</td>
<td>01/03/2016</td>
</tr>
<tr>
<td>Gomez, Diana Wyneken</td>
<td>Presidio M.S.</td>
<td>08/12/2015</td>
<td>01/01/2016</td>
</tr>
<tr>
<td>Gould, Melinda Jo</td>
<td>Alvarado E.S.</td>
<td>07/01/2015</td>
<td>09/15/2015</td>
</tr>
<tr>
<td>Harris, Margaret A</td>
<td>Childrens Ctr. Administration</td>
<td>07/01/2015</td>
<td>09/20/2015</td>
</tr>
<tr>
<td>Houston, Sharon Helene</td>
<td>James Lick M.S.</td>
<td>09/02/2015</td>
<td>10/01/2015</td>
</tr>
<tr>
<td>Hughes, Erin Rebecca</td>
<td>SFCSD - Prevention</td>
<td>10/19/2015</td>
<td>01/03/2016</td>
</tr>
<tr>
<td>Jackson, Virgil</td>
<td>George Washington H.S.</td>
<td>07/01/2015</td>
<td>08/31/2015</td>
</tr>
<tr>
<td>Lazarus, Molly</td>
<td>Balboa H.S.</td>
<td>08/31/2015</td>
<td>09/13/2015</td>
</tr>
<tr>
<td>McAvoY, Elizabeth Frances</td>
<td>Francisco M.S.</td>
<td>08/24/2015</td>
<td>09/27/2015</td>
</tr>
<tr>
<td>Moore, Sherman Eldon</td>
<td>International Studies Academy</td>
<td>09/02/2015</td>
<td>06/30/2016</td>
</tr>
<tr>
<td>Mountford, Ryan L.</td>
<td>Visitacion Valley M.S.</td>
<td>08/24/2015</td>
<td>09/22/2015</td>
</tr>
<tr>
<td>Nanjo, Jean Shin</td>
<td>George Washington H.S.</td>
<td>07/01/2015</td>
<td>06/30/2016</td>
</tr>
<tr>
<td>Palacios, Flor T</td>
<td>San Miguel EES</td>
<td>08/18/2015</td>
<td>09/02/2015</td>
</tr>
<tr>
<td>Romero, Ana Aurora</td>
<td>Bryant EES OST</td>
<td>08/25/2015</td>
<td>09/09/2015</td>
</tr>
<tr>
<td>Smith, Ashleann Evangeline</td>
<td>C&amp;I Screening &amp; Assessment</td>
<td>11/10/2015</td>
<td>01/03/2016</td>
</tr>
<tr>
<td>So, Winsome</td>
<td>West Portal E.S.</td>
<td>09/02/2015</td>
<td>02/14/2016</td>
</tr>
<tr>
<td>Tellez, Eva L.</td>
<td>San Miguel EES</td>
<td>08/27/2015</td>
<td>11/08/2015</td>
</tr>
<tr>
<td>Zhen, Annie</td>
<td>E.R. Taylor E.S.</td>
<td>07/01/2015</td>
<td>09/28/2015</td>
</tr>
</tbody>
</table>

### REDUCED WORK/PARTNERSHIP TEACHING

<table>
<thead>
<tr>
<th>NAME</th>
<th>SCHOOL</th>
<th>EFF. DATE</th>
<th>END DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Innis, Cathy Ehlen</td>
<td>Lowell H.S.</td>
<td>08/11/2015</td>
<td>06/30/2016</td>
</tr>
<tr>
<td>Lee, Elizabeth G.</td>
<td>Hillcrest Elementary School</td>
<td>08/11/2015</td>
<td>06/30/2016</td>
</tr>
<tr>
<td>Mcdonald, Jacqueline Ni</td>
<td>Dr. Charles Drew E.S.</td>
<td>08/11/2015</td>
<td>06/30/2016</td>
</tr>
<tr>
<td>Perez, Sarah A.</td>
<td>Daniel Webster E.S.</td>
<td>08/11/2015</td>
<td>06/30/2016</td>
</tr>
<tr>
<td>Sahakian, Tamar Searon</td>
<td>Junipero Serra E.S.</td>
<td>09/01/2015</td>
<td>06/30/2016</td>
</tr>
<tr>
<td>Tilston, Lauren D</td>
<td>C&amp;I Humanities</td>
<td>08/11/2015</td>
<td>06/30/2016</td>
</tr>
<tr>
<td>Smith, Elena Denise</td>
<td>Starr King E.S.</td>
<td>08/11/2015</td>
<td>06/30/2016</td>
</tr>
</tbody>
</table>

### RETIREMENT

<table>
<thead>
<tr>
<th>NAME</th>
<th>SCHOOL</th>
<th>EFF. DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gomez, Diana Wyneken</td>
<td>Presidio M.S.</td>
<td>01/04/2016</td>
</tr>
<tr>
<td>Yi, Michael Meng-De</td>
<td>Lowell H.S.</td>
<td>08/12/2015</td>
</tr>
<tr>
<td>NAME</td>
<td>SCHOOL</td>
<td>EFF. DATE</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>---------------------------------------------</td>
<td>----------</td>
</tr>
<tr>
<td>Burgos, Jeffrey T.</td>
<td>James Lick M.S.</td>
<td>08/21/2015</td>
</tr>
<tr>
<td>Cunningham, Anca Maria</td>
<td>Rooftop - Burnett Campus (K-4)</td>
<td>08/27/2015</td>
</tr>
<tr>
<td>Dietkus, Chloe Alexandra</td>
<td>Starr King E.S.</td>
<td>07/01/2015</td>
</tr>
<tr>
<td>Francisco, Henry S.</td>
<td>James Lick M.S.</td>
<td>07/01/2015</td>
</tr>
<tr>
<td>Josic, Lora</td>
<td>Sheridan E.S.</td>
<td>07/01/2015</td>
</tr>
<tr>
<td>Kennedy, Scott D</td>
<td>Mission H.S.</td>
<td>07/01/2015</td>
</tr>
<tr>
<td>Looser, Lindsey Jesslyn</td>
<td>Rooftop - Burnett Campus (K-4)</td>
<td>07/01/2015</td>
</tr>
<tr>
<td>Lopez, Carolyn S</td>
<td>Paul Revere K-8</td>
<td>07/01/2015</td>
</tr>
<tr>
<td>Molianen, Audrey Rose Bertini</td>
<td>Aptos M.S.</td>
<td>07/01/2015</td>
</tr>
<tr>
<td>Monroy, Alejandra Nataly</td>
<td>June Jordan Schools for Equity</td>
<td>07/01/2015</td>
</tr>
<tr>
<td>Moriarty, Tricia Marie</td>
<td>Dianne Feinstein E.S.</td>
<td>07/01/2015</td>
</tr>
<tr>
<td>Munoz, Joshua Anthony</td>
<td>Substitute Teachers</td>
<td>08/27/2015</td>
</tr>
<tr>
<td>Noone, Kyle Quinlan</td>
<td>James Lick M.S.</td>
<td>08/25/2015</td>
</tr>
<tr>
<td>Parker, Christine G.</td>
<td>James Lick M.S.</td>
<td>07/01/2015</td>
</tr>
<tr>
<td>Pulgarin, Alma K.</td>
<td>James Lick M.S.</td>
<td>07/01/2015</td>
</tr>
<tr>
<td>Rodriguez, Gabriel</td>
<td>Everett M.S.</td>
<td>07/01/2015</td>
</tr>
<tr>
<td>Sargent, Vickie Lynn</td>
<td>SFCSD - Pupil Services</td>
<td>09/01/2015</td>
</tr>
<tr>
<td>Segall, Kim B.</td>
<td>S.F. Community</td>
<td>07/01/2015</td>
</tr>
<tr>
<td>Song, Pearl S</td>
<td>Substitute Teachers</td>
<td>08/25/2015</td>
</tr>
<tr>
<td>Stewart, Rebecca Jean</td>
<td>Harvey Milk Civil Rights Acad</td>
<td>02/03/2016</td>
</tr>
<tr>
<td>Urbina, Gregory Joseph</td>
<td>SFCSD - Prevention</td>
<td>08/20/2015</td>
</tr>
<tr>
<td>NAME</td>
<td>PREV DATE</td>
<td>COMMENTS</td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>------------</td>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Armstrong, Briana Marie</td>
<td>09/23/2014</td>
<td>Change FTE from 0.80 to 1.00 effective 08/11/15</td>
</tr>
<tr>
<td>Ashkenes, Sada K.</td>
<td>01/27/2015</td>
<td>Change the FTE from 0.50 to 1.00 effective 08/11/15</td>
</tr>
<tr>
<td>Baldwin, Richard</td>
<td>09/08/2015</td>
<td>Change status from Intern to Emergency effective 08/11/15-06/30/16</td>
</tr>
<tr>
<td>Bishop, Daniel Lee</td>
<td>09/09/2015</td>
<td>Change status from Emergency to Probationary effective 08/17/15</td>
</tr>
<tr>
<td>Bishop, Lisa L</td>
<td>09/23/2014</td>
<td>Change FTE from 0.40 to 0.20 as Job Code 0031 Librarian at Aptos MS</td>
</tr>
<tr>
<td>Busch, Andrew K.</td>
<td>08/26/2015</td>
<td>Change the status from Emergency to Intern effective 08/11/15</td>
</tr>
<tr>
<td>Cole, Leah A.</td>
<td>09/08/2015</td>
<td>Change status from Emergency to Intern effective 08/11/15</td>
</tr>
<tr>
<td>Crouch, Emily Rose</td>
<td>08/11/2015</td>
<td>Change FTE from 1.00 to 0.50 effective 08/11/15</td>
</tr>
<tr>
<td>Diebel, Breck</td>
<td>09/09/2014</td>
<td>Change FTE from 1.00 to 0.80 effective 08/11/15</td>
</tr>
<tr>
<td>Dumlao, James Peter</td>
<td>09/09/2014</td>
<td>Change FTE from 1.00 to 0.80 effective 08/11/15</td>
</tr>
<tr>
<td>Fong, Brandon</td>
<td>08/11/2015</td>
<td>Change status from Intern to Probationary 2 effective 08/11/15</td>
</tr>
<tr>
<td>Gutknecht Azucena, Oscar Guillei</td>
<td>09/08/2015</td>
<td>Change status from Emergency to Temporary effective 08/11/15-06/30/16</td>
</tr>
<tr>
<td>Immesoete, Brittany A.</td>
<td>08/11/2015</td>
<td>Change end date from 12/18/15 to 10/09/15</td>
</tr>
<tr>
<td>Innis, Cathy Ehlen</td>
<td>08/09/2005</td>
<td>Change the FTE from 1.00 to 0.80 effective 08/11/15</td>
</tr>
<tr>
<td>Jendoubi, Nora</td>
<td>08/11/2015</td>
<td>Change status from Intern to Probationary effective 08/11/15</td>
</tr>
<tr>
<td>Moriarty, Tricia Marie</td>
<td>03/24/2015</td>
<td>Change end date from 05/22/15 to 06/30/15</td>
</tr>
<tr>
<td>Moskowitz, Elaine F.</td>
<td>09/08/2015</td>
<td>Change the FTE from 0.80 to 1.00 effective 08/11/15</td>
</tr>
<tr>
<td>Nanjo, Jean Shin</td>
<td>04/14/2015</td>
<td>Rescind the sabbatical leave per her requested</td>
</tr>
<tr>
<td>Navarrete-Davis, Rebecca Lucy</td>
<td>08/25/2015</td>
<td>Change FTE from 0.60 to 1.00 effective 08/11/15</td>
</tr>
<tr>
<td>Novoa, Luis Alberto</td>
<td>08/11/2015</td>
<td>Change status from Intern to Probationary 2 effective 08/11/15</td>
</tr>
<tr>
<td>Park, Soo Ryun</td>
<td>08/28/2014</td>
<td>Change the FTE from 0.80 to 1.00 effective 08/11/15</td>
</tr>
<tr>
<td>Reisman, Aaron L.</td>
<td>09/08/2015</td>
<td>Change status from Emergency to Probationary effective 08/11/15</td>
</tr>
</tbody>
</table>
### Administrative, Secondary, Elementary Certificated Personnel Action
Prepared by

Monica V. Vasquez  
Chief Human Resources Officer

<table>
<thead>
<tr>
<th>NAME</th>
<th>PREV DATE</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reilly, Djuna B.</td>
<td>09/24/2013</td>
<td>Change FTE from 0.80 to 1.00 effective 08/11/15</td>
</tr>
<tr>
<td>Rodriguez, Molly Ruth</td>
<td>09/23/2014</td>
<td>Change FTE from 0.70 to 0.80 effective 08/11/15 - 06/30/16</td>
</tr>
<tr>
<td>Sidle, Lauren I.</td>
<td>09/09/2014</td>
<td>Change the FTE from 0.40 to 0.80 effective 08/11/15</td>
</tr>
<tr>
<td>Smith, Elena Denise</td>
<td>08/25/2015</td>
<td>Change FTE from 1.00 to 0.50 effective 08/11/15 - 06/30/16</td>
</tr>
<tr>
<td>Sogomonyan, Arpine</td>
<td>08/11/2015</td>
<td>Change status from Intern to Probationary 2 effective 08/11/15</td>
</tr>
<tr>
<td>Sorlie, John S.</td>
<td>09/08/2015</td>
<td>Change the status from Emergency to Probationary effective 08/11/15</td>
</tr>
<tr>
<td>Stupek, Lauren Elizabeth</td>
<td>08/25/2015</td>
<td>Change status from Temporary to Probationary 2 effective 08/11/15 - 12/18/15</td>
</tr>
<tr>
<td>Trump, Aliya Brynne</td>
<td>09/09/2014</td>
<td>Change the FTE from 0.80 to 1.00 effective 08/11/15</td>
</tr>
<tr>
<td>Valera, Tiffany Ann</td>
<td>11/13/2012</td>
<td>Reinstate status as Tenure effective 08/24/15</td>
</tr>
<tr>
<td>Yamamoto, Michelle Helene</td>
<td>09/11/2015</td>
<td>Change the FTE from 0.60 to 0.80 effective 08/11/15</td>
</tr>
</tbody>
</table>
## GENDER / ETHNICITY / RACE COMPOSITION
### PROBATIONARY APPOINTEES
### APPEARING IN THE AGENDA OF
#### September 22, 2015

<table>
<thead>
<tr>
<th></th>
<th>APPOINTEES</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FEMALE</strong></td>
<td>18</td>
<td>85.71%</td>
</tr>
<tr>
<td><strong>MALE</strong></td>
<td>3</td>
<td>14.29%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>21</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

### ETHNICITY

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DECLINE</strong></td>
<td>2</td>
<td>9.52%</td>
</tr>
<tr>
<td><strong>HISPANIC/LATINO</strong></td>
<td>4</td>
<td>19.05%</td>
</tr>
<tr>
<td><strong>NON-HISPANIC OR LATINO</strong></td>
<td>15</td>
<td>71.43%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>21</td>
<td>100%</td>
</tr>
</tbody>
</table>

### RACE

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AFRICAN AMERICAN</strong></td>
<td>1</td>
<td>4.76%</td>
</tr>
<tr>
<td><strong>AMERICAN INDIAN OR ALASKAN NATIVE</strong></td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td><strong>ASIAN INDIAN</strong></td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td><strong>CAMBODIAN</strong></td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td><strong>CHINESE</strong></td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td><strong>DECLINE TO STATE</strong></td>
<td>6</td>
<td>28.57%</td>
</tr>
<tr>
<td><strong>FILIPINO</strong></td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td><strong>GUAMANIAN</strong></td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td><strong>HAWAIIAN</strong></td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td><strong>HMONG</strong></td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td><strong>JAPANESE</strong></td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td><strong>KOREAN</strong></td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td><strong>LAOTIAN</strong></td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td><strong>OTHER ASIAN</strong></td>
<td>2</td>
<td>9.52%</td>
</tr>
<tr>
<td><strong>OTHER PACIFIC ISLANDER</strong></td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td><strong>SAMOAN</strong></td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td><strong>TAHITIAN</strong></td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td><strong>VIETNAMESE</strong></td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td><strong>WHITE/CAUCASIAN</strong></td>
<td>12</td>
<td>57.14%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>21</td>
<td>100.00%</td>
</tr>
</tbody>
</table>
## GENDER / ETHNICITY / RACE COMPOSITION

### EMERGENCY APPOINTEES

**APPEARING IN THE AGENDA OF**

September 22, 2015

<table>
<thead>
<tr>
<th>GENDER</th>
<th>APPOINTEES</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>FEMALE</td>
<td>10</td>
<td>50.00%</td>
</tr>
<tr>
<td>MALE</td>
<td>10</td>
<td>50.00%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>20</strong></td>
<td><strong>100.00%</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ETHNICITY</th>
<th>APPOINTEES</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>DECLINE</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>HISPANIC/LATINO</td>
<td>7</td>
<td>35.00%</td>
</tr>
<tr>
<td>NON-HISPANIC OR LATINO</td>
<td>13</td>
<td>65.00%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>20</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RACE</th>
<th>APPOINTEES</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFRICAN AMERICAN</td>
<td>2</td>
<td>10.00%</td>
</tr>
<tr>
<td>AMERICAN INDIAN OR ALASKAN NATIVE</td>
<td>2</td>
<td>10.00%</td>
</tr>
<tr>
<td>ASIAN INDIAN</td>
<td>1</td>
<td>5.00%</td>
</tr>
<tr>
<td>CAMBODIAN</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>CHINESE</td>
<td>1</td>
<td>5.00%</td>
</tr>
<tr>
<td>DECLINE TO STATE</td>
<td>5</td>
<td>25.00%</td>
</tr>
<tr>
<td>FILIPINO</td>
<td>1</td>
<td>5.00%</td>
</tr>
<tr>
<td>GUAMANIAN</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>HAWAIIAN</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>HMONG</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>JAPANESE</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>KOREAN</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>LAOTIAN</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>OTHER ASIAN</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>OTHER PACIFIC ISLANDER</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>SAMOAN</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>TAHITIAN</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>VIETNAMESE</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>WHITE/CAUCASIAN</td>
<td>8</td>
<td>40.00%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>20</strong></td>
<td><strong>100.00%</strong></td>
</tr>
</tbody>
</table>

Agenda Item
4a. (159-29F1–F13)
## GENDER / ETHNICITY / RACE COMPOSITION

### TEMPORARY APPOINTEES

APPEARING IN THE AGENDA OF

September 22, 2015

<table>
<thead>
<tr>
<th>GENDER</th>
<th>APPOINTEES</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>FEMALE</td>
<td>3</td>
<td>50.00%</td>
</tr>
<tr>
<td>MALE</td>
<td>3</td>
<td>50.00%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>6</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ETHNICITY</th>
<th>DECLINE</th>
<th>HISPANIC/LATINO</th>
<th>NON-HISPANIC OR LATINO</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RACE</th>
<th>AFRICAN AMERICAN</th>
<th>AMERICAN INDIAN OR ALASKAN NATIVE</th>
<th>ASIAN INDIAN</th>
<th>CAMBODIAN</th>
<th>CHINESE</th>
<th>DECLINE TO STATE</th>
<th>FILIPINO</th>
<th>GUAMANIAN</th>
<th>HAWAIIAN</th>
<th>HMONG</th>
<th>JAPANESE</th>
<th>KOREAN</th>
<th>LAOTIAN</th>
<th>OTHER ASIAN</th>
<th>OTHER PACIFIC ISLANDER</th>
<th>SAMOAN</th>
<th>TAHITIAN</th>
<th>VIETNAMESE</th>
<th>WHITE/CAUCASIAN</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>6</td>
</tr>
</tbody>
</table>
# Gender / Ethnicity / Race Composition

**Intern Appointees Appearing in the Agenda of September 22, 2015**

<table>
<thead>
<tr>
<th>Gender</th>
<th>Appointees</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>1</td>
<td>33.33%</td>
</tr>
<tr>
<td>Male</td>
<td>2</td>
<td>66.67%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>3</strong></td>
<td><strong>100.00%</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Appointees</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decline</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>1</td>
<td>33.33%</td>
</tr>
<tr>
<td>Non-Hispanic or Latino</td>
<td>2</td>
<td>66.67%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>3</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Race</th>
<th>Appointees</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>1</td>
<td>33.33%</td>
</tr>
<tr>
<td>American Indian or Alaskan Native</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>Asian Indian</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>Cambodian</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>Chinese</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>Decline to State</td>
<td>1</td>
<td>33.33%</td>
</tr>
<tr>
<td>Filipino</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>Guamanian</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>Hawaiian</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>Hmong</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>Japanese</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>Korean</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>Laotian</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>Other Asian</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>Other Pacific Islander</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>Samoan</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>Tahitian</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>Vietnamese</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>White/Caucasian</td>
<td>1</td>
<td>33.33%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>3</strong></td>
<td><strong>100.00%</strong></td>
</tr>
</tbody>
</table>
### GENDER / ETHNICITY / RACE COMPOSITION

**CATEGORICAL APPOINTEE**

**APPEARING IN THE AGENDA OF**

September 22, 2015

<table>
<thead>
<tr>
<th>Gender</th>
<th>Appointee</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>FEMALE</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>MALE</td>
<td>1</td>
<td>100.00%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Appointee</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>DECLINE</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>HISPANIC/LATINO</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>NON-HISPANIC OR LATINO</td>
<td>1</td>
<td>100.00%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1</td>
<td>100%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Race</th>
<th>Appointee</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFRICAN AMERICAN</td>
<td>1</td>
<td>100.00%</td>
</tr>
<tr>
<td>AMERICAN INDIAN OR ALASKAN NATIVE</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>ASIAN INDIAN</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>CAMBODIAN</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>CHINESE</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>DECLINE TO STATE</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>FILIPINO</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>GUAMANIAN</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>HAWAIIAN</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>HMONG</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>JAPANESE</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>KOREAN</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>LAOTIAN</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>OTHER ASIAN</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>OTHER PACIFIC ISLANDER</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>SAMOAN</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>TAHITIAN</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>VIETNAMESE</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>WHITE/CAUCASIAN</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1</td>
<td>100.00%</td>
</tr>
</tbody>
</table>
# GENDER / ETHNICITY / RACE COMPOSITION

## DEPARTMENT HEAD / DEAN / HEAD COUNSELOR APPOINTEES

### APPEARING IN THE AGENDA OF

September 22, 2015

<table>
<thead>
<tr>
<th></th>
<th>APPOINTEES</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>FEMALE</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>MALE</td>
<td>1</td>
<td>100.00%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>1</strong></td>
<td><strong>100.00%</strong></td>
</tr>
</tbody>
</table>

### ETHNICITY

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>DECLINE</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>HISPANIC/LATINO</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>NON-HISPANIC OR LATINO</td>
<td>1</td>
<td>100.00%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>1</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

### RACE

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>AFRICAN AMERICAN</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>AMERICAN INDIAN OR ALASKAN NATIVE</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>ASIAN INDIAN</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>CAMBODIAN</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>CHINESE</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>DECLINE TO STATE</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>FILIPINO</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>GUAMANIAN</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>HAWAIIAN</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>HMONG</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>JAPANESE</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>KOREAN</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>LAOTIAN</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>OTHER ASIAN</td>
<td>1</td>
<td>100.00%</td>
</tr>
<tr>
<td>OTHER PACIFIC ISLANDER</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>SAMOAN</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>TAHITIAN</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>VIETNAMESE</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>WHITE/CAUCASIAN</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>1</strong></td>
<td><strong>100.00%</strong></td>
</tr>
</tbody>
</table>
DATE OF BOARD MEETING: September 29, 2015

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)

159-29K1 This is a Science Coordinator position. The Science Coordinator will work with classroom teachers to assist with science instruction and prep for science lessons using the adopted FOSS curriculum. **This K Resolution requests the Board to authorize approval of the contract with an explicit waiver of Policy P3850 as per the attached memorandum.**

Category: Administrative

Code: 1

School Site / Department: Jefferson Elementary School (644)

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

All students in grades K-5 will receive support from the Science Coordinator

Dates of Service: October 1, 2015 - May 20, 2016

Total Cost: $6,000.00

Funding Source(s)/Program Title:

Trust Fund - PTA Funds

SACS Code(s):

01-93006-2016-1110-2100-5803-644

Name of Consultant: Leslie Quan

Evaluation: $0.00

Total Cost: $6,000.00
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:
Leslie Quan has worked as a Science Coordinator for Jefferson in the past and has excellent reviews by teachers, students, and families.

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

PREPARED AND SUBMITTED BY: Kim Adams

SCHOOL SITE/and or DEPARTMENT: Jefferson Elementary
To: Board of Education

From: Kim Adams, Principal Jefferson Elementary

Date: September 1, 2015

Re: Request of Waiver of Board Policy P3850

I am requesting a waiver for the individual contract for Leslie Quan. As a result of this waiver, Ms. Quan will work with teachers to assist in the planning and implementation of the Science curriculum. Ms. Quan is key to the implementation of the Next Generation Science Standards (NGSS) and supporting all students at Jefferson Elementary. Ms. Quan will work with all classrooms, and will provide extra support for teachers to reach the needs of our English Learners and our students with special needs in order to eliminate the achievement gap.
For Board Office Use Only  □ Vendor has multiple contracts for the current fiscal school year.

**SUBJECT:** Consultant Services  □ Individual  □ Organization

**DATE OF BOARD MEETING:** **September 29, 2015**

Is this a retroactive resolution?  □ Yes  □ No

If yes, please explain. Choose from list below or other comments: Resolutions is retro due to the date change of the Board Meeting from the 22nd to the 29th in observation of Yom Kippur.

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

159-29K2

Literacy Intervention Teacher will collaborate with Administration, Special Education Staff and General Education teachers to identify focal students through class wide SST process, perform a needs assessment at the grade level to determine strategies and materials, work directly with students on literacy acquisition, and support volunteers to supplement reading supports in the classrooms.

**Category:** Administrative  **Code:** 1

**School Site / Department:** 589 Grattan Elementary School

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

All students K-5

**Dates of Service:** 9/23/15 - 5/26/2016

**Total Cost:** $31,827.00

**Funding Source(s)/Program Title:**

Trust Fund – PTA Funds

**SACS Code(s):**

01-93006-2016-1110-2100-5803-589

**Name of Consultant:** Mary Stern  **Total Cost:** $31,827.00

**Evaluation:** $0

**Total Cost:** $31,827.00
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:

School Site Council and ILT advisement

DEGREE OF STUDENT CONTACT:

- Limited Contact
- More Than Limited Contact
- No Student Contact

PREPARED AND SUBMITTED BY: Matthew Reedy

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

DATE OF BOARD MEETING: September 29, 2015

Is this a retroactive resolution?  □ Yes  □ No

If yes, please explain. Choose from list below
or other comments: Resolutions is retro due to the date change of the Board Meeting from the 22nd to the 29th in observation of Yom Kippur.

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

159-29K3 Shane Safir will provide regular executive leadership coaching to El Dorado administration and will, in addition, support the development of a School Leadership Team. Coaching of the administration will be rooted in the leadership goals identified collaboratively with the Assistant Superintendent and will be aligned to the Bryk School Capacity Framework. The School Leadership Team will work collaboratively to provide guidance in school improvement in 3 areas: Academic, Social/Emotional and Culture/Climate.

Category: Administrative  Code: 1

School Site / Department: El Dorado Elementary School

Participants: (Those students, sites, or personnel who will be directly served by this consultant) Principal, Assistant Principal, and Leadership Team Members


Total Cost: $17,000.00

Funding Source(s)/Program Title: Concentration Grant

SACS Code(s): 01-07092-2016-1110-2100-5803-521

Name of Consultant: Shane Safir $17,000.00

Evaluation: $0

Total Cost: $17,000.00
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:

Shane Safir is a leadership and change coach with extensive experience working in urban schools. Shane has an existing relationship with the school administration and school leadership team. The services for the 15-16 school year build on work begun during the prior year.

DEGREE OF STUDENT CONTACT:

☒ Limited Contact  ☐ More Than Limited Contact  ☐ No Student Contact

PREPARED AND SUBMITTED BY: Silvia Cordero, Principal

SCHOOL SITE/and or DEPARTMENT: El Dorado Elementary
DATE OF BOARD MEETING: September 29, 2015

Is this a retroactive resolution? ☑ Yes ☐ No

If yes, please explain. Choose from list below or other comments: Resolutions is retro due to the date change of the Board Meeting from the 22nd to the 29th in observation of Yom Kippur.

SERVICE/PROGRAM DESCRIPTION: Jean Parker has a Parent Community Outreach Program. Consultant will support parents with Spanish translation at parent/teacher conferences, parent workshops, school newsletter and school memos. Services include school to home contracts.

Category: Communications Code: 4

School Site / Department: Jean Parker School

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

Dates of Service: 9-23-15 to 5-27-16

Total Cost: $600.00

Funding Source(s)/Program Title: UGF/AB825 – Targeted Instructional Improvement Block Grant

SACS Code(s): 01-07940-2016-1110-2100-5803-638

Name of Consultant: Nora Mejia $600.00

Evaluation: $0

Total Cost: $600.00
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:

DEGREE OF STUDENT CONTACT:

☐ Limited Contact  ☑ More Than Limited Contact  ☐ No Student Contact

PREPARED AND SUBMITTED BY: Elizabeth Brooks

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

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

DATE OF BOARD MEETING: September 29, 2015

Is this a retroactive resolution?  □ Yes  □ No

If yes, please explain. Choose from list below
or other comments: Resolutions is retro due to the date change of the Board Meeting from the 22nd to the 29th in observation of Yom Kippur.

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

159-29K5

With the goal of providing enriching curriculum and programs in accordance with SFUSD goals of engaging high achieving and joyful learners, and to sustain commitments to social justice through collaboration with community-based organizations, Paul Revere K-8 seeks approval of the SFUSD board to contract with Elliot Gann of Today's Future Sound Music Production for a twice-weekly Beat Making Workshop at Paul Revere. The class would be part of an elective class being offered for middle school students, financed through grant awards. The musical component would teach students the fundamentals of beat-making and music production to help them create their own beats (instrumental musical compositions). Sequencing, structure, and composition will also be taught so that the end result is a fully-sequenced, finished, collaborative beat made by the group, and a concrete, hands-on introduction to sampling/programming theory and practice. Some basic music theory (scales) may be taught as well as the integration of live instruments, percussion and voice (singing, rapping, etc.).

Category: Visual & Performing Arts Enrichment Code: 27

School Site / Department: Paul Revere K-8

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

Up to 20 Middle School students, including those with socioeconomic and academic needs

Dates of Service: Sept. 23, 2015 - Dec. 18, 2015

Total Cost: $3,550.00

Funding Source(s)/Program Title:
QTEA: API Site Block Grants

SACS Code(s): 01-90236-2016-1110-2100-5803-760

Name of Consultant: Elliot Gann

Evaluation: $0

Total Cost: $3,550.00
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:
Elliot Gann has collaborated with Performing Arts Workshop at Paul Revere and has worked at other schools in the Bay Area to enhance enrichment opportunities for students through Today's Future Sound. This would be his second consecutive year working with Middle School students in an elective class.

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

PREPARED BY: Lorraine Orlandi
SUBMITTED BY: Stacy-Ann Afflick
SCHOOL SITE/and or DEPARTMENT: Paul Revere K-8
SUBJECT: Consultant Services  □ Individual  □ Organization

DATE OF BOARD MEETING: September 29, 2015

Is this a retroactive resolution?  □ Yes  □ No

If yes, please explain. Choose from list below or other comments:
Resolutions is retro due to the date change of the Board Meeting from the 22nd to the 29th in observation of Yom Kippur.

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

159-29K6
Consultant will work with all students in 6th - 8th grade general and special education classes in the outdoor classroom using current curriculum to develop meaningful links between math, science, literacy, nutrition and the arts and the outdoor environment. Consultant will also:
• Help lead and facilitate the A.P. Giannini Garden Club twice a week during lunch.
• Work closely with parents to include them in garden projects.
• Participate and help facilitate four garden weekend work days during the school year.
• Attend two faculty meetings to encourage and inspire teachers to use outdoor classroom.
• Maintain and plant year round vegetable garden with seasonal vegetables.
• Act as a liaison between staff and SFUSD landscape gardener.
• Oversee maintenance and upkeep of systems and equipment.
• Research grants for outdoor learning classroom expansion projects.

Category: Teaching  Code: 23

School Site / Department: A.P. Giannini Middle School

Participants: (Those students, sites, or personnel who will be directly served by this consultant)
All General and Special education teachers in grades and students in 6th grade through 8th grade classes.


Total Cost: $16,800.00

Funding Source(s)/Program Title:
Trust Fund - PTA Funds

SACS Code(s):
01-93006-2016-1110-2100-5803-404

Name of Consultant: Kasey Wooten  $16,800.00

Evaluation: $0

Total Cost: $16,800.00

---
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:
PTA/SSC community input about school priorities for consultant. PTA/Teacher/Principal search committee interviewed and hired consultant.

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

PREPARED AND SUBMITTED BY: Michael Reichle

SCHOOL SITE/and or DEPARTMENT: A.P. Giannini Middle School
DATE OF BOARD MEETING: September 29, 2015

Is this a retroactive resolution?  Yes  No

If yes, please explain. Choose from list below
or other comments: Resolutions is retro due to the date change of the Board Meeting from the 22nd to the 29th in observation of Yom Kippur.

SERVICE/PROGRAM DESCRIPTION: Consultant will coach leaders on developing strategies for goal attainment. Leaders will be supported in advance by giving careful attention to analysis and reflection of quantitative data and qualitative evidence. Leaders will learn the use of diagnostic tools, data, and evidence for choice of goals.

Category: Administrative  Code: 1

School Site / Department: LEAD Elementary Schools Cohort 4

Participants: LEAD Elementary Cohort 4 Leadership Staff

Dates of Service: September 28, 2015 - March 31, 2016

Total Cost: $18,000.00

Funding Source(s)/Program Title: Unrestricted General Fund

SACS Code(s): 01-00000-2016-0000-7150-5803-136

Name of Consultant: Lynda Tredway $18,000.00

Evaluation: $0

Total Cost: $18,000.00
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:**
Consultant was selected based on experience in the field of School and district Leadership Development.

**DEGREE OF STUDENT CONTACT:**
- [ ] Limited Contact
- [ ] More Than Limited Contact
- [x] No Student Contact

**PREPARED BY:** Ivan Romero-Cazares

**SUBMITTED BY:** Regina Piper

**SCHOOL SITE/and or DEPARTMENT:** LEAD Elementary Schools Cohort 4
DATE OF BOARD MEETING: September 29, 2015

Is this a retroactive resolution?  ☑ Yes  ☐ No

If yes, please explain. Choose from list below or other comments: Resolutions is retro due to the date change of the Board Meeting from the 22nd to the 29th in observation of Yom Kippur.

SERVICE/PROGRAM DESCRIPTION:

The consultant will provide outreach and support services for the Indian Education Program, Title VII students and families to ensure that the American Indian/Alaskan Native students are personally contacted and connected with San Francisco Unified School District resources and the Indian Education Program, Title VII.

Category: Program Management  Code: 16

School Site / Department:  Sanchez Elementary School, Bungalow #2/ Office of Access & Equity in Department of Curriculum & Instruction

Participants: (Those students, sites, or personnel who will be directly served by this consultant)  American Indian students, their families & friends, & Native community members, teachers, & administrators in the SFUSD

Dates of Service:  September 23, 2015 - May 26, 2016

Total Cost:  $5,500.00

Funding Source(s)/Program Title:  Indian Education

SACS Code(s):  01-45100-2016-1110-2100-5803-110

Name of Consultant:  Michelle Antone  $5,500.00

Evaluation:  $0

Total Cost:  $5,500.00
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:
Consultant was selected as best candidate according to successful experience and history working with the SFUSD American Indian/Alaskan Native youth, the Indian Education Program, Title VII, and local Native American community agencies in San Francisco.

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

PREPARED AND SUBMITTED BY: Paloma Flores

SCHOOL SITE and DEPARTMENT: Sanchez Elementary School, Bungalow #2/ Office of Access & Equity in Department of Curriculum & Instruction
SUBJECT: Consultant Services  ☒ Individual  ☐ Organization

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

DATE OF BOARD MEETING: September 29, 2015

Is this a retroactive resolution?  ☒ Yes  ☐ No

If yes, please explain. Information not finalized in time for Meeting.

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)

159-29K9 The consultant will provide six parent/family development workshops for SFUSD's Migrant Education Program (MEP) Families as outlined in the SFUSD's District Service Agreement (DSA) with the MEP Region 1. Migrant Education Program parent/family development workshops will provide the learning opportunities families requested at the last Parent Advisory Council Meeting. The content of the workshops will address areas of need and interest as determined by the MEP PAC.

Category: Administrative  Code: 1

School Site / Department: Migrant Education Program/C&I/Cesar Chavez School

Participants: (Those students, sites, or personnel who will be directly served by this consultant) Migrant Education Program Families

Dates of Service: September 22, 2015 - October 22, 2015

Total Cost: $2,100.00

Funding Source(s)/Program Title:
NCLB: Title 1, Part C, Migrant Education

SACS Code(s):
01-30600-2016-4850-2100-5803-110

Name of Consultant: Gerardo Lopez $2,100.00

Evaluation: $0

Total Cost: $2,100.00
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:

This consultant served the Migrant Education Program and Families in the bay area for the past thirteen years as a Migrant Education Program Manager for the Santa Clara County Office of Education. Mr. Lopez specializes in MEP Parent Development, is bilingual, and proven to be dependable and committed educator.

DEGREE OF STUDENT CONTACT:

- **Limited Contact**
- **More Than Limited Contact**
- **No Student Contact**

PREPARED BY: Helen Pettiford

SUBMITTED BY: Helen Pettiford/Cecilia Loucel

SCHOOL SITE/and or DEPARTMENT: Migrant Education Program/C&I
SUBJECT: Consultant Services  □ Individual  □ Organization

DATE OF BOARD MEETING: September 29, 2015

Is this a retroactive resolution?  □ Yes  □ No

If yes, please explain. Choose from list below or other comments: Resolutions is retro due to the date change of the Board Meeting from the 22nd to the 29th in observation of Yom Kippur.

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

159-29K10 Mr. Christopher Arquiza Paguio is supporting the Strategy and Fund Development Department in the Superintendent’s Office with the design and development of the District’s and Spark* SF Public Schools fundraising website. As the District’s fundraising arm, Strategy and Fund Development created Spark* SF Public Schools to share the positive message of the fundraising successes and continue expanding the portfolio of funders who support SF Public Schools. Therefore, the website and the services of Mr. Arquiza Paguio will ensure we have an online presence to share the exiting work of the District to a broader audience.

Category: Technology Services  Code: 25

School Site / Department: Strategy and Fund Development

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

Dates of Service: September 23, 2015 – October 22, 2015

Total Cost: $2,030.00

Funding Source(s)/Program Title:
Unrestricted General Fund

SACS Code(s):
01-00000-2016-0000-7530-5803-013

Name of Consultant: Christopher Arquiza Paguio  $2,030.00
Evaluation: $0
Total Cost: $2,030.00
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:

Mr. Arquiza Paguio was selected for his previous work with the Policy and Operations Team in designing the Nutrition website.

DEGREE OF STUDENT CONTACT:

☐ Limited Contact ☐ More Than Limited Contact ☒ No Student Contact

PREPARED BY: Jonathan Garcia

SUBMITTED BY: Laura Moran

SCHOOL SITE and DEPARTMENT: Strategy and Fund Development
Subject: Consultant Services  □ Individual  □ Organization

For Board Office Use Only  □ Vendor has multiple contracts for the current fiscal school year.

Date of Board Meeting: September 29, 2015

Is this a retroactive resolution?  □ Yes  □ No

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

Retroactive due to the date change of the Board Meeting from the 22nd to the 29th in observation of Yom Kippur.

Service/Program Description:

159-29K11

Childcare service will be provided to Migrant Education Program Parents who will participate in the Migrant Education Parent Development Seminars during the months of October through December 2015. The seminars will provide parent development opportunities in the realms of academic and social development of Migrant Education Program Students in San Francisco Unified School District.

Category: Parent Advocacy  Code: 13

School Site / Department: Migrant Education Program/C&I/Cesar Chavez School

Participants: Migrant Education Program Families

Dates of Service: September 23, 2015 - April 16, 2016

Total Cost: $1,102.50

Funding Source(s)/Program Title:
NCLB: Title I, Part C, Migrant Education

SACS Code(s):
01-30600-2016-4850-2100-5803-110

Name of Consultant: Gloria Jimenez $367.50  Alejandro Gonzalez-Tostado $367.50  Mary Carmen Garcia Diaz $367.50

Evaluation: $0

Total Cost: $1,102.50
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:
These consultant have served Migrant Education Program families for the past several years as a volunteer. She is bilingual and has proved to be dependable and excellent in serving this particular population.

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

PREPARED BY: Helen Pettiford

SUBMITTED BY: Helen Pettiford/Cecilia Loucel

SCHOOL SITE/and or DEPARTMENT: Migrant Education Program/C&I
SUBJECT: Consultant Services  □ Individual  □ Organization

DATE OF BOARD MEETING: September 29, 2015

Is this a retroactive resolution? □ Yes  □ No

If yes, please explain. Choose from list below or other comments: Resolutions is retro due to the date change of the Board Meeting from the 22nd to the 29th in observation of Yom Kippur.

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

159-29K12 To conduct an Independent Education Evaluation (IEE) per IDEA regulations. The results of the IEE will be used to assist in determining special education eligibility and educational planning.

Category: Student Assessment  Code: 18

School Site / Department: Special Education Services

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

Dates of Service: 09/23/2015 to 06/30/2016

Total Cost: $5,500.00

Funding Source(s)/Program Title: Special Education Services

SACS Code(s): 05-65000-2016-5001-3120-5803-065

Name of Consultant: Carina Grandison $5,500.00

Evaluation: $0

Total Cost: $5,500.00
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:
Per Agreement between SFUSD and parent.

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

PREPARED BY: Sharis Yau

SUBMITTED BY: Lisa Miller

SCHOOL SITE/DEPARTMENT: Special Education Services
SUBJECT: Consultant Services  ☑ Individual  ☒ Organization

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

DATE OF BOARD MEETING: September 29, 2015
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)

159-29K13

myON subscription in order to increase the use of technology to promote literacy with special pricing as a participant in the Making Connections early, family and digital literacy project. This is an online hosting service requiring prepayment for the subscription for the year.

Category: Curriculum  Code: 5

School Site / Department: 650 John Muir Elementary School

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

K-5 Students, 281 students

Dates of Service: 9/30/2015 - 6/30/2016

Total Cost: $5,000.00

Funding Source(s)/Program Title:
Quality Education Investment Act
Unrestricted General Fund

SACS Code(s):
01-74000-2016-1110-2100-5803-650  $2,500.00
01-00000-2016-0000-7530-5803-013  $2,500.00

Name of Consultant: Capstone - myON  $5,000.00

Evaluation:  $0

Total Cost:  $5,000.00

K Resolution

137
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:

myON has been used at several sites in the district now and has been reviewed and vetted in pilot projects by the Deputy Superintendent of Instruction, Innovation and Social Justice and members of LEAD. It is a named product in the Making Connections grant-funded project.

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

PREPARED AND SUBMITTED BY: Shawn Mansager, Principal

SCHOOL SITE/and or DEPARTMENT: John Muir Elementary 650
SUBJECT: Consultant Services  □ Individual  □ Organization

DATE OF BOARD MEETING: September 29, 2015

Is this a retroactive resolution?  □ Yes  □ No

If yes, please explain. Choose from list below

or other comments: Resolutions is retro due to the date change of the Board Meeting from the 22nd to the 29th in observation of Yom Kippur.

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

159-29K14

The Argonne Elementary staff will create a vision for our students connected to the Vision 2025 Graduate Profile. Fiona Hovenden from Collective Invention will be hired as a consultant to help us create a profile of the Argonne graduate and help our staff come to agreement on our commitments to our students, to one another, and our school community.

Category: Administrative  □ Code: 1

School Site / Department: 435 Argonne Elementary School

Participants: (Those students, sites, or personnel who will be directly served by this consultant) 25 staff members

Dates of Service: 9/23/15 to 5/27/16

Total Cost: $5,000.00

Funding Source(s)/Program Title:
School Site Based WSF Allocation

SACS Code(s):
01-00000-2016-1110-2100-5803-435

Name of Consultant: Collective Invention

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:

Mark Murphy, school community partner, recommended Collective Invention because of his experience working with the organization on Vision 2025. Argonne Elementary selected Collective Invention because the organization has experience with SFUSD vision/programming.

DEGREE OF STUDENT CONTACT:

- Limited Contact
- More Than Limited Contact
- No Student Contact

PREPARED AND SUBMITTED BY: Cami Okubo

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

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

DATE OF BOARD MEETING: September 29, 2015

Is this a retroactive resolution?  □ Yes  □ No

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

SERVICE/PROGRAM DESCRIPTION:

159-29K15 During the school year, Staff Developers from The Reading and Writing Project of Teachers College (Columbia University) will travel to Hillcrest to provide 10 days of research-based professional development for K-5 teachers on Balanced Literacy as a means to successfully implement the Common Core State Standards for ELA. Hillcrest has made steady academic growth over the last several years and is a critical member of the Excelsior Learning Collaborative, which is currently being viewed by LEAD as a district model for the academic reform of many "intensive" and "strategic" level elementary schools.

Category: Professional Development  Code: 14

School Site / Department: Hillcrest ES

Participants: Classroom teachers, Paraprofessionals, Coaches and administration

Dates of Service: October 1, 2015 - May 27, 2016

Total Cost: $28,500.00

Funding Source(s)/Program Title:
Cowell Foundation; Long Term English Learner Initiative
NCLB: Title I Schoolwide Programs

SACS Code(s):
01-90732-2016-1110-2100-5803-133  $18,000
01-31500-2016-1110-2100-5803-614  $10,500

Name of Consultant: The Reading and Writing Project Network, LLC  $28,500.00

Evaluation: $0

Total Cost: $28,500.00
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 Reading and Writing Project has over 30 years experience training teachers in research-based methodologies. Their staff development at Hillcrest over the last four years has been instrumental in the continual academic growth of the school.

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

PREPARED AND SUBMITTED BY: Katerina Palomares, Principal
SCHOOL SITE/and or DEPARTMENT: Hillcrest Elementary School
SUBJECT: Consultant Services  □ Individual  □ Organization

DATE OF BOARD MEETING: September 29, 2015

Is this a retroactive resolution?  □ Yes  □ No

If yes, please explain. School schedule required work to start.

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)

159-29K16 Edmentum.com through salesperson, Mark Christian, will provide access to three online software programs (Study Island, Education City and Reading Eggs) to assist students in mastering state and Common Core Standards and improve performance in core skill areas. Programs differentiate instruction for English learners and special needs students. Requires advanced payment for SY 2016-2017.

Category: Curriculum  Code: 5

School Site / Department: Francis Scott Key Elem School

Participants: (Those students, sites, or personnel who will be directly served by this consultant) 570


Total Cost: $12,606.67

Funding Source(s)/Program Title:
School Site Based WSF Allocation
SCG – English Learner (EL)

SACS Code(s):
01-00000-2016-1110-2100-5803-544  $6,303.34
01-07091-2016-4760-2100-5803-544  $6,303.33

Name of Consultant: Edmentum, Inc. $12,606.67

Evaluation: $0

Total Cost: $12,606.67

----------------
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:

used programs last 3 years

DEGREE OF STUDENT CONTACT:

☐ Limited Contact  ☐ More Than Limited Contact  ☒ No Student Contact

PREPARED BY: Betty Lam

SUBMITTED BY: Ying Mimi Kasner

SCHOOL SITE/and or DEPARTMENT: Francis Scott Key Elem
Subject: Consultant Services  □ Individual  □ Organization

For Board Office Use Only  □ Vendor has multiple contracts for the current fiscal school year.

Date of Board Meeting: September 29, 2015

Is this a retroactive resolution?  □ Yes  □ No

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

Resolutions is retro due to the date change of the Board Meeting from the 22nd to the 29th in observation of Yom Kippur.

Service/Program Description: (What the service and program description are; why the services are required; how the services will benefit the District)

159-29K17 Playworks playground conflict resolution and Restorative Practices coach to support student engagement in recreational activities.

Category: Supplemental Student Counseling  Code: 21

School Site/Department: Moscone Elementary School 723

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

K-5 students and Moscone staff

Dates of Service: September 25, 2015 to May 26, 2016

Total Cost: $32,000.00

Funding Source(s)/Program Title:

Trust Fund – Site Specific Trust Fund #1
School Site Based WSF Allocation
Concentration Grant

SACS Code(s):

01-93011-2016-1110-2100-5803-723  $ 5,756
01-00000-2016-1110-2100-5803-723  $ 2,000
01-07092-2016-1110-2100-5803-723  $24,244

Name of Consultant: Playworks Education Energized  $32,000.00

Evaluation: $0

Total Cost: $32,000.00
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:
Playworks was chosen after extensive search of organizations and positive feedback from other sites regarding fostering an inclusive environment for the socio-emotional development of children. Continuing relationship started in 14-15 year.

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

PREPARED AND SUBMITTED BY: Valerie Hoshino

SCHOOL SITE/and or DEPARTMENT: George Moscone Elementary School
DATE OF BOARD MEETING: September 29, 2015

Is this a retroactive resolution? Yes ☐ No ☒

If yes, please explain. Choose from list below
or other comments: Resolutions is retro due to the date change of the Board Meeting from the 22nd to the 29th in observation of Yom Kippur.

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

159-29K18

Teacher's College (TC), The Reading and Writing Project Network: TC provides on-site individualized professional development services for schools that are implementing Reader's and Writer's Workshop using the TC model. We are focusing our professional development explicitly on Writer's Workshop. Generally, a staff developer will work with a school to support the entire literacy curriculum. As part of this, a staff developer will lead two or three "labsites" during each school visit, at least one of which supports writing instruction. In the writing lab site, a staff developer teaches the students in one teacher's room so that a half dozen participating teachers can learn the structures, methods and expectations for a rigorous writing workshop. During the first day, a staff developer models the management of a workshop, the architecture of a minilesson, the components of conferences and small group work. By the second day, the staff developer shows teachers how to adapt instruction based on quick assessments of students, and how to tailor teaching plans and methods based on assessment.

Teachers and staff developers function almost as co-researchers, observing what students do as writers, developing and pursuing inquiry questions, imagining how students might work independently and in partnerships, studying and developing a discourse about texts, and planning teaching strategies. Throughout this work, staff developers and teachers work collaboratively to assess students' growth and to design whole-class and small group teaching based on students' needs. In addition to this in-class lab site work, a staff developer generally also leads study groups, one aligned to each lab site. As part of their learning, teachers sometimes do the same writing work that they teach students to do. They collect seed ideas, select one to turn into a piece of writing, then draft, revise, edit and publish their own mentor texts, which they may use during whole-class instruction. Just as children develop as writers, moving along a continuum from beginner to more sophisticated to advanced, so, too, teachers progress along a continuum of teaching development. Teachers who are new to the work learn first the foundations of writing workshop, while those who have been with us for many years receive more advanced professional development.

All participating teachers develop as stronger writer instructors.

Category: Professional Development Code: 14

School Site / Department: 493, San Francisco Community School

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

All classroom teachers in K-8th grade; RSP teachers; Coaches; Principal

Limited contact: Small groups of students may be pulled for the consultant to model teaching practices and lessons.
Dates of Service: September 23-25 to June 30, 2016
Total Cost: $14,000.00

Funding Source(s)/Program Title:
Cowell Foundation; Long Term English Learner Initiative

SACS Code(s):
01-90732-2016-1110-2100-5803-133

Name of Consultant: The Reading and Writing Project Network, LLC
Evaluation: $0
Total Cost: $14,000.00

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 Teachers College Reading and Writing Project is one of the world’s premier providers of professional development in the teaching of writing. Lucy Calkins’s books on teaching writing, including the now-classic The Art of Teaching Writing, are foundational to the field. Thousands of school districts have adopted Units of Study in Writing Grades K-8 as their writing curriculum. Their professional development in writing stretches across the globe, to nations as diverse as Jordan and Sweden, Singapore and India. More than 100,000 educators have attended their institutes in the teaching of writing, and hundreds of people return to these each year. Many SFUSD schools have become TC “Project Schools,” paying for TC staff developers to work with their staff on an ongoing basis. After 3 years on the wait-list, we are thrilled to be a project school for a second year.

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

PREPARED AND SUBMITTED BY: Nora Houseman, Principal
SCHOOL SITE/and or DEPARTMENT: San Francisco Community School, 493
SUBJECT: Consultant Services  □ Individual  □ Organization

DATE OF BOARD MEETING: September 29, 2015

Is this a retroactive resolution?  □ Yes  □ No

If yes, please explain. Choose from list below
or other comments: Resolutions is retro due to the date change of the Board Meeting from the 22nd to the 29th in observation of Yom Kippur.

SERVICE/PROGRAM DESCRIPTION:

159-29K19

With the goal of sustaining commitments to support families and create positive school-home relationships through partnerships with community-based organizations, Paul Revere proposes to enter into partnership with Mission Graduates to provide on-site instruction for parents in English as a Second Language, as well as to conduct parent recruitment, leadership development and technical assistance to strengthen the English Learners Advisory Committee, or ELAC, composed of the families of English language learners.

Category: Parent Advocacy  Code: 13

School Site / Department: Paul Revere K-8 school

Participants: Families of more than 200 students at Paul Revere with limited English, including members of the English Language Advisory Committee.

Dates of Service: September 23, 2015 - May 20, 2016

Total Cost: $4,500.00

Funding Source(s)/Program Title:
QTEA: API Site Block Grants

SACS Code(s):
01-90236-2016-1110-2100-5803-760

Name of Consultant: Mission Graduates
Evaluation: $0.00
Total Cost: $4,500.00

---
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:
Paul Revere has more than 200 students with limited English, many from recent immigrant families with high economic needs. Low-income, monolingual Spanish-speaking Parents at Paul Revere have consistently requested and attended on-site ESL classes, and many of those same families are working to build a stronger ELAC. Mission Graduates provides these services at other schools in SFUSD, serving in particular the Mission neighborhood that is home to many Paul Revere families. The organization has more than 40 years of experience serving ethnically diverse, lower-income families and this is its second consecutive year at Revere.

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

PREPARED BY: Lorraine Orlandi

SUBMITTED BY: Stacy-Ann Afflick

SCHOOL SITE/DEPARTMENT: Paul Revere K-8 school
SUBJECT: Consultant Services  □ Individual  □ Organization

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

DATE OF BOARD MEETING: September 29, 2015

Is this a retroactive resolution?  □ Yes  □ No

If yes, please explain. Choose from list below
or other comments: Resolutions is retro due to the date change of the Board Meeting from the 22nd to the 29th in observation of Yom Kippur.

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

159-29K20  Edmentum will license Paul REvere to purchase Study Island and Reading Eggs computer-based learning packages for students in grades 2-6, mainly for use in the after-school programs. In addition, Edmentum will provide on-site and Web-based trainings to Paul Revere teachers and staff who will be using the programs with students.

Category: Curriculum  Code: 5

School Site / Department: Paul Revere K-8

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

More than 150 students in grades 2-6 attending after-school programs, including students with socio-economic and academic needs.

Dates of Service:  September 23, 2015 - June 30, 2016

Total Cost:  $6,555.00

Funding Source(s)/Program Title:

QTEA: API Site Block Grants

SACS Code(s):

01-90236-2016-1110-2100-5803-760

Name of Consultant: Edmentum, Inc.  $6,555.00

Evaluation:  $0

Total Cost:  $6,555.00
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:

Study Island is designed to help K–12 students master the content specified in state and Common Core standards and improve performance in core skill areas. The self-paced, individualized learning approach will allow students to build their skills during after school hours with the guidance of program leaders, in a format that is engaging and fun.

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

PREPARED BY: Lorraine Orlandi
SUBMITTED BY: Stacy-Ann Afflick
SCHOOL SITE/and or DEPARTMENT: Paul Revere K-8
SUBJECT: Consultant Services  □ Individual  □ Organization

DATE OF BOARD MEETING: September 29, 2015

Is this a retroactive resolution? □ Yes  □ No

If yes, please explain. Choose from list below or other comments: Resolutions is retro due to the date change of the Board Meeting from the 22nd to the 29th in observation of Yom Kippur.

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

159-29K21 Generation Citizen, Inc. will provide a program in “action civics” education to middle school social studies classes, providing students with the knowledge and skills necessary to participate in our democracy as active citizens. The organization will work with the 7th-grade social studies and leadership elective teacher to provide 90 minutes of in-class programming per week.

Category: Curriculum  Code: 5

School Site / Department: Paul Revere K-8

Participants: (Those students, sites, or personnel who will be directly served by this consultant) About 30 to 40 middle school students, including those with socio-economic and academic needs.

Dates of Service: September 23, 2015 - May 26, 2016

Total Cost: $4,000.00

Funding Source(s)/Program Title: Middle School Leadership Initiative in Partnership with the Mayor’s Office and salesforce.com

SACS Code(s): 01-90795-2016-1110-2100-5803-760

Name of Consultant: Generation Citizen, Inc. $4,000.00

Evaluation: $0

Total Cost: $4,000.00

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

Generation Citizen has collaborated with Paul Revere teachers for the past two years in bringing hands-on civics education to the classroom. GC Bay Area launched in Fall 2013, and has served hundreds of students in schools across the region.

DEGREE OF STUDENT CONTACT:

- Limited Contact
- More Than Limited Contact
- No Student Contact

PREPARED BY: Lorraine Orlandi

SUBMITTED BY: Stacy-Ann Afflick

SCHOOL SITE/and or DEPARTMENT: Paul Revere K-8
DATE OF BOARD MEETING: September 29, 2015

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)

159-29K22

Consultant will provide professional development for the entire ELA dept. in the pedagogy of Balanced Literacy, specifically Reader's/Writer's Workshop. The ELA dept. will continue to participate in a series of lab classrooms, observations and model lessons to understand and apply the architecture of a mini-lesson, inquiry based lessons and interactive read aloud (Socratic Seminar style) and strategy groups, guided reading groups for small group instruction. We will be linking units of study to the K-12 common core curricular framework in delivering the Workshop Methodology.

Category: Professional Development  Code: 14

School Site / Department: A.P. Giannini Middle School

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

ELA Dept.

Dates of Service: 10-25-15 - 5-15-16

Total Cost: $16,200.00

Funding Source(s)/Program Title:

School Site Based WSF Allocation

SACS Code(s):

01-00000-2016-1110-2100-5803-404

Name of Consultant: The Reading and Writing Project Network, LLC - Teacher's College of Columbia University

Evaluation: $0

Total Cost: $16,200.00
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:

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

PREPARED AND SUBMITTED BY: Tai Schoeman

SCHOOL SITE/and or DEPARTMENT: A.P. Giannini M.S.
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: September 29, 2015

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

If yes, please explain. Choose from list below or other comments: Resolutions is retro due to the date change of the Board Meeting from the 22nd to the 29th in observation of Yom Kippur.

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

159-29K23

Reading Partners will operate a reading tutoring program at Bessie Carmichael Elementary School Monday through Thursday. In collaboration with school leadership and school teaching staff, Reading Partners will enroll students based on school intervention planning needs. Reading Partners will work with school staff to provide one-to-one reading tutoring services for K-5 students. Enrolled students will receive 45 minute tutoring sessions—two times per week. Tutors will utilize a structured curriculum and materials provided by Reading Partners. Reading Partners will create and support individual student reading plans for each student enrolled in program with feedback from school leadership and classroom teachers.

Category: Tutoring & After School Activities  Code: 26

School Site / Department: Bessie Carmichael/Filipino Education Center

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

Dates of Service:  September 23, 2015 - May 27, 2016

Total Cost:  $16,000.00

Funding Source(s)/Program Title:
Concentration Grant

SACS Code(s):
01-07092-2016-1110-2100-5803-449  $16,000

Name of Consultant: Reading Partners  $16,000.00

Evaluation:  $0

Total Cost:  $16,000.00
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:

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

PREPARED AND SUBMITTED BY: TINA K. LAGDAMEN, PRINCIPAL
SCHOOL SITE/and DEPARTMENT: BESSIE CARMICHAEL/FEC
SUBJECT: Consultant Services  □ Individual   □ Organization

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

DATE OF BOARD MEETING:  September 29, 2015

Is this a retroactive resolution?  □ Yes  □ No

If yes, please explain.  Choose from list below or other comments:  Resolutions is retro due to the date change of the Board Meeting from the 22nd to the 29th in observation of Yom Kippur.

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

159-29K24 To provide a safe, healthy and inclusive play and physical activity program for Bessie Carmichael students during recess and lunch recess at Bessie Carmichael School as well as providing staff with the tools necessary to foster an inclusive environment for the socio-emotional development of children to thrive. Playworks will provide an energetic and enthusiastic individual who will organize physical activities during student recess periods, coordinate activities with classes, run the Junior Coach Leadership Program, run the Playworks After School Program, and coordinate sports leagues after school. The hours will be from 7:50am - 3:50pm five days a week.

Category: Administrative  Code:  1

School Site/ and or Department:  Bessie Carmichael School/ FEC

Participants: (Those students, sites, or personnel who will be directly served by this consultant)  All students of Grades K-5 and our Bessie Carmichael School staff at-large along with families

Dates of Service:  9/23/15 - 5/27/15

Total Cost:  $32,000.00

Funding Source(s)/Program Title:  UGF/AB825 Targeted Instructional Improvement Block Grant Concentration Grant School Site Based WSF Allocation

SACS Code(s):  
01-07940-2016-1110-2100-5803-449  $22,000
01-07092-2016-1110-2100-5803-449  $ 2,000
01-00000-2016-1110-2100-5803-449  $ 8,000

Name of Consultant: Playworks Education Energized  $32,000.00
Evaluation: $0
Total Cost: $32,000.00

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:
Playworks was chosen due prior positive experience with the organization in fostering an inclusive environment for the socio-emotional development of children.

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

PREPARED AND SUBMITTED BY: Tina Lagdamen
SCHOOL SITE/and or DEPARTMENT: Bessie Carmichael School
SUBJECT: Consultant Services  □ Individual  □ Organization

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

DATE OF BOARD MEETING: September 29, 2015

Is this a retroactive resolution?  □ Yes  □ No

If yes, please explain. Choose from list below or other comments: Resolutions is retro due to the date change of the Board Meeting from the 22nd to the 29th in observation of Yom Kippur.

SERVICE/PROGRAM DESCRIPTION:

159-29K25

This partnership will support unaccompanied minors and underserved recent immigrant students through:
- Group psychosocial services to newly arrived immigrant Latino youth
- Provide early identification and psychosocial education to youth
- Triage and referral services to other community services for additional support
- Individual Case Management
- Complex cases and those with a higher need of mental health services or other social services will be connected to other services at IFR or other service providers within the system of care.

Category: Supplemental Student Counseling  Code: 21

School Site / Department: SF International HS

Participants: At risk students at SFHHS

Dates of Service: 9/30/15 - 6/15/16

Total Cost: $41,000.00

Funding Source(s)/Program Title: School Site Based WSF Allocation

SACS Code(s):
01-00000-2016-1110-2100-5803-621

Name of Consultant: Instituto Familiar de La Raza  $41,000.00

Evaluation: $0

Total Cost: $41,000.00
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:
- Interviews with current qualified staff

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

PREPARED AND SUBMITTED BY: Julie Kessler

SCHOOL SITE/and or DEPARTMENT: SF International HS
SUBJECT: Consultant Services  □ Individual  □ Organization

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

DATE OF BOARD MEETING: September 29, 2015

Is this a retroactive resolution? □ Yes  □ No

If yes, please explain. Choose from list below

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

159-29K26
- Individual case management and college access support
- Individual in-class academic and behavioral support for our most high-needs students
- Communicating with 9/10 teachers, students and parents
- New Student Orientation Support for 9/10th grade
  -- Meet with 9/10th credit deficient students and identify credit recovery options
  - 9/10 grade class presentations in Advisory
- Supporting our existing after school program by connecting students to services during the school day as well as after school.

Category: Supplemental Student Counseling  Code: 21

School Site / Department: SF International HS

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

Dates of Service: 9-30-15 - 5-29-16

Total Cost: $75,000.00

Funding Source(s)/Program Title:
Concentration Grant
UGF/AB825 – Targeted Instructional Improvement Block Grant
School Site Based WSF Allocation

SACS Code(s):
01-07092-2016-1110-2100-5803-621  $ 4,000
01-07940-2016-1110-2100-5803-621  $29,153
01-00000-2016-1110-2100-5803-621  $41,847

Name of Consultant: Refugee Transitions  $75,000.00

Evaluation: $0

Total Cost: $75,000.00
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:

Interviews with current qualified staff.

DEGREE OF STUDENT CONTACT:

- Limited Contact
- More Than Limited Contact
- No Student Contact

PREPARED AND SUBMITTED BY: Julie Kessler

SCHOOL SITE/and or DEPARTMENT: SF International HS
SUBJECT: Consultant Services  □ Individual  □ Organization

DATE OF BOARD MEETING: September 29, 2015

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)

159-29K27 Reading Partners will operate a volunteer reading mentoring program two-day/week program at Tenderloin Elementary School and Raphael Weill Out-of-School/Rosa Parks Elementary School. Reading mentors work one-on-one with students identified by school staff. Reading Partners provides a coordinator who oversees the volunteer mentors, the curriculum and reading materials utilized by the reading mentors, and provides assessment and feedback information to the partner schools.

Category: Tutoring & After School Activities  Code: 26

School Site / Department: Rosa Parks/Raphael Weill OST, Tenderloin Elementary School

Participants: (Those students, sites, or personnel who will be directly served by this consultant)  50 students

Dates of Service: 10-01-2015 thru 5-30-2016

Total Cost: $50,000.00

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

SACS Code(s): 12-93005-2016-0001-2100-5803-900

Name of Consultant: Reading Partners  $50,000.00

Evaluation: $0

Total Cost: $50,000.00
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:

Reading Partners is a national organization with measurable success in accreting reading levels for students and especially students reading below grade level. Reading Partner students gained an average of 1.6 months of reading skills per month. We were encouraged to partner with Reading Partners by a funder and together we successfully obtained a grant to support this program at these two sites.

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

DATE OF BOARD MEETING:  September 29, 2015

Is this a retroactive resolution?  □ Yes  □ No

If yes, please explain. Choose from list below or other comments: Resolutions is retro due to the date change of the Board Meeting from the 22nd to the 29th in observation of Yom Kippur.

SERVICE/PROGRAM DESCRIPTION:
159-29K28 Leadership Coaching for four principals in some of our highest needs schools, Tier 3. Each principal meets with his/her coach for two hours, two times per month. Goals for coaching are to be developed based on the criteria below:
-Using a strength-based approach, lead principals through a self-evaluation process to determine 1-2 growth areas in adaptive leadership.
-Growth areas should include elements that support our leaders in communicating a compelling presence and a steadfast belief in the power of the possible, demonstrating personal and professional self-awareness, and nourish trusting relationships in a culturally and racially diverse learning organization.
-At the end of each semester, lead Principal to reflect on growth and determine next steps.
Coach will work closely with Director of Principal Leadership and Support to ensure alignment to district leadership development.

Category: Professional Development  Code: 14

School Site / Department: LEAD HS DIVISION

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

Dates of Service: 09/23/2015 - 06/01/2016
Total Cost: $35,200.00

Funding Source(s)/Program Title:
Unrestricted General Fund

SACS Code(s):
01-00000-2016-1110-2100-5803-138

Name of Consultant: Elena Aguilar Consulting, LLC $35,200.00
Evaluation: $0.00
Total Cost: $35,200.00
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:

Elena Aguilar is a teacher, coach, writer and leader who has worked in the education field for twenty years. Elena is a leadership coach working with principals, assistant principals, and central office administrators in Oakland Unified School District. She led a team of instructional and leadership coaches who worked with that district’s most challenged schools. According to many indicators, this transformational coaching program was very successful and Elena’s leadership resulted in system-wide learning. She is also the author of the book, The Art of Coaching, published by Jossey-Bass in 2013. She is currently writing a book on coaching teams.

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

PREPARED AND SUBMITTED BY: Pablo Villavicencio

SCHOOL SITE/and or DEPARTMENT: LEAD HS DIVISION
SUBJECT: Consultant Services  ☑ Individual  ☐ Organization

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

DATE OF BOARD MEETING: September 29, 2015

Is this a retroactive resolution?  ☑ Yes  ☐ No

If yes, please explain. Choose from list below
or other comments: Resolutions is retro due to the date change of the Board Meeting from the 22nd to the 29th in observation of Yom Kippur.

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

Redbird Advanced Learning will provide online K-7 Mathematics & Algebra courses at Citywide Tutorial Program which allows students to learn at their own rate and help them to achieve their full potential. Redbird Advanced Learning will provide professional development for teachers, technical support, software configuration and weekly accountability reports to enrolled sites.

Category: Curriculum  Code: 5

School Site / Department: Citywide Tutorial Program Sites

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

Students and staff at City Tutorial Program sites

Dates of Service: September 23, 2015 - May 27, 2016

Total Cost: $11,000.00

Funding Source(s)/Program Title:
UGF/AB825 - Targeted Instructional Improvement Block Grant

SACS Code(s):
01-07940-2016-0000-2100-5803-110

Name of Consultant: Redbird Advanced Learning  $11,000.00

Evaluation: $0

Total Cost: $11,000.00
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:
Redbird Advanced Learning has expanded (and aligned more fully with Common Core State Standards in math) the online acceleration program, formerly associated with Stanford’s Educational Program for Gifted Youth (EPGY). The program has many years of experience in accelerating student learning in math and preparing students for advanced academic opportunities.

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

PREPARED AND SUBMITTED BY: Kevin Chávez

SCHOOL SITE/and or DEPARTMENT: Access & Equity
SUBJECT: Consultant Services  □ Individual  □ Organization

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

DATE OF BOARD MEETING: September 29, 2015

Is this a retroactive resolution? □ Yes  □ No

If yes, please explain. Choose from list below
or other comments:  Resolutions is retro due to the date change of the Board Meeting from the 22nd to the 29th in observation of Yom Kippur.

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

159-29K30 Ingleside Community Center Multicultural Partners After School Education and Enrichment Program (MPAEEP) will provide an after school extended day program to youth, K-12, that includes academic tutoring, cultural enrichment, recreational activities, computer and STEM enrichment activities. The program serves up to 50 SFUSD students who live in the Ocean, Merced and Ingleside neighborhoods and increases the access of these underserved students to high quality tutoring services to help increase their academic achievement.

Category: Tutoring & After School Activities  Code: 26

School Site / Department: Ingleside Community Center

Participants: (Those students, sites, or personnel who will be directly served by this consultant) SFUSD students in the Ocean, Merced and Ingleside neighborhoods

Dates of Service: September 23, 2015 - May 27, 2016

Total Cost: $23,750.00

Funding Source(s)/Program Title: UGF/AB825 - Targeted Instructional Improvement Block Grant

SACS Code(s): 01-07940-2016-0000-2100-5803-110

Name of Consultant: Ingleside Community Center $23,750.00

Evaluation: $0

Total Cost: $23,750.00
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 Ingleside Community Center was selected for their long history in the Ingleside Community, providing homework and tutorial assistance for students, assistance with youth offenders and a full array of social services to the community.

DEGREE OF STUDENT CONTACT:

□ Limited Contact  □ More Than Limited Contact  □ No Student Contact

PREPARED AND SUBMITTED BY: Kevin Chávez

SCHOOL SITE/and or DEPARTMENT: Access & Equity
SUBJECT: Consultant Services  ☑ Individual  ☒ Organization

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

DATE OF BOARD MEETING: September 29, 2015

Is this a retroactive resolution? ☑ Yes  ☐ No

If yes, please explain. Choose from list below or other comments: Resolutions is retro due to the date change of the Board Meeting from the 22nd to the 29th in observation of Yom Kippur.

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

159-29K31 Providence Baptist Church of San Francisco will provide after-school academic tutoring and mentoring services for up to 35 historically underserved students in the Bayview/Hunters Point neighborhood. The staff provides academic support as well as serves as advocates for the students in schools and in the community to increase access to appropriate social services and create an environment for students to be successful.

Category: Tutoring & After School Activities  Code: 26

School Site / Department: Providence Baptist Church of SF

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

Students in Bayview/Hunters Point neighborhood

Dates of Service: September 23, 2015 - May 27, 2016

Total Cost: $23,750.00

Funding Source(s)/Program Title:
UGF/AB825 - Targeted Instructional Improvement Block Grant

SACS Code(s):
01-07940-2016-0000-2100-5803-110

Name of Consultant: Providence Baptist Church of San Francisco $23,750.00

Evaluation: $0

Total Cost: $23,750.00
DISTRICT GOALS AND EVALUATION:

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

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:

Providence Baptist Church of SF has demonstrated success in working with targeted students in the Bayview/Hunters Point. They have also collaborated with tutoring services and supports through our Citywide Tutorial Program.

DEGREE OF STUDENT CONTACT:

- Limited Contact
- More Than Limited Contact
- No Student Contact

PREPARED AND SUBMITTED BY: Kevin Chávez

SCHOOL SITE/and or DEPARTMENT: Access & Equity
DATE OF BOARD MEETING: September 29, 2015

Is this a retroactive resolution? ☑ Yes ☐ No

If yes, please explain. Choose from list below or other comments: Resolutions is retro due to the date change of the Board Meeting from the 22nd to the 29th in observation of Yom Kippur.

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

159-29K32

Collective Impact dba Ella Hill Hutch Community Center will provide an after-school program for at-risk students, serving up to 50 youth in grades K-12, which includes academic tutoring, mentoring, and leadership skills development. The program is guided by five principles: developing caring relationships between students and adults; creating a safe space for student learning; focusing on student health and wellness; providing students marketable skills for graduation; and involving students in giving back to peers and the community. Students participate in academic assessments and receive assistance with the California High School Exit Exam preparation, PSAT/SAT preparation and community leadership development. These services address the needs of underserved students in the Western Addition and increase students' access to high quality tutoring services to increase academic achievement.

Category: Tutoring & After School Activities

School Site / Department: Collective Impact dba Ella Hill Hutch Community Center

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

At-risk students in grades K-12

Dates of Service: September 23, 2015 - June 30, 2016

Total Cost: $42,750.00

Funding Source(s)/Program Title:
UGF/AB825 - Targeted Instructional Improvement Block Grant

SACS Code(s):
01-07940-2016-0000-2100-5803-110

Name of Consultant: Collective Impact dba Ella Hill Hutch Community Centers

Evaluation: $0

Total Cost: $42,750.00
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:
Collective Impact dba Ella Hill Hutch Community Center has demonstrated success in working with at-risk, targeted students in the Western Addition by providing tutoring and mentoring services and supports.

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

PREPARED AND SUBMITTED BY: Kevin Chávez

SCHOOL SITE/DEPARTMENT: Access & Equity
SUBJECT: Consultant Services  □ Individual  ● Organization

DATE OF BOARD MEETING: September 29, 2015

Is this a retroactive resolution?  ● Yes  □ No

If yes, please explain. Choose from list below

or other comments: Resolutions is retro due to the date change of the Board Meeting from the 22nd to the 29th in observation of Yom Kippur.

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

159-29K33 BarCloud is online solution for asset management. Through BarCloud we are able to inventory, track and monitor the ATIC Lending Library materials in with an automated process. With BarCloud we are able to collect data on device loans to better understand the needs of our students. We will be able to closely monitor loans, gain transparency in asset management and ensure we are fiscally responsible with our assets.

Category: Technology Services  Code: 25

School Site / Department: Special Education Services

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

Central Office Special Education Technology Department

Dates of Service: 09/23/15 - 06/30/16

Total Cost: $1,080.00

Funding Source(s)/Program Title: Special Education Services

SACS Code(s): 05-65000-2016-5001-2100-5803-056

Name of Consultant: ASAP Systems $1,080.00

Evaluation: $0

Total Cost: $1,080.00
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:
We reviewed software that was user-friendly and developed for school use. In speaking with other centers that have Lending Libraries for devices, BarCloud is considered to be the most user-friendly, customizable and economical in the field of education.

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

PREPARED BY: Sharis Yau
SUBMITTED BY: Sarah Ashton
SCHOOL SITE/and or DEPARTMENT: Special Education Services
SUBJECT: Consultant Services  □ Individual  □ Organization

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

DATE OF BOARD MEETING: September 29, 2015

Is this a retroactive resolution?  □ Yes  □ No

If yes, please explain. Choose from list below
or other comments: Resolutions is retro due to the date change of the Board Meeting from the 22nd to the 29th in observation of Yom Kippur.

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

159-29K34

Sheridan Elementary School ExCEL After School Program is seeking partnership with Stonestown Family YMCA (Contractor) to implement the 21st CCLC Equitable Access grant. Contractor will provide equitable access programs and services for targeted ExCEL youth. Contractor will provide overall management of the equitable access program components including programmatic and fiscal accountability in accordance with grant guidelines. Total amount to be paid to Contractor includes reimbursement for staffing costs and related program expenses including supplies, materials and subcontracting (if necessary).

Category: Tutoring & After School Activities  □ Code: 26

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

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

Students of Sheridan Elementary School

Dates of Service: September 23, 2015 - June 30, 2016

Total Cost: $21,250.00

Funding Source(s)/Program Title:

NCLB: Title IV, Part B, 21st Century Community Learning Centers Program

SACS Code(s):

01-41249-2016-1110-2100-5803-153

Name of Consultant: Stonestown Family YMCA  $21,250.00

Evaluation: $0

Total Cost: $21,250.00

179
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:
Stonestown Family YMCA is an approved ExCEL Provider through the Request for Qualifications process. Stonestown Family 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 or DEPARTMENT: Student, Family and Community Support Dept.
DATE OF BOARD MEETING: September 29, 2015

Is this a retroactive resolution? Yes No

If yes, please explain. Choose from list below or other comments: Resolutions is retro due to the date change of the Board Meeting from the 22nd to the 29th in observation of Yom Kippur.

SERVICE/PROGRAM DESCRIPTION:
159-29K35 Sanchez Elementary School ExCEL After School Program is seeking partnership with Reading Partners (Contractor) to implement the 21st CCLC Equitable Access grant. Contractor will provide equitable access programs and services for targeted ExCEL youth. Contractor will provide overall management of the equitable access program components including programmatic and fiscal accountability in accordance with grant guidelines. Total amount to be paid to Contractor includes reimbursement for staffing costs and related program expenses including supplies, materials and subcontracting (if necessary).

Category: Tutoring & After School Activities Code: 26

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

Participants: (Those students, sites, or personnel who will be directly served by this consultant) Students of Sanchez Elementary School

Dates of Service: September 23, 2015 - June 30, 2016

Total Cost: $8,000.00

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

SACS Code(s):
01-41249-2016-1110-2100-5803-153

Name of Consultant: Reading Partners $8,000.00

Evaluation: $0

Total Cost: $8,000.00
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:

Reading Partners is an approved ExCEL Provider through the Request for Qualifications process. Reading Partners 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: September 29, 2015

Is this a retroactive resolution?  ☑ Yes  ☐ No

If yes, please explain. Information not finalized in time for Meeting.

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)

159-29K36

Computer Using Educators (CUE) will provide San Francisco Unified School District Information Technology Department five days of high quality professional development sessions for staff. This Google Workshop will focus on utilizing Google Apps for Education to increase and improve productivity communication and collaboration and increase the department's ability to train and support schools and district offices. Up to 80 IT and district office staff will participate in the week-long bootcamp.

Category: Professional Development  Code: 14

School Site / Department: Information Technology Department

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

Information Technology Department

Dates of Service: 9/14/15 - 9/18/15

Total Cost: $24,900.00

Funding Source(s)/Program Title:
QTEA: Technology Upgrades

SACS Code(s):
01-90239-2016-0000-2100-5803-220

Name of Consultant: Computer Using Educators (CUE)  $24,900.00

Evaluation: $0

Total Cost: $24,900.00
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 Information Technology department requested proposals from five training organizations in the Bay Area that are experts in Google Apps for Education. CUE is a leader in providing high-quality professional development for educators and classified staff. CUE was selected for the comprehensiveness of their proposal and the caliber of trainers that they are providing. CUE was also the lowest cost proposal submitted.

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

PREPARED BY: Jennifer Louie
SUBMITTED BY: Melissa Dodd
SCHOOL SITE/DEPARTMENT: Information Technology 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:  September 29, 2015

AMENDMENT TO RESOLUTION(s): 158-11K2
List original and all previous amendment resolution numbers.

Explain why the amendment is needed: Choose from list below:
or other comments:  Correction of a data entry on the prior K resolution paperwork.

<table>
<thead>
<tr>
<th>SERVICE/PROGRAM DESCRIPTION:</th>
<th>(What the service and program description are; why the services are required; how the services will benefit the District)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1549-29K37 Motor Program Consultant will co-teach with the Pre-K through 5th Occupational therapists to identify and adapt effective kinesthetic and sensory motor strategies which can be utilized as a tier 2 intervention program for general and special ed students in the general education setting. Consultant will work with the classroom teachers to make accommodations and modifications to classroom management and lesson development to address the needs of diverse student populations, with specific focus on kinesthetic learners and students with attention and social relationship challenges. Consultant will also design and facilitate organized activities on the yard at recess and lunch time.</td>
<td></td>
</tr>
</tbody>
</table>

Category: Teaching  
Code: 23

School Site/ and or Department:  
589 Grattan Elementary School

Participants: (Those students, sites, or personnel who will be directly served by this consultant):  
All students K-5

Original Dates of Service:  
8/17/15 – 5/26/16

Amended Dates of Service:  
8/17/15 – 5/26/16

Cost of this Amendment Request:  
$1,450.00

Funding Source(s)/Program Title:  
Trust Fund – PTA Funds

SACS Code(s):  
01-93006-2016-1110-2100-5803-589

Cost of this Request:  
$1,450.00

a) Name of Consultant:  
Elijah Bonner

b) Evaluation: (if applicable):  
$0
Background

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Original Cost Adopted</td>
<td>$38,316.00</td>
</tr>
<tr>
<td>Previous Amendment(s) if any</td>
<td>$0.00</td>
</tr>
<tr>
<td><strong>Total Program Cost To Date</strong></td>
<td><strong>$39,766.00</strong></td>
</tr>
<tr>
<td>(Add Items a to d)</td>
<td></td>
</tr>
</tbody>
</table>

**DISTRICT GOALS AND EVALUATION:**

- **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:**

SSC/ILT

**DEGREE OF STUDENT CONTACT:**

- Limited Contact
- More Than Limited Contact
- No Student Contact

**PREPARED AND SUBMITTED BY:** Matthew Reedy

**SCHOOL SITE/and or DEPARTMENT:** 589 Grattan Elementary School
SUBJECT: Consultant Services  □ Individual  □ Organization

DATE OF BOARD MEETING: September 29, 2015

AMENDMENT TO RESOLUTION(s): 158-25K3
List original and all previous amendment resolution numbers.

Explain why the amendment is needed: Choose from list below:
or other comments: Correction of original K-Reso to include request for Waiver of Board Policy P3850. Please see attached request.

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

159-29K38 Consultant will provide EED with the opportunity to support teaching staff connection to higher educational goals to further enhance their instruction and elevate the field of early childhood education while acting as a liason to connect and guide teaching staff to college partners towards AA, BA, and/or Credential opportunities.

Category: Teacher Mentoring  Code: 22

School Site/and or Department: Early Education Department

Participants: (Those students, sites, or personnel who will be directly served by this consultant) Teaching staff of the Early Education Department

Original Dates of Service: August 26, 2015 - June 30, 2016
Amended Dates of Service: n/a

Cost of this Amendment Request: $0

Funding Source(s)/Program Title:
Trust Fund – EED Discretionary Funds

SACS Code(s):
12-93005-2016-0001-2100-5803-900

Cost of this Request

a) Name of Consultant: Tammy Evette Stribling  $0
b) Evaluation: (if applicable)  $0
Background

c) Original Cost Adopted  $50,000.00
d) Previous Amendment(s) if any  $0

Total Program Cost To Date  $50,000.00
(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:
Consultant was selected based on local community and state colleges that provided recommendations for candidates for this position. This candidate was best qualified with experience for running her own ECE program and knowledge of navigation of 2 and 4 year college programs for financial aid, course selection and registration procedures, and reflects EED's current population of teaching staff.

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

PREPARED BY: Sarah Tiu

SUBMITTED BY: Meenoo Yashar

SCHOOL SITE/and or DEPARTMENT: Early Education Department
I 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: September 29, 2015

AMENDMENT TO RESOLUTION(s): 156-23K12
List original and all previous amendment resolution numbers.

Explain why the amendment is needed: Choose from list below:
or other comments: Increase cost from vendor/artist.

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

159-29K39
The artist works 19 hours per week so that the students have access to dance instruction with 2-4 in-school and community performances a year. The classes enable teachers to collaborate with grade level team members. The artist provides Mexican Folkdance and Latin Rhythms dance instruction on Tuesday - Fridays for grades K-5th. In addition the artist provides one hour per week of instruction for 6-8th students through our seminar program

Category: Visual & Performing Arts Enrichment  Code: 27

School Site/ and or Department: Buena Vista Horace Mann

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

Students in K-5th grade; 6-8th grade students will be served as part of seminar programming in a mixed grade level class.

Original Dates of Service: August 17, 2015- May 27, 2016
Amended Dates of Service: August 17, 2015- May 27, 2016

Cost of this Amendment Request: $1,575.00

Funding Source(s)/Program Title:
Trust Fund – PTA Funds

SACS Code(s):
01-93006-2016-1110-2100-5803-618

Cost of this Request $1,575.00

a) Name of Consultant: Jesus Alberto Cortes Hernandez
b) Evaluation: (if applicable) $included
Background

c) Original Cost Adopted $26,200.00
d) Previous Amendment(s) if any $0

Total Program Cost To Date $27,775.00
(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:
Jesus Alberto Cortes Hernandez provided these services successfully in 2014-15 and is returning as part of our RPAC structure. He will also continue as a seminar provider.

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

PREPARED AND SUBMITTED BY: Richard Zapien

SCHOOL SITE and DEPARTMENT: 618 Buena Vista Horace Mann School
**K Resolution Amendment**

**DATE OF BOARD MEETING:** September 29, 2015

**AMENDMENT TO RESOLUTION(s):** 148-26K41, 152-10K22

List original and all previous amendment resolution numbers.

**Explain why the amendment is needed:** This amendment is at no cost and extends the existing license/contract through January 16, 2016 for the multi-site Making Connections project implementation; it also changes some schools and grade levels for the period from Sep 30, 2015 through Jan 16, 2016 (Muir and Chavez removed from license and Sanchez added).

<table>
<thead>
<tr>
<th>SERVICE/PROGRAM DESCRIPTION:</th>
<th>(What the service and program description are; why the services are required; how the services will benefit the District)</th>
</tr>
</thead>
<tbody>
<tr>
<td>159-29K40</td>
<td>In order to support the implementation of a Comprehensive Literacy Framework at four SFUSD elementary schools and to fulfill our proposed scope of work for a Start-Up: Education Foundation funded project targeting 1st Grade literacy and family engagement, we propose to purchase a one-year MyON subscription. My ON is an Online Hosting Service providing access to leveled readers in English and Spanish that will be able to be accessed from school and from home, digitally. The subscription cost includes onsite PD and support. Being a subscription service this Online Hosted Services Contract will require pre-payment for the full calendar year of service (so all payment will be in FY 2014-15). The first amendment paid for expanded functionality of MyON Reader not present in the original subscription to MyON Books: MyON Reader includes Lexile placements and benchmarks, which enhances the ability to forecast, assist with needed intervention and report student progress (or achievement). MyON includes literacy tools that support close reading and help students build skills like highlighting and note-taking.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Category:</th>
<th>Code:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum</td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School Site/ and or Department:</th>
<th>Muir ES, Chavez ES, Lau ES, Bret Harte ES, Sanchez ES</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Participants: (Those students, sites, or personnel who will be directly served by this consultant)</th>
<th>Approximately 280 students, their families and their teachers in the Pre-K-2 grades across multiple school communities, listed above.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Original Dates of Service:</th>
<th>8/27/2014 - 8/30/2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amended Dates of Service:</td>
<td>8/27/2014 - 1/16/2016</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cost of this Amendment Request:</th>
<th>$0</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Funding Source(s)/Program Title:</th>
<th>StartUp: Education Grant</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>SACS Code(s):</th>
<th>01-90775-2015-1110-2100-5803-010</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>a) Name of Consultant:</th>
<th>Capstone (myON)</th>
<th>$0</th>
</tr>
</thead>
<tbody>
<tr>
<td>b) Evaluation: (if applicable)</td>
<td></td>
<td>$0</td>
</tr>
</tbody>
</table>
Background

<table>
<thead>
<tr>
<th>c) Original Cost Adopted</th>
<th>$10,450.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>d) Previous Amendment(s) if any</td>
<td>$2,000.00</td>
</tr>
<tr>
<td>Total Program Cost To Date</td>
<td>$12,450.00</td>
</tr>
</tbody>
</table>

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:

myON has been vetted by C&I leaders, as well as LEAD team members and was specifically named in the grant. Data from our pilot project also demonstrates positive impacts on reading for participating students and families.

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

PREPARED AND SUBMITTED BY: Kevin B. Rocap, Executive Director, Strategy & Development

SCHOOL SITE/and or DEPARTMENT: Superintendent's Office and Office of Strategy and Development
AMENDMENT TO RESOLUTION(s): 149-23K19
List original and all previous amendment resolution numbers.

Explain why the amendment is needed: This no-cost amendment extends the full-school license for myON through January 16, 2016 due to the implementation beginning in Jan 2015. This extension will support participation in the Making Connections: Early, Family and Digital Literacy Project in SFUSD.

SERVICE/PROGRAM DESCRIPTION: Capstone MyON is a personalized digital literacy platform that creates collaborative learning opportunities. With MyON, every student experiences the benefits of personalized literacy instruction. Every scholar receives a virtual backpack of over 5,000 enhanced digital books, matched to their interests and Lexile® level.

To meet CDE deadlines for SIG expenditures and because this is an online subscription service, this will be a pre-paid contract. Dates of service for the subscription will cross fiscal years per the dates below.

Category: Curriculum
School Site/ and or Department: Dr. George Washington Carver Elementary School - 625
Participants: Students in Grades K-5 - (Approx. 246)
Original Dates of Service: Sep 24, 2014 - Sep 30, 2015
Amended Dates of Service: Sep 24, 2014 - Jan 16, 2016
Cost of this Amendment Request: $0

Funding Source(s)/Program Title:
NCLB: Title I, School Improvement Grant (SIG)

SACS Code(s):
01-31802-2015-1110-2100-5803-625

Cost of this Request
a) Name of Consultant: Capstone (myON) $0
b) Evaluation: (if applicable) $0
Background

c) Original Cost Adopted $5,950.00
d) Previous Amendment(s) if any $0.00

Total Program Cost To Date $5,950.00
(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:

We selected MyON Capstone Digital because of their proven track record and impact on student achievement, especially in urban schools serving historically underserved populations. In addition, they implement research-based, instructional practices and strategies to support a comprehensive approach to literacy through online services.

DEGREE OF STUDENT CONTACT:

- Limited Contact
- More Than Limited Contact
- No Student Contact

PREPARED BY: Kevin B. Rocap, Executive Director, Strategy & Development

SUBMITTED BY: Kevin Rocap, Executive Director, Strategy & Development on behalf of Principal Stewart

SCHOOL SITE/and or DEPARTMENT: Dr. George W. Carver ES
SUBJECT: Consultant Services  □ Individual  □ Organization

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

DATE OF BOARD MEETING: September 29, 2015

AMENDMENT TO RESOLUTION(s): 14-694KA, 158-11K76
List original and all previous amendment resolution numbers.

Explain why the amendment is needed: Change in funding source.
or other comments: Reduce the funding amount.

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

159-29K42 Goalbook is an online platform that supports teachers in developing model IEP goals that are grade level, Common Core aligned, measureable and incorporate Universal Design for Learning.

Category: Technology Services  Code: 25
School Site/ and or Department: Special Education Services
Participants: (Those students, sites, or personnel who will be directly served by this consultant)

Original Dates of Service: 07/01/2015 - 06/30/2016
Amended Dates of Service: N/A

Cost of this Amendment Request: ($6,375.00) Credit

Funding Source(s)/Program Title:
Special Education Services

SACS Code(s):
05-65000-2016-5001-2100-5803-056

Cost of this Request

a) Name of Consultant: Enome, Inc. dba Goalbook ($6,375.00) Credit

b) Evaluation: (if applicable) $0
Background

c) Original Cost Adopted $15,375.00
d) Previous Amendment(s) if any $34,500.00
Total Program Cost To Date $43,500.00
(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 Transfer of Skills and Capacity Building

SELECTION PROCESS:
Reviewed software that allows teachers to create common core, measurable, grade level goals.

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

PREPARED BY: Sharis Yau
SUBMITTED BY: Sarah Ashton
SCHOOL SITE and DEPARTMENT: Special Education Services
AMENDMENT TO RESOLUTION(s): 154-28K16
List original and all previous amendment resolution numbers.

Explain why the amendment is needed: Additions/deletions of services to students.

The site has determined that in order to better accommodate the needs of targeted youth, Bay Area Community Resources (lead agency name) 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:
159-29K43

Cleveland Elementary School ExCEL After School Program is seeking partnership with Bay Area Community Resources (Contractor) to implement the 21st Century Community Learning Center Supplemental and Department of Children, Youth and Their Families grants to provide summer supplemental program per grant guidelines. As Lead Agency, Contractor 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 Contractor includes reimbursement for staffing costs and related program expenses including supplies, materials and subcontracting (if necessary).

Category: Tutoring & After School Activities  Code: 26

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

Participants: Students of Cleveland Elementary School
(Those students, sites, or personnel who will be directly served by this consultant)

Original Dates of Service: July 1, 2015 - June 30, 2016
Amended Dates of Service: NA

Cost of this Amendment Request: $(34,544.00) Credit

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

SACS Code(s):
01-41246-2016-1110-2100-5100-153  $(11,793) Credit
01-41246-2016-1110-2100-5803-153  $(22,751) Credit

Cost of this Request

a) Name of Consultant: Bay Area Community Resources  $(34,544.00) Credit

b) Evaluation: (if applicable) $0
K Resolution Amendment

159-29K43 Cont. Page 2

Background

c) Original Cost Adopted $86,164.00
d) Previous Amendment(s) if any $0

Total Program Cost To Date $51,620.00
(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:
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 or DEPARTMENT: Student, Family and Community Support Dept.
K Resolution Amendment

DATE OF BOARD MEETING: September 29, 2015

AMENDMENT TO RESOLUTION(s): 155-12K43
List original and all previous amendment resolution numbers.

Explain why the amendment is needed: Additions/deletions of services to students.

The site has determined that in order to better accommodate the needs of targeted youth, Embarcadero YMCA (lead agency name) 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: (What the service and program description are; why the services are required; how the services will benefit the District)

159-29K44
Bessie Carmichael/Filipino Education Center K-8 School ExCEL After School Program is seeking partnership with Embarcadero YMCA (Contractor) to serve as the lead agency for implementation of the After School Education and Safety, 21st Century Community Learning Center Base and Department of Children, Youth and Their Families grants to provide a comprehensive after school program. As Lead Agency, Contractor 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 Contractor includes reimbursement for staffing costs and related program expenses including supplies, materials and subcontracting (if necessary).

Category: Tutoring & After School Activities Code: 26

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

Participants: (Those students, sites, or personnel who will be directly served by this consultant) Students of Bessie Carmichael/Filipino Center K-8 School

Original Dates of Service: July 1, 2015 - June 30, 2016
Amended Dates of Service: NA

Cost of this Amendment Request: $(8,445.00) Credit

Funding Source(s)/Program Title: After School Education and Safety Program

SACS Code(s): 01-60100-2016-1110-2100-5100-153

Cost of this Request
a) Name of Consultant: Embarcadero YMCA

Credit $(8,445.00)

b) Evaluation: (if applicable)

$0
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:
Embarcadero YMCA is an approved ExCEL Provider through the Request for Qualifications process. Embarcadero YMCA was chosen by the school community to provide overall support to the after school program.

DEGREE OF STUDENT CONTACT:
- [ ] Limited Contact
- [x] 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.
K Resolution Amendment

SUBJECT: Consultant Services ☑ Individual ☐ Organization

DATE OF BOARD MEETING: September 29, 2015

AMENDMENT TO RESOLUTION(s): 155-26K46, 158-11K81 and 158-11K81

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, Refugee Transitions (lead agency name) 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:

159-29K45

San Francisco International High School ExCEL After School Program is seeking partnership with Refugee Transitions (Contractor) to serve as the lead agency for implementation of the After School Safety and Enrichment for Teens grant to provide a comprehensive after school program that may include summer, school breaks and weekends per grant guidelines. As Lead Agency, Contractor will provide overall management and operation of the ASSETS program, including programmatic and fiscal accountability in accordance with grant guidelines. Total amount to be paid to Contractor includes reimbursement for staffing costs and related program expenses including supplies, materials and subcontracting (if necessary).

Category: Tutoring & After School Activities Code: 26

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

Participants: (Those students, sites, or personnel who will be directly served by this consultant) Students of San Francisco International High School

Original Dates of Service: July 1, 2015 - June 30, 2016

Amended Dates of Service: NA

Cost of this Amendment Request: $(25,429.00) Credit

Funding Source(s)/Program Title:

NCLB: Title IV, Part B, 21st Century Community Learning Centers Program

SACS Code(s):

01-41244-2016-1110-2100-5100-153

Cost of this Request

a) Name of Consultant: Refugee Transitions

b) Evaluation: (if applicable) $0

(201)
Background

c) Original Cost Adopted $86,000.00
d) Previous Amendment(s) if any $33,561.00
Total Program Cost To Date $94,132.00 (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:
Refugee Transitions is an approved ExCEL Provider through the Request for Qualifications process. Refugee Transitions 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.