



Putting
Children
First

BOARD OF EDUCATION MEETING AND WORKSHOP

Board of Education Members

- Jessie Ryan, President (Trustee Area 7)
- Christina Pritchett, Vice President (Trustee Area 3)
- Michael Minnick, 2nd Vice President (Trustee Area 4)
- Lisa Murawski (Trustee Area 1)
- Leticia Garcia (Trustee Area 2)
- Mai Vang (Trustee Area 5)
- Darrel Woo (Trustee Area 6)
- Isa Sheikh, Student Member

Thursday, September 3, 2020

4:30 p.m. Closed Session

6:00 p.m. Open Session

Serna Center

Community Conference Rooms
5735 47th Avenue
Sacramento, CA 95824
(See Notice to the Public Below)

AGENDA

AMENDED

2020/21-5

Allotted Time

4:30 p.m. **1.0 OPEN SESSION / CALL TO ORDER / ROLL CALL**

NOTICE OF PUBLIC ATTENDANCE BY LIVESTREAM

Members of the public who wish to attend the meeting may do so by livestream at: <https://www.scusd.edu/post/watch-meeting-live>. No physical location of the meeting will be provided to the public.

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

NOTICE OF PUBLIC COMMENT AND DEADLINE FOR SUBMISSION:

Public comment may be (1) emailed to publiccomment@scusd.edu; (2) submitted in writing, identifying the matter number and the name of the public member at the URL <https://tinyurl.com/SCUSDcommentSeptember3> or (3) using the same URL, submitting a request for oral comment only when the matter is called, instead of written comment. Regardless of the method by which public comment is submitted, the submission deadline for closed and open session items shall be no later than noon, September 3. Individual written public comment shall be no more than two minutes in length on each agenda or nonagenda item. The Board shall limit the total time for public comment on each agenda item, including communications and organizational reports, to 15 minutes in length. With Board consent, the President may increase or decrease the length of time allowed for public comment, depending on the topic and the number of written public comments.

3.0 CLOSED SESSION

While the Brown Act creates broad public access rights to the meetings of the Board of Education, it also

recognizes the legitimate need to conduct some of its meetings outside of the public eye. Closed session meetings are specifically defined and limited in scope. They primarily involve personnel issues, pending litigation, labor negotiations, and real property matters.

- 3.1 *Government Code 54956.9 - Conference with Legal Counsel:*
 - a) *Significant exposure to litigation pursuant to subdivision (d)(2) of Government Code section 54956.9 (One Potential Case)*
 - b) *Initiation of litigation pursuant to subdivision (d)(4) of Government Code section 54956.9 (One Potential Case)*

- 3.2 *Government Code 54957.6 (a) and (b) Negotiations/Collective Bargaining TCS, SCTA Government Code 54957.6 (a) and (b) Negotiations/Collective Bargaining SCTA, SEIU, TCS, Teamsters, UPE, Non-Represented/Confidential Management (District Representative Pam Manwiller)*

- 3.3 *Government Code 54957 – Public Employee Discipline/Dismissal/Release/Reassignment*

- 3.4 *Education Code 35146 – The Board will hear staff recommendations on the following student expulsion re-entry:*
 - a) *Expulsion #19, 2018-19*

6:00 p.m. **4.0 CALL BACK TO ORDER/PLEDGE OF ALLEGIANCE**

4.1 *The Pledge of Allegiance*

4.2 *Broadcast Statement*

6:05 p.m. **5.0 ANNOUNCEMENT OF ACTION TAKEN IN CLOSED SESSION**

6:10 p.m. **6.0 AGENDA ADOPTION**

6:15 p.m. **7.0 SPECIAL PRESENTATION**

7.1 *Opening of Schools Update (Various District Departments)* 60 minutes

7.2 *Proposed Spending Plan for Federal COVID-19 Relief Dollars (Rose Ramos)* 20 minutes

7.3 *Approve Resolution No. 3164: The Harms of School Closure and the Urgency of Reaching Near-Zero Transmissions of COVID-19 (Lisa Murawski)* 10 minutes
(Roll Call Vote)

7:45 p.m. **8.0 PUBLIC COMMENT** 30 minutes

Public comment may be (1) emailed to publiccomment@scusd.edu; (2) submitted in writing, identifying the matter number and the name of the public member at the URL <https://tinyurl.com/SCUSDcommentSeptember3> or (3) using the same URL, submitting a request for oral comment only when the matter is called, instead of written comment. Regardless of the method by which public comment is submitted, the submission deadline shall be no later than noon, September 3 for any agenda item. Individual written public comment shall be no more than two minutes in length on each agenda or nonagenda item. The Board shall limit the total time for public comment on each agenda item to 15 minutes in length. With Board consent, the President may increase or decrease the length of time allowed for public comment. By law, the Board is allowed to take action only on items on the agenda. The Board may, at its discretion, refer a matter to district staff or calendar the issue for future discussion.

9.0 PUBLIC HEARING

8:15 p.m.	9.1 Public Hearing: Learning Continuity and Attendance Plan (Vincent Harris and Steven Ramirez-Fong)	Information 20 minute presentation 20 minute discussion
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8:55 p.m. 10.0 COMMUNICATIONS

10.1	Employee Organization Reports:	Information 3 minutes each
	<ul style="list-style-type: none"> ▪ SCTA ▪ SEIU ▪ TCS ▪ Teamsters ▪ UPE 	

9:10 p.m.	10.2 District Advisory Committees:	Information 3 minutes each
	<ul style="list-style-type: none"> ▪ Community Advisory Committee ▪ District English Learner Advisory Committee ▪ Local Control Accountability Plan/Parent Advisory Committee ▪ Student Advisory Council 	

9:22 p.m.	10.3 Superintendent's Report (Jorge A. Aguilar)	Information 5 minutes
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9:27 p.m.	10.4 President's Report (Jessie Ryan)	Information 5 minutes
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9:33 p.m.	10.5 Student Member Report (Isa Sheikh)	Information 5 minutes
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9:38 p.m.	10.6 Information Sharing By Board Members	Information 10 minutes
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11.0 BOARD WORKSHOP/STRATEGIC PLAN AND OTHER INITIATIVES

- 9:48 p.m. 11.1 *Proposed School Site Renaming Process for Sutter Middle School, Kit Carson International Academy, and Peter Burnett Elementary School (Nathaniel Browning)* **Information**
10 minute presentation
10 minute discussion

- 10:08 p.m. **12.0 CONSENT AGENDA** **2 minutes**
(Roll Call Vote)

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

12.1 Items Subject or Not Subject to Closed Session:

- 12.1a *Approve Grants, Entitlements and Other Income Agreements, Ratification of Other Agreements, Approval of Bid Awards, Approval of Declared Surplus Materials and Equipment, Change Notices and Notices of Completion (Rose F. Ramos)*
- 12.1b *Approve Personnel Transactions (Cancy McArn)*
- 12.1c *Approve COVID-19 Expenditure Report (Rose F. Ramos)*
- 12.1d *Approve Staff Recommendations for Expulsion Re-Entry of Expulsions #19, 2018-19, as Determined by the Board (Stephan Brown)*
- 12.1e *Approve Resolution No. 3162: Project Approval and Notice of Exemption (Nathaniel Browning)*
- 12.1f *Approve Resolution No. 3163: Naming District Representatives for School Facilities Program and Division of State Architect (Nathaniel Browning)*
- 12.1g *Approve Minutes of the August 11, 2020, Board of Education Town Hall Meeting (Jorge A. Aguilar)*
- 12.1h *Approve Minutes of the August 20, 2020, Board of Education Meeting (Jorge A. Aguilar)*

10:10 p.m. **13.0 FUTURE BOARD MEETING DATES / LOCATIONS**

- ✓ September 17, 2020 4:30 p.m. Closed Session, 6:00 p.m. Open Session, Serna Center, 5735 47th Avenue, Community Room, Regular Workshop Meeting
- ✓ October 1, 2020 4:30 p.m. Closed Session, 6:00 p.m. Open Session, Serna Center, 5735 47th Avenue, Community Room, Regular Workshop Meeting

10:15 p.m. **14.0 ADJOURNMENT**

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



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 7.1

Meeting Date: September 3, 2020

Subject: Provide Update on Opening of School Preparation

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

Division: Continuous Improvement and Accountability

Recommendation: N/A

Background/Rationale: The purpose of this board agenda item is provide an overview of the opening of school preparations across multiple functions including academics, health and safety, operations, food services and student engagement.

Financial Considerations: N/A

LCAP Goal(s):

All Goals

Documents Attached:

N/A

<p>Estimated Time of Presentation: 60 minutes</p> <p>Submitted by: Vincent Harris, Chief Continuous Improvement and Accountability Officer and Jesse Ramos, Director of Innovative Programs</p> <p>Approved by: Jorge A. Aguilar, Superintendent</p>



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item # 7.2

Meeting Date: September 3, 2020

Subject: Proposed Spending Plan for Federal COVID-19 Relief Funds

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

Division: Business Services

Recommendation: Receive information on the District's proposed spending plan for the Federal COVID-19 Relief funds, CARES ESSER funds and Learning Loss Mitigation funds.

Background/Rationale: The Spending Plan Report that will be presented at tonight's Board meeting includes the most current proposed items as of August 25, 2020.

Financial Considerations: The total proposed spending is approximately \$27 Million as of August 25, 2020.

LCAP Goal(s): Family and Community Empowerment; Operational Excellence

Documents Attached:

1. COVID-19 Spending Plan Report – to be provided August 31, 2020 (Amendment: will be provided September 1, 2020)

<p>Estimated Time of Presentation: 10 Minutes Submitted by: Rose Ramos, Chief Business Officer Approved by: Jorge A. Aguilar, Superintendent</p>

Sacramento City Unified School District
Allocation Plan for Federal Relief Funds

ACADEMIC OFFICE and CONTINUOUS IMPROVEMENT					
Division	Department/School Site	Item	Description	Category	Proposed Spending
Academic	Academic Office	Playbooks	Distance Learning Playbooks for 2400 teachers at \$14 each/electronic version.	Distance Learning	\$33,600
Academic	Academic Office	Family Communication Program	Every Day Labs - Distance Learning and engagement (service agreement) to assist staff with communications sent to students and families via text messages, emails and letters for the first 6 weeks of the 2020-2021 school year.	Distance Learning	\$74,026
Academic	Academic Office	Summer Distance Learning	Summer Learning Initiative Program (partially funded by the City of Sacramento's COVID-19 Relief Funds) is an online program being implemented at 5 District sites in collaboration with the District's Community Based Organization (CBO) partners. The CBOs, in partnership with District hired credentialed teachers and administration and will provide a full day for students. The CBOs' main role will be to reduce the student to staff ratio, acting as teachers' aides in the classrooms, and providing enrichment and SEL activities. The program will serve up to 624 students throughout the District, hosted remotely by 5 schools: Cesar Chavez, Ethel Phillips, Leonardo da Vinci, Pacific and Washington. Students targeted for the program are those who were below grade level and who have struggled with distance learning.	Distance Learning	\$522,418
Academic	Academic Office	Professional Development	Two day Professional Development to help prepare teachers to teach virtually.	Distance Learning	\$2,600,000
Academic	Academic Office	Supplemental Support Services in DL environment	Partnerships with Community Based Organizations (CBO) to provide Social Emotional (SEL), health and safety, technology	Student Support	TBD

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Allocation Plan for Federal Relief Funds

Academic	Academic Office	Headsets	Headsets for distance learning - primary grades TK-6 will receive headphones - approximately 10,000	Distance Learning	\$185,400
Academic	Academic Office	Headsets	Headsets for distance learning - secondary grades will receive ear buds - approximately 10,000	Distance Learning	\$70,400
Academic	Academic Office	Tutoring Services	A collaboration with the CSUS to assign trained college students to provide tutoring services to District students. The cost for this collaboration is the cost for the fingerprinting fees for the 40-50 CSUS students. Fees range from \$62 to \$99, depending on the agency.	Student Support	\$4,050
Academic	Matriculation and Orientation Center	Translation Services	Excel Interpreting (service agreement) to provide additional translation services to students and parents.	Student/Parent Support	\$21,000
			Sub-Total for Academic Office and Continuous Improvement		\$3,510,894

Sacramento City Unified School District
Allocation Plan for Federal Relief Funds

BUSINESS/COMMUNICATIONS/HUMAN RESOURCES/FACILITIES OPERATIONS/TECHNOLOGY					
Division	Department/School Site	Item	Description	Category	Proposed Spending
Facilities Operations	Maintenance	Portable Hepafilter Air Scrubbers	Portable hepafiltration air scrubber units throughout each classroom, work area, and common space within the District in order to allow for improved filtration while increasing HVAC efficiencies. The improved filtration to this level has been documented as effectively mitigating the spread of COVID-19. Models being reviewed plug into a regular wall outlet and can efficiently scrub the air within a 1000 sq ft. space.	Mitigate COVID-19	\$20,000,000
Facilities Operations	Operations	Hypochlorous Acid (HOCl)	HOCL has been proven to disinfect COVID-19 across a wide range of industries such as food and health care. It is a non toxic option since it has no synthetic chemicals.	Mitigate COVID-19	\$23,454
Facilities Operations	Operations	HOCl Supplies	Same as above. Supplies will include drums and pumps as well as misc. items that will be needed to distribute the HOCL to all sites. 5 gal buckets and pumps, Home Depot Pro.	Mitigate COVID-19	\$6,353
Facilities Operations	Operations	HOCl Cargo Van	Same as above. Needs to transport five gallon buckets of HOCl to all sites. 2020 Ford Transit 250 MED roof empty cargo van stock #CV089251	Mitigate COVID-19	\$45,965
Facilities Operations	Operations	Portable Handwashing Sinks	Portable sinks would help improve access to handwashing options to help mitigate against COVID-19. United Site Services monthly rental fee for 140 sinks with 4 services per week. Price drops to \$25k per month for just one service a week during full distance learning times. Final price would be somewhere between \$25k and \$68k per month. Needed for washing hands and preventing spread of corona virus. Estimated rental period would be 6 months. Purchase price would be \$182K but District would need to service and consider future use post COVID-19.	Mitigate COVID-19	\$415,164
Facilities Operations	Operations	Stanchions for hallways	Grainger item # 31MH97 barrier post with belt, metal 7-1/2 FT. length QTY 1500. Needed to keep flow of traffic organized so students and staff can maintain proper social distancing.	Mitigate COVID-19	\$111,390
Facilities Operations	Operations	Inventory Software	SCHOOL DUDE Asset Management Software, initial investment of \$11,764, annual fee of \$17,645 plus month subscription based on number of users. Compatible with current work order software SPOMs and Maintenance staff utilize. School is getting an excess of COVID supplies and need a system to keep them organized so we don't run out of back stock	Mitigate COVID-19	\$11,764

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Facilities Operations	Operations	Spray Bottles	Grainer spray bottles with trigger item # 20WU22. 100 cases of 12 16oz bottles	Mitigate COVID-19	\$2,617
Facilities Operations	Operations	Vehicles	F-150 truck \$31,150, black XLT Explorer \$36,850, \$5,000 for Security lights and electronics. Security Services have been exceptionally busy since sites closed down in March 2020 due to COVID-19. The Explorer would be to replace the current high-mileage security vehicle. The F-150 would be provided to the Operations and Security Manager as they often need to carry equipment to sites to help support custodial teams during this current pandemic.	Mitigate COVID-19	\$73,000
Facilities Operations	Operations	Power Washers	Grainer item #20KC07 Dayton Power Washer \$768.58/ EA QTY 50 Requested to assist with cleaning and disinfecting outside play structures, sidewalks, and other. Power washers can have a disinfectant added to them to help with issues such as cleaning up after transients and others who have possibly infected sites.	Mitigate COVID-19	\$38,429
Facilities Operations	Operations	Backpack Foggers	PETRA Electric Fogger Atomizer Backpack Sprayer - 4 Gal Blower with Extended Commercial Hose. 300 backpack foggers to be used by site custodial teams and the roaming disinfecting crews that travel to multiple sites per week. The foggers work extremely well for COVID 19 because they cover a greater surface area when spraying disinfectant compared to regular Hudson sprayers.	Mitigate COVID-19	\$175,000
Facilities Operations	Operations	Vacuum Cleaners	Current vacuum inventory is old, outdated, and are likely spreading COVID-19 due to inefficiencies. QTY 80 \$392 EA. Pro Team Super Coach Vac 10QT. Item # PTE107109 Home Depot Pro.	Mitigate COVID-19	\$31,360
Facilities Operations	Operations	Carpet Extractors	Carpet Extractors to help assist the cleaning and disinfecting of any undesirable bodily fluid at sites that may carry the COVID-19. There are only currently only 4 carpet extractors within the District for all 93 sites.	Mitigate COVID-19	\$87,720
Facilities Operations	Planning & Construction	Hydration Stations	Current outdated drinking fountains are to remain turned off during the pandemic in order to reduce the spread of COVID-19. The installation of touchless hydration stations will be required in order to provide students and staff access to drinking water when on campus. Install 1 hydration station at sites with fewer than 600 students, and install 2 hydration stations at sites with more than 600 students enrolled. Also install 2 hydration stations at Serna and one at every other District support facility.	Mitigate COVID-19	\$1,200,000
Facilities Operations	Planning & Construction	Laptops	5 Chromebooks for Construction Project Specialists and Technicians. This will assist with social distancing needs and requirements by allowing those individuals to more easily work from home.	Mitigate COVID-19	\$1,125

Sacramento City Unified School District
Allocation Plan for Federal Relief Funds

Facilities Operations	Operations	Laptops	25 Chromebooks for Site Plant Operations Managers. Several Plant Managers have been identified as having no work computer, or one that does not work well. SPOMs all need a device at work in order to order proper supplies and readily check communications.	Mitigate COVID-19	\$5,625
Facilities Operations	Operations	Camera system	Upgrade all school cameras in the district to allow for better quality videos with easier access. The District has witnessed an increase in vandalism during the COVID-19 pandemic, but does not have an adequate surveillance system to help catch and deter such vandalism which has been costing the District more money.	Mitigate COVID-19	\$1,000,000
Human Resources	Human Resources	EDJOIN/Escape Business System Integration	Operationalize the ability of the Escape System to integrate data from EDJOIN (a recruitment system utilized by K12 districts). This integration will automate a formerly manual process and allow for a contactless hiring process, which is essential during the pandemic to mitigate COVID-19 effects. The District uses EDJOIN to recruit, process applications and hire.	Mitigate COVID-19	\$8,500
Human Resources	Human Resources/Budget	Escape Business System Enhancement Human Resources Authorizations	Implement Escape's Human Resources Authorizations (HSA) function in order to automate Human Resource processes including onboarding, separation, and position management. This will allow for less contact between personnel and new hires as well as decrease the contact from one department to another for the purpose of mitigating COVID-19 and improving quality control and efficiency.	Mitigate COVID-19	\$4,000
Human Resources	Human Resources/Employee Compensation and Benefits/Technology Services	Informed K12 System	Implement an electronic forms system for new and existing employees in order to eliminate paper forms, track data and facilitate automatic entry into the Escape Business system. Informed K12 will convert the current paper forms required by Human Resources, Technology and Employee Compensation/Benefits to an online system. Informed K12 will be accessible to new and existing employees for the purpose of completing forms through an online system versus paper forms. By way of a dashboard feature, District staff will be able to track new employee data and existing employee changes. This software will reduce the need for face to face contact between District staff and applicants which will help mitigate the effects of COVID-19. Another added benefit is the elimination of a paper packet. This cost includes implementation and training.	Mitigate COVID-19	\$68,735
Sub-Total for Business, Communications, Facilities, Human Resources and Technology					\$23,310,201

Sacramento City Unified School District
Allocation Plan for Federal Relief Funds

SUMMARY OF EXPENDITURES & FUNDING SOURCES			
			Expenditures
			Total Pending Expenditures \$26,821,095
			Expenditures as of 8/25/20 \$8,504,395
			Total Expenditures \$35,325,490
			Funding Sources
			Learning Loss Mitigation – Federal CARES Act Coronavirus Relief (CR) Fund \$34,085,392 expires 12/30/20
			Learning Loss Mitigation- Federal CARES Act Coronavirus Relief, State General Fund (GF) \$3,497,424 expires 6/30/2021
			Learning Loss Mitigation -Federal CARES Act Governor's Emergency Education Relief (GEER) \$2,820,910 expires 9/30/2022
			Federal Coronavirus Aid Relief and Economic Security (CARES) Act Elementary and Secondary School Emergency Relief (ESSER) \$15,578,110 expires 9/30/2022
			State of California SB-117 COVID 19 LE Response Funds \$666,000 no expiration
			Total Funding Sources \$56,647,836
			To be Allocated \$21,322,346



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 7.3

Meeting Date: September 3, 2020

Subject: **Approve Resolution No. 3164: The Harms of School Closure and the Urgency of Reaching Near-Zero Transmission of COVID-19**

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

Division: Board Office

Recommendation: Approve Resolution No. 33164: The Harms of School Closure and the Urgency of Reaching Near-Zero Transmission of COVID-19

Background/Rationale: The Sacramento City Unified School District Board of Education supports efforts to reach near-zero transmission of COVID-19 in order to improve outcomes for youth in the community by ending school closure, ending educational disruption, and bringing back all services to students.

Financial Considerations: N/A

LCAP Goal(s): Family and Community Empowerment; Safe, Emotionally Healthy and Engaged Students

Documents Attached:

1. Resolution No. 3164

<p>Estimated Time of Presentation: 10 minutes Submitted by: Lisa Murawski, Board Member, Trustee Area 1 Approved by: Jorge A. Aguilar, Superintendent</p>
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Resolution No. 3164: The Harms of School Closure and the Urgency of Reaching Near-Zero Transmission of COVID-19

Whereas, on March 4, 2020, Governor Gavin Newsom proclaimed a State of Emergency to exist in California as a result of the threat of COVID-19; and

Whereas, on March 11, 2020, the World Health Organization officially declared COVID-19 a global pandemic; and

Whereas, on March 13, 2020, in collaboration with the Sacramento County Board of Education and other local districts, SCUSD announced the closure of all schools; and

Whereas, on July 17, 2020, Governor Newsom announced a California Department of Public Health framework that required all K–12 schools in California counties that met certain criteria related to COVID-19 infections to begin fall 2020 with distance learning; and

Whereas, school closures have caused, are causing and will cause significant harm to children; and

Whereas, according to the United Nations Educational, Scientific and Cultural Organization (UNESCO), education is a fundamental human right and a powerful tool by which economically and socially marginalized children can lift themselves out of poverty and participate fully in society; and

Whereas, UNESCO notes, as of April 2020, schools had been suspended nationwide in over 190 countries, leaving 1.5 billion children out of education and leading UNESCO Director-General Audrey Azoulay to warn “the global scale and speed of the current educational disruption is unparalleled;” and

Whereas, UNESCO lists the following adverse consequences of school closures: interrupted learning; poor nutrition; confusion and stress for teachers; parents unprepared for distance and home schooling; challenges creating, maintaining and improving distance learning; gaps in childcare; high economic costs; rise in dropout rates; increased exposure to violence and exploitation; social isolation; and challenges measuring and validating learning; and

Whereas, the unprecedented school closures as a result of COVID-19 must be understood by policymakers, public health professionals and the general public as having deep, intense, myriad and decades-long negative consequences for children, women, families and the broader community; and

Whereas, school closures impose academic harm; and

Whereas, a May 2020 working paper projects COVID-related learning loss for the 2019-20 school year means students are likely to return in fall 2020 with approximately 63-68% of the learning gains in reading relative to a typical school year and 37-50% of the learning gains in math; and

Whereas, COVID-19-related distance learning is borne out of a public health crisis, compares unfavorably to in-person learning for the vast majority of learners and must not be misconstrued as equivalent to or an adequate substitute for in-person learning; and

Whereas, SCUSD data reflects elementary students experiencing homelessness and Black students were the least likely to have engaged 60% or more (at least three of five days per week) in distance learning in spring 2020, and foster youth students, English learners, students from low-income families, and certain Asian and Pacific Islander students were less likely than average to have engaged 60% or more in distance learning in spring 2020; and

Whereas, engagement of SCUSD high school students in distance learning, 60% or more was poor across the board in spring 2020, averaging around 40%, while only slightly over a quarter of students experiencing homelessness engaged in distance learning 60% or more; and

Whereas, school closures exacerbate existing inequities; and

Whereas, a continued lack of in-person learning is expected to have profoundly negative effects on the academic performance of vulnerable student groups who already experience disproportionately poor outcomes, including Black students, foster youth, students experiencing homelessness, English language learners and students with disabilities; and

Whereas, an August 2020 research review found in addition to vulnerable students, early elementary children are most at risk from the move to distance learning, as these grades provide younger students with foundational literacy and numeracy skills; and

Whereas, school closures negatively affect children's health and safety; and

Whereas, children experience unhealthy weight gain primarily during the summer months when they are out of school, and obesity researchers accordingly expect COVID-related school closures to exacerbate the risk factors for weight gain associated with summer; and

Whereas, school closures force some parents to choose between their job and their ability to ensure their children are supervised, raising the risk of children being left unsupervised or in the care of other children for significant periods of time, with attendant health, safety and developmental concerns; and

Whereas, thanks to dedicated nutrition services staff and a strong commitment from district leadership, SCUSD has been able to continue serving a large number of daily meals to children throughout our community to address a dramatic increase in food insecurity, yet some families cannot access meal sites and the expiration of federal flexibility to provide meals to all children 0-18 means access to free meals will now be significantly restricted; and

Whereas, school closures during the 2014-2016 Ebola epidemic across several African countries are the most similar in duration and scope to current COVID-19 closures, and Ebola-related closures were shown to increase dropouts, child labor, violence against children and teen pregnancies; and

Whereas, school closures can result in social isolation in an abusive home, with abuse likely exacerbated at this time of stress and economic uncertainty, while referrals to child welfare services have plummeted since schools were closed due to COVID-19; and

Whereas, nearly one in ten SCUSD students responding to a survey in spring 2020 did not feel they had “at least one adult I can go to for support or help if needed;” and

Whereas, school closures harm children’s mental health and diminish feelings of belonging and connection; and

Whereas, according to YouthTruth.org, a national survey including California youth conducted in the midst of school closures in spring 2020:

- 70% of students reported they experienced obstacles to virtual learning, 64% of whom reported facing distractions at home as an obstacle and 50% percent of whom reported feeling depressed, stressed or anxious as an obstacle;
- On average, Black and Latino students faced more obstacles than White and Asian students;
- Fewer than one in three students said they really feel like part of their school community or feel connected to school; and

Whereas, a June 2020 rapid systematic review of literature on the mental health impacts of isolation and loneliness found a high likelihood of increased anxiety and depression among children and adolescents during and after enforced isolation for COVID-19, which may increase as enforced isolation continues; and

Whereas, school closures have profound and growing economic impacts on children and families and exacerbate gender inequity; and

Whereas, school closures force some parents to sever employment to care for their children, which can cause or exacerbate child poverty with traumatic and lifelong effects on children; and

Whereas, research shows child care needs related to school closures are forcing women out of the workforce at rates much higher than that of men, leading experts to project significant wage losses for affected women that not only result in immediate financial instability but will likely constrain their future prospects and earnings, as well as exacerbate the gender wage gap; and

Whereas, closures are expected to reduce schooling and lead to future losses in earnings for current students, with one recent working paper estimating the present-value loss in expected lifetime earnings to current students of the four-month 2019-20 COVID-19 school closures at \$21,158 per

individual student in high-income countries; which equates to over \$800 million dollars in projected lost earnings among current SCUSD students just due to the 2019-20 school closures; and

Whereas, SCUSD's ability to open schools is directly dependent on the level of community transmission and prevalence of COVID-19 and the public health infrastructure developed to control the disease; and

Whereas, a briefing paper from the Harvard Global Health Institute and the Edmond J. Sarfa Center for Ethics indicates **the single best policy to support school reopening prior to the development of a vaccine or treatment is suppression of COVID-19 to near-zero case incidence**, echoing opinions expressed by many prominent public health experts; and

Whereas, a confoundingly inadequate and sometimes actively harmful national-level response to the COVID-19 pandemic has severely impaired the nation's collective ability to control the virus, increasing the importance of strong, coherent and strategic state and local leadership; and

Whereas, national, state and county-level actions can either support or imperil the district's ability to re-open schools for in-person learning by affecting the level of transmission and prevalence of COVID-19, including through decisions regarding:

- Public health orders and enforcement of those orders;
- The provision of culturally, linguistically and generationally relevant and evidence-based public communication and education that effectively persuades people to adopt behaviors that will reduce transmission;
- The development of capacity to provide COVID-19 tests with rapid turnaround time and in sufficient number, and contact tracers in sufficient numbers and with sufficient training and linguistic and cultural competence to trace and control outbreaks of COVID-19;
- Provision of resources and adoption of policies to allow and encourage individuals to quarantine as recommended;
- Development and distribution of vaccinations to prevent COVID-19;
- Support for the implementation of health and safety protocols, testing and contact tracing for schools; and

Whereas, SCUSD stands ready to implement recommended public health protocols within its schools when community conditions allow for a return to full in-person instruction; and

Whereas, the total and daily number of COVID-19 cases and the percent positive tests are key metrics indicating success or failure to control COVID-19; and

Whereas, pursuant to California Department of Public Health July 17, 2020, guidance, and as modified by a new framework introduced on August 28, 2020, the state has adopted a threshold to indicate when COVID-19 case numbers and percent positivity are too high to reopen schools safely; and

Whereas, pursuant to the framework introduced on August 28, 2020, the state has indicated schools in counties at a “substantial” (red) risk level for a certain period of time may reopen unless prohibited by a stricter county order; and

Whereas, a “substantial” risk level equates to up to 98 cases per 100,000 people (14-day average) and a 5-8% test positivity rate; and

Whereas, though the state framework indicates schools *may* reopen in a county at a “substantial” risk level, there is no official recommendation on whether schools *should* reopen in a county at a “substantial” risk level, nor what values on the key metrics of number of COVID-19 cases and the percent positive tests are compatible with an appropriately safe and sustainable reopening; and

Whereas, clear, consistent and transparent guidance from state and county public health officials for the level of COVID-19 cases and the percent positive tests that indicate community conditions are compatible with reopening of schools at varying levels of public health precautions would allow for a shared evidence-based standard informed by public health expertise, instead of each district guessing at the appropriate level; and

Whereas, the state framework sets a minimum level of restrictions for each risk level, but counties may implement more stringent restrictions and take additional actions to control COVID-19; and

Whereas, we are guided in our decisions by the evolving science of the virus and the health, safety and well-being of our students and staff; and

Whereas, heated arguments throughout our country about whether schools should reopen in the midst of a raging pandemic are a distraction from the core issue, which is a collective failure to control the spread of COVID-19 and create the conditions under which our schools, businesses and civic infrastructure can reopen safely and sustainably; and

Whereas, children should not pay the price of adult failures; and

Whereas, the lifelong academic, social-emotional, developmental and economic trauma and the countless ripple effects caused by extended school closures should awaken all persons in every sector of society to their moral responsibility to prioritize achieving the low COVID-19 transmission and positivity rates necessary to reopen schools.

Therefore, be it resolved, that the Board of Education calls on Governor Newsom, the California Department of Public Health, and Sacramento County Public Health to prioritize our children and schools during the period of school closures by taking the following actions:

- Adopting a plan to suppress COVID-19 cases, including a goal of reaching a near-zero case incidence by December 31, 2020, and a set of strategies that will result in reaching the goal by the timeline; and

- Rejecting changes to public health orders that are likely to increase community transmission of COVID-19 and thereby prolong school closures; and
- Put in place further restrictions and make further investments as necessary to control COVID-19; and

Resolved, that the Board of Education commends the Sacramento County Board of Supervisors for allocating significant resources to the local public health effort to fight COVID-19, and encourages further investment as necessary to suppress the virus in our community as quickly as possible to meet a goal of reaching a near-zero case incidence by December 31, 2020, which will both facilitate the reopening of schools and allow for an honest and sustainable economic recovery; and

Resolved, that the Board of Education requests Governor Newsom, the California Department of Education, the California Department of Public Health, and Sacramento County Public Health to collaborate with educational partners to define appropriate metrics and levels whereby it is deemed not only *allowable*, but *appropriate* to reopen schools under various levels of public health protocols; and

Resolved, that the Board of Education calls on business and community leaders and all persons across Sacramento County, the State of California, and the United States of America to prioritize the needs of children, women and families throughout this crisis and support actions needed to achieve the low COVID-19 daily case rates and test positivity rates necessary to reopen schools; and

Resolved, that copies of this resolution shall be distributed to relevant parties.

PASSED AND ADOPTED by the Sacramento City Unified School District Board of Education on this 3rd day of September, 2020, by the following vote:

AYES: _____
 NOES: _____
 ABSTAIN: _____
 ABSENT: _____

ATTESTED TO:

 Jorge A. Aguilar
 Secretary of the Board of Education

 Jessie Ryan
 President of the Board of
 Education



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Item# 9.1

Meeting Date: September 3, 2020

Subject: Public Hearing: Learning Continuity and Attendance Plan

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

Division: Continuous Improvement and Accountability Office

Recommendation: Conduct the Public Hearing of the Learning Continuity and Attendance Plan.

Background/Rationale: The Learning Continuity and Attendance Plan was established by Senate Bill 98 and is intended to memorialize the planning process already underway for the 2020–21 school year and includes descriptions of the following: addressing gaps in learning; conducting meaningful stakeholder engagement; maintaining transparency; addressing the needs of unduplicated pupils, students with unique needs, and students experiencing homelessness; providing access to necessary devices and connectivity for distance learning; providing resources and supports to address student and staff mental health and social emotional well-being; and continuing to provide school meals for students.

Financial Considerations: None

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

Documents Attached:

1. Executive Summary
2. Learning Continuity and Attendance Plan Draft
3. Public Hearing Notice

Estimated Time of Presentation: 20 minutes

Submitted by: Vincent Harris, Chief Continuous Improvement and Accountability Officer
Steven Fong, LCAP/SPSA Coordinator

Approved by: Jorge A. Aguilar, Superintendent

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I. Overview/History of Department or Program

On June 29, 2020, Senate Bill 98 was signed into law and resulted in several key changes to 2020-21 Accountability requirements for school districts. These superseded the accountability changes in the Governor’s Executive Order N-56-20 issued in April. Senate Bill 98’s key implications for 2020-21 accountability include the elimination of the 2020-21 LCAP requirement and establishment of a new requirement – The Learning Continuity and Attendance Plan. The requirement to develop and adopt a Budget Overview for Parents remains.

In describing the key functions of the Learning Continuity and Attendance Plan, the California Department of Education (CDE) states that the plan *memorializes the planning process already underway for the 2020–21 school year and includes descriptions of the following:*

- Addressing gaps in learning
- Conducting meaningful stakeholder engagement
- Maintaining transparency;
- Addressing the needs of unduplicated pupils, students with unique needs, and students experiencing homelessness
- Providing access to necessary devices and connectivity for distance learning
- Providing resources and supports to address student and staff mental health and social emotional well-being
- Continuing to provide school meals for students

II. Driving Governance:

Senate Bill 98 established California Education Code Section 43509 and the Learning Continuity and Attendance Plan requirements for the 2020-21 school year. Key procedural requirements include:

1. Adopt the plan by September 30 2020 in a public meeting.
2. Prior to adoption, present the plan at a public hearing.
3. No later than 5 days after adoption, file the plan with the County Office of Education. A County Office of Education *may* submit recommendations by October 30, 2020, in writing, for amendments to the plan.
4. The plan must be posted prominently on the district’s homepage.
5. If a County Office of Education submits recommendations the governing board shall consider the recommendations in a public meeting within 15 days of receiving the recommendations.

The key content requirements of the plan include:

- A description of the impact the COVID-19 pandemic has had on the district and its community.
- A description of the efforts made to solicit stakeholder feedback, the options provided for remote participation in public meetings/hearings, a summary of the feedback provided, and a description of the aspects of the plan that were influenced by specific input.
- A description of the actions the district will take to offer classroom-based instruction whenever

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possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.

- A description of how the district will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the district’s plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.
- A description of how the district will ensure access to devices and connectivity for all pupils to support distance learning.
- A description of how the district will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.
- A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.
- A description of the new roles and responsibilities of affected staff as a result of COVID-19.
- A description of the additional supports the district will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.
- A description of how the district will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the district will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.
- A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness.
- A description of how the effectiveness of the services or supports provided to address learning loss will be measured.
- A description of how the district will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.
- A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the district will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the district determines the pupil is not engaging in instruction and is at risk of learning loss.

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- A description of how the district will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.
- For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students. A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

III. Budget:

The Learning Continuity and Attendance Plan is required to describe how state and federal funding included in the existing budget adopted by the district are being used to support the efforts described in the plan. This includes any funds provided for learning loss mitigation that are being used to support the efforts described in the plan.

Within the Learning Continuity and Attendance Plan, three sections include tables for outlining specific actions and expenditures associated with that plan area:

- In-Person Instructional Offerings
- Distance Learning Program
- Pupil Learning Loss

Additionally, the plan includes a table of additional actions and projected expenditures that are associated with all other areas of the plan.

IV. Goals, Objectives and Measures:

SCUSD has articulated the following vision statement to anchor the goals and objectives within the district's 'Return Together' plan:

"Sac City Unified will disrupt the current status quo of systemic inequity to meet the academic, social and emotional needs of all our students, especially our most vulnerable students. Such disruption must result in higher learning standards and accountability. Our Return Together Plan will abide by all county public health orders to safely serve as many students as possible through in-person instruction. Because we recognize the evolving nature of this pandemic, all of our learning models will meet the needs of all students and mitigate learning loss, assuring that all students are given an equal opportunity to graduate with the greatest number of postsecondary choices from the widest array of options."

The stated guiding principles for realizing this vision outline key objectives for the district's implementation of distance, blended, and in-person instruction for the 2020-21 school year:

1. **Health, Safety and Well-being:** Our actions are grounded in the scientific guidance provided by federal, state, and county health officials. We will take all steps possible to mitigate the spread of COVID-19 and protect the

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health, safety, and well-being of our students, employees, and school communities. We will create socially, emotionally and physically safe and nurturing environments for our students to thrive in.

2. **Academics and Instruction:** High quality instruction anchored in standards-aligned materials is at the core of achieving equity, access, and social justice. We will use data and assessments to ensure our practices support our students by name, by need, by inequity and by injustice.
3. **Agility:** Due to the fluctuating public health crisis, we will remain flexible to balance educational needs with public health and safety. Our learning environment and strategies are designed with agility to ensure high quality instruction continues whether we are in physical or remote learning space.
4. **Needs-based and Care Given:** Human and capital resource allocations will be informed by the academic, social, emotional and physical needs of our students and employees, as well as school communities.
5. **Engagement & Communication:** Our community will have the information and resources they need to be safe, well and heard. We will provide consistent, clear, and routine communications and engagement in multiple modalities and languages.

Additionally, the district has clarified specific goals and objectives for Distance Learning in the ten expectations it has asked parents/guardians and students to have of implementation:

1. **Consistent, direct, live instruction for every student**
Access to daily direct live instruction for students, with the option of participating in recorded instruction at alternate times of the day.
2. **Access and availability**
Teacher availability to students outside of direct, live instruction.
3. **Symmetry and Cohesion in learning and delivery**
Google Classroom as the learning management system to allow for symmetry and cohesion in instruction and learning.
4. **Collaboration**
Meaningful and structured collaboration between teachers, principals, and colleagues from grade levels and departments to improve outcomes for students based on data and student need.
5. **Professional development and supports for educators**
Professional development for all educators on strategies needed to deliver high-quality instruction and on the District's learning management system, Google Classroom, that ensures students access to learning grounded in the essential standards.
6. **Appropriate supports for students receiving Special Education**
Ensure students with disabilities are included in all offerings of school education models by using the IEP process to customize educational opportunities and supports when necessary.
7. **Targeted student support and interventions**
Supports and instruction for small groups of students who need additional instructional and/or social and emotional attention.
8. **Communication and feedback**

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Regular communication to students and parents on learning goals and student progress, including weekly teacher-student-parent/guardian communication and report of student progress consistent with the District's grading policies to maintain the home-to-school connection.

9. Assessments and accountability

Assessments during learning and throughout the school year that evaluate how students are progressing both in the moment and over time to address learning loss before and after the school closure.

10. Support for English Learners

Designated and integrated instruction in English language development including assessment of progress toward language proficiency and targeted support to access curriculum.

V. Major Initiatives:

A broad range of departments have contributed to the development of the Learning Continuity and Attendance Plan. This has occurred both through their ongoing work in developing components of the district's 'Return Together' plan as well considering stakeholder input and refining specific aspects based on the priorities of the community.

The Learning Continuity and Attendance Plan is closely aligned to the district's 'Return Together' plans. As the components have been released, leading with the 'Return to Health' and 'Return to Learn,' this plan has been updated accordingly. It is noted in the plan that, as of this writing, there are multiple aspects that are in negotiation with bargaining groups and represent the intended implementation.

Stakeholders were engaged in a variety of ways beginning in late June and continuing through this public hearing. Engagement included listening sessions with the Superintendent and executive leadership, meetings with representative groups, a Town Hall led by the Board, and opportunity to comment on the posted draft. Specific meetings were held with the African American Advisory Board, Community Advisory Committee leadership, District English Learner Advisory Committee, LCAP Parent Advisory Committee, and Student Advisory Council.

VI. Results:

Overall, the feedback that stakeholders provided aligned closely with the district's ten expectations for distance learning. Key ideas and priorities that were common across most or all groups included:

- Our current situation is an opportunity to do things differently and disrupt the status quo – to better serve all students.
- One size does not fit all – training, instruction, and communication all need to meet the individual and group needs of students, families, and staff.
- Distance learning in the spring was not effective and needs to be much better in the fall. Critical aspects include live instruction, access to recorded lessons, access to teachers and staff, and communication of clear expectations on a regular basis.
- We need to focus on our most vulnerable students in our planning and implementation.

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- Parents, guardians, and caregivers need much more support to effectively partner in the education of students at home. This includes clear guidance for what they should expect from distance learning, opportunities to engage in two-way dialogue regarding district planning and their own student’s learning, and training, resources, and support to utilize technology and support learning at home.
- Training and accountability for staff are both critical. We need to reduce the amount of variation in program implementation and the instructional experience of students and families. Specific training for distance learning is needed.
- Relationship building, Social Emotional Learning (SEL), and mental health need to be prioritized along with physical health and safety.
- Provide support to students and families to address access and connectivity issues that impact their ability to engage in distance learning.
- Students should have the option to continue distance learning for the remainder of the year, even when some form of in-person instruction resumes.

VII. Lessons Learned/Next Steps:

Following the public hearing, the Learning Continuity and Attendance Plan will be further revised to reflect additional stakeholder input, any outcomes from the negotiations process, and the ongoing work of staff to further develop the district’s ‘Return Together’ plans.

Timeline

Following are key activities occurring throughout August and beyond that support the completion of this plan:

Time	Key Activities
June/July	<ul style="list-style-type: none"> • Surveys, Listening Session, stakeholder outreach • Senate Bill 98 (6.29.20), CDE release of finalized template (7.31)
Aug 1-15	<ul style="list-style-type: none"> • Meetings with Local Control Accountability Plan - Parent Advisory Committee (LCAP PAC) (8.3.20 and 8.24.20) • Meeting with District English Learner Advisory Committee (DELAC) leadership (8.5.20) • Meeting with Community Advisory Committee (CAC) leadership (8.4.20) • Meeting with African American Advisory Board (AAAB) (8.5.20) • Meeting with full DELAC (8.12.20) • Meetings with Student Advisory Committee (SAC) (8.12.20 and 8.19.20) • Town Hall meeting • Draft available for public comment/viewing • Distribution of notices and availability of hard copies at meal distribution sites • Ongoing revisions and alignment to emerging ‘Return’ Plans
Aug 16-31	<ul style="list-style-type: none"> • Ongoing revisions and alignment to emerging ‘Return’ Plans

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	<ul style="list-style-type: none"> • Integration of input from public draft comments, results of Learning Option form, and additional stakeholder group input • Meeting with Sacramento County Office of Education to review current draft document (8.26.20) • Provision of stakeholder input to staff for consideration in planning and development of response • Finalize list of actions and obtain projected expenditures • LCAP PAC/DELAC submit comments to Superintendent for response
Sep 3	<ul style="list-style-type: none"> • Public Hearing at Board Meeting
Sep 3-17	<ul style="list-style-type: none"> • Additional stakeholder feedback relayed to staff • Staff provide guidance and revisions per stakeholder input and ongoing planning • Responses to PAC and DELAC
Sep 17	<ul style="list-style-type: none"> • Present plan for adoption at Board Meeting
By Oct 30	<ul style="list-style-type: none"> • (Potential) SCOE Recommendations
w/in 15 days	<ul style="list-style-type: none"> • Consider SCOE Recommendations at a board meeting (11.5?)

While the Learning Continuity and Attendance Plan was not designed to fully replace the Local Control and Accountability Plan (LCAP) for 2020-21 that was eliminated, it is a critical component in the district’s ongoing continuous improvement process. The stakeholder engagement and staff planning that have occurred during the development of the Learning Continuity and Attendance Plan have established a strong foundation upon which the current year’s Local Control and Accountability Plan development will build.



Sacramento City Unified School District (SCUSD) Learning Continuity and Attendance Plan

Core Value

We recognize that our system is inequitable by design and we vigilantly work to confront and interrupt inequities that exist to level the playing field and provide opportunities for everyone to learn, grow, and reach their greatness.

Equity, Access, and Social Justice Guiding Principle

All students are given an equal opportunity to graduate with the greatest number of postsecondary choices from the widest array of options.

The contents of this Learning Continuity and Attendance Plan are aligned to the information in the district's Return Together plans. These plans are cited throughout the document and can be viewed in full on the district's [Return Together page](#). To date, released components include the [Return to Health plan](#) and [Draft Return to Learn Plan](#).

The Learning Continuity and Attendance Plan memorializes the ongoing planning process for the 2020-21 school year. It includes some items that are pending, still in development, and/or being discussed in negotiations with bargaining groups.

The plan includes descriptions of how the district is doing the following:

- Addressing gaps in learning
- Conducting meaningful stakeholder engagement
- Maintaining transparency;
- Addressing the needs of unduplicated pupils, students with unique needs, and students experiencing homelessness
- Providing access to necessary devices and connectivity for distance learning
- Providing resources and supports to address student and staff mental health and social emotional well-being
- Continuing to provide school meals for students

Additional Resources:

- [SCUSD Learning Continuity and Attendance Plan page](#)
- [California Department of Education \(CDE\) Learning Continuity and Attendance Plan resource page](#)
- [Senate Bill 98 text](#)
- Sacramento County Office of Education (SCOE): [School Year Planning: A Guide to Address the Challenges of COVID](#)
- California Department of Health: [COVID-19 Industry Guidance: Schools and School-based Programs](#)
- California Department of Education: [CDE Stronger Together: A Guidebook for the Safe Reopening of California's Public Schools](#)

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California Department of Education, July 2020

Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Sacramento City Unified School District	Jorge A. Aguilar, Superintendent	916.643.7400

General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

The unprecedented COVID-19 pandemic has affected the entire Sacramento City Unified School District community and drastically altered the lives of our students, families, and staff. The unexpected closure of schools in March 2020 has impacted the physical, emotional, social, and educational landscape of students. Students, their families, and staff have all been affected by higher levels of stress and trauma.

The closure of schools has impacted many students and families by challenging their ability to access basic services. The broader economic impacts of the pandemic, including increased unemployment, have exacerbated existing challenges such as food insecurity and access to technology/connectivity. Families and students have also been impacted by the physical separation from targeted supports and services that are typically provided in-person, including many services for English Learners, Foster Youth, Homeless Youth, and Students with Disabilities. The COVID-19 pandemic has also resulted in increased isolation and disconnection due to the physical and social separation from the classroom and school community. Curriculum pacing, traditional methods of instruction and assessments of student learning have also been disrupted.

Students, families, and staff have also had to take on new roles due to school closures. Parents, guardians, and caregivers – already important partners in the education of their students – have taken on increased responsibility as coeducators with students at home during distance learning. This has been challenging for those parents, guardians, and caregivers who are able to work at home and for those who are not. Many parents, guardians, and caregivers who are not able to work from home have had to balance the competing needs of caring for their children and maintaining their employment and income. Older students have also had to take on greater responsibility for younger siblings and/or relatives. This includes supporting the distance learning of those younger students, taking time away from their own learning. Staff have also faced tremendous challenges. Many SCUSD staff are also parents, guardians, or caregivers for school-aged children and are themselves balancing professional and personal responsibilities. The new roles SCUSD students, families, and staff have had to take on and the balancing of competing demands have added stress and trauma to an already challenging context.

In addition to these impacts and trauma stemming from COVID-19, many SCUSD community members continue to experience trauma as a result of systemic racism and violence. Recent racist acts of violence against Black and Brown people, including the killing of George Floyd, follow centuries of oppression. Just as COVID-19 has had a disparate impact on our community, the countless acts of racism and

subsequent unrest have layered on additional trauma to our students, families and staff. SCUSD acknowledges its responsibility to recognize our own role in this trauma and the need to move beyond acknowledgement to engaging in courageous conversations and directly confronting, interrupting, and addressing the institutional racism that is present in our school system. This will require us to grow our own capacity as adults - to deeply examine and understand our own implicit biases and positions of power and privilege, to build our cultural competence, and to integrate into our curriculum the teaching and learning of social justice, anti-racism, and social and emotional learning.

SCUSD is the 13th largest district in the state, serving approximately 42,000 students at seventy-five schools. The district's boundaries encompass most of the central and southern portions of the City of Sacramento, an area that is demographically diverse in terms of race, ethnicity, culture, economic status, and language. SCUSD's 2019-20 student population was 40.6% Hispanic/Latino, 17.5% White, 17.2% Asian, 13.4% African American, 7.3% Multi-racial, 2.1% Native Hawaiian/Pacific Islander, 1.4% Filipino, and 0.5% American Indian/Alaska Native. Over 70% of students are identified as socioeconomically disadvantaged, including those students that are eligible for Free/Reduced Meals (70.5%), identified as Foster Youth (0.5%), and/or identified as Homeless Youth (0.6%). The student population also includes 17.9% English Learners and 14.4% Students with Disabilities. Many SCUSD students speak a primary language other than English, with more than 50 different languages represented and Spanish, Hmong, Vietnamese, Cantonese and Mandarin among the most common.

The impacts of the COVID-19 pandemic have been disproportionately large on students and families who were already experiencing inequitable outcomes in the SCUSD system. These students include English Learners, Foster Youth, Homeless Youth, Students with Disabilities, and students of color – particularly African American, Latinx, and Native Youth. This disproportionate impact is resulting in the exacerbation of inequities during a time that is already historic in the levels of stress it is placing upon our collective community.

In recent years, SCUSD has been identified by the state for [Differentiated Assistance](#) based upon the performance of specific student groups on the [California School Dashboard](#). The three groups that have recurred across all three years include Students with Disabilities, Foster Youth, and Homeless Youth, with African American, American Indian or Alaska Native, Native Hawaiian or Pacific Islander students, and English Learners also demonstrating significant performance gaps. It is important to note that there exists a high degree of intersectionality between these student groups. In 2020-21, the district will be engaging in a [Systemic Instructional Review \(SIR\)](#) process with the [California Collaborative for Education Excellence \(CCEE\)](#). This is aligned to the Differentiated Assistance process and a more intensive form of support from the state based upon SCUSD having three or more student groups meeting the Differentiated Assistance eligibility criteria for three out of four years. Additionally, reports such as the [Council of Great City Schools report on Improving Special Education Services \(Spring 2017\)](#) have reaffirmed the need to improve outcomes for vulnerable student groups, in this case students with disabilities.

In 2018 a report sponsored by the Community College Equity Assessment Lab (CCEAL) and commissioned by the Greater Sacramento National Association for the Advancement of Colored People (NAACP) titled '[The Capitol of Suspensions](#),' SCUSD was shown to be the highest suspension district in the state of California for Black males by total number of suspensions and unduplicated suspensions, surpassing districts that had significantly higher cumulative enrollment. This data and the California School Dashboard results serve as important context for the SCUSD system prior to COVID. The aggregate impacts of these existing systemic conditions, the COVID-19 pandemic, and the cumulative trauma resulting from systemic racism and violence on a national, state, and local level are all affecting students and families on a daily basis.

SCUSD's Core Value states: *We recognize that our system is inequitable by design and we vigilantly work to confront and interrupt inequities that exist to level the playing field and provide opportunities for everyone to learn, grow, and reach their greatness.*

As the district has planned to '[Return Together](#)' - in the physical and virtual space - addressing the learning loss that students experienced during spring and over the summer is a priority. This is especially critical for the student groups experiencing disproportionate impacts from the pandemic. Using this lens, SCUSD has established the following vision statement:

"Sac City Unified will disrupt the current status quo of systemic inequity to meet the academic, social and emotional needs of all our students, especially our most vulnerable students. Such disruption must result in higher learning standards and accountability. Our Return Together Plan will abide by all county public health orders to safely serve as many students as possible through in-person instruction. Because we recognize the evolving nature of this pandemic, all of our learning models will meet the needs of all students and mitigate learning loss, assuring that all students are given an equal opportunity to graduate with the greatest number of postsecondary choices from the widest array of options."

In presenting plans to the public and Board of Education, staff have noted that significant improvement was needed in instructional coherence and consistency prior to COVID-19. With the additional challenges that distance learning brings, the needs for coherence and consistency in instructional programs is even greater. As part of its [Return to Learn](#) plan, SCUSD has outlined ten specific expectations that parents/guardians, students, and the community should have for distance learning implementation:

1. Consistent, direct, live instruction for every student.

Access to daily direct live instruction for students, with the option of participating in recorded instruction at alternate times of the day.

2. Access and availability

Teacher availability to students outside of direct, live instruction.

3. Symmetry and Cohesion in learning and delivery

Google Classroom as the learning management system to allow for symmetry and cohesion in instruction and learning.

4. Collaboration

Meaningful and structured collaboration between teachers, principals, and colleagues from grade levels and departments to improve outcomes for students based on data and student need.

5. Professional development and supports for educators

Professional development for all educators on strategies needed to deliver high-quality instruction and on the District's learning management system, Google Classroom, that ensures students access to learning grounded in the essential standards.

6. Appropriate supports for students receiving Special Education

Ensure students with disabilities are included in all offerings of school education models by using the IEP process to customize educational opportunities and supports when necessary.

7. Targeted student support and intervention

Supports and instruction for small groups of students who need additional instructional and/or social and emotional attention.

8. Communication and feedback

Regular communication to students and parents on learning goals and student progress, including weekly teacher-student-parent/guardian communication and report of student progress consistent with the District's grading policies to maintain the home-to-school connection.

9. Assessments and accountability

Assessments during learning and throughout the school year that evaluate how students are progressing both in the moment and over time to address learning loss before and after the school closure.

10. Support for English Learners

Designated and integrated instruction in English language development including assessment of progress toward language proficiency and targeted support to access curriculum.

Providing these expectations to students and families represents one of SCUSD's efforts to empower stakeholders to hold the district accountable for providing consistent, high-quality instruction and other services that meet the academic, social, and emotional needs of students and families. The implementation of distance learning and design of robust and flexible modes of instruction during this pandemic have presented a unique opportunity to do things differently and create strategies that endure beyond the current crisis in order to improve student outcomes. As stakeholders have urged, and is reflected in the district's vision statement, this is a time to disrupt the status quo. Our individual and collective response to the challenges in this pandemic represent an opportunity to not only survive, but to lay strong foundations in new areas that will allow students to thrive in 2020-21 and the years beyond.

Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

SCUSD's stakeholder engagement regarding distance learning and planning for 2020-21 began in June and have continued throughout the development of this plan. Efforts have included listening sessions, surveys, a town hall event hosted by the board, solicitation of public comments on the draft, and meetings with stakeholder groups. Additional sources of input include board member summaries of regional town halls and listening sessions, feedback gathered by student leaders, and public comments on school reopening board items. The gathered input was used by staff to inform their ongoing planning and is reflected throughout this document.

District staff started the stakeholder engagement process for distance learning and school reopening as the 2019-20 school year ended. As the spring semester closed, the district administered a survey to families to obtain their feedback on distance learning. This survey was made available in English, Spanish, Chinese, Hmong, and Vietnamese and administered via Google Forms. 5,293 parents/caregivers responded to the survey. A corresponding survey was also administered to students to seek their feedback on the distance learning experience. A total of 2,362 students in grades 4-12 responded to the survey. This represented approximately 8% of the 28,229 students in grades 4-12. Detailed results can be found on the [Research and Data Collection page](#) of the district's [Return Together site](#). Both surveys were made available in multiple languages.

During the last week of June and in early July, the Executive Leadership team, led by the Superintendent, held a series of listening sessions with key stakeholder groups. These sessions were held to solicit feedback on the district's draft reopening plans and initial thinking regarding distance learning for the 2020-21 school year. Each session included a brief overview of the district's vision for reopening schools, the guiding principles being used to inform planning, and the draft distance learning framework. Stakeholder groups were further engaged to solicit input on the preliminary Learning Continuity and Attendance Plan Draft. Specific sessions and meetings for the groups included:

- Students: 7.14.20 Listening session, 8.12.20 and 8.19.20 Student Advisory Council meetings
- African American Advisory Board (AAAB): 7.1.20 Listening session and 8.5.20 meeting
- Community Advisory Committee (CAC): 6.30.20 Listening session and 8.4.20 ad-hoc meeting
- District English Learner Advisory Committee (DELAC): 7.2.20 Listening session, 8.3.20 meeting with leadership, 8.12.20 meeting
- LCAP Parent Advisory Committee (PAC): 6.24.20 Listening session, 8.3.20 and 8.24.20 meetings
- Parents United (SCUSD Parents United to Restore our Schools): 7.9.20 Listening session

To better understand the needs of students and families and the criteria that would make them feel safe returning to in-person instruction, the district administered a Learning Options form in early August. Though this form did not require families to make a formal decision regarding a specific instructional model, it did ask families to share:

- Their current device/internet status
- Their *preference* for learning model (full distance, blended, full in-person) once state and county officials deemed it safe to return
- The criteria required before returning to school
- Their priorities within distance learning.

The district received 22,952 unduplicated parent/guardian responses, representing a 56% response rate, during the 7.27.20 to 8.10.20 survey window. The survey was made available in multiple languages.

On 8.11.20, the Board of Education held a 'Virtual Town Hall' to discuss distance learning and the district's Return Together plans. In addition to learning, the identified topics included health and safety, social and emotional learning, and state and county guidelines. Panel members included board members, students, SCUSD staff, Sacramento County's Public Health Officer, and a representative from Public Advocates. Over 100 questions were received in advance and many more were submitted during the course of the event. Nearly 1000 community members attended the Zoom webinar event or watched it on the district's live broadcast. Simultaneous interpretation was provided within the Zoom environment in Spanish, Hmong, Cantonese, Vietnamese, and American Sign Language (ASL). Brief presentations were provided by Dr. Olivia Kasirye, Sacramento County's Public Health Officer, and Liz Guillen, Director of Legislative and Community Affairs for Public Advocates. Ms. Guillen's presentation included a review of Senate Bill 98 and summary of the specific requirements within the Learning Continuity and Attendance Plan. Following this, students and board members posed several of the most common stakeholder questions received and staff responded to each.

To enable input by stakeholders across all groups, a draft of the Learning Continuity and Attendance Plan was shared for comment. The draft was posted on the district's website on with an accompanying google form to submit comments. The availability of the drafts and opportunity to comment were publicized through the district's multiple electronic communication channels that are sent to staff, students, families, and community members. Hard copy notifications were distributed at the district's meal service pick-up sites, with flyers placed into each bag. In addition to a link and a Quick Response (QR) code for the drafts and comment forms, these notices informed stakeholders that hard copies of the draft plan in multiple languages would be available for pick-up the following Monday and Tuesday during meal distribution. The draft, notice of opportunity to comment, and the comment forms were all made available in Spanish, Hmong, Chinese, and Vietnamese in addition to English. The comment form provided stakeholders the opportunity to comment on each plan section in free-response form.

Additional sources of input included:

- Summaries of regional town halls/listening sessions held by board members and reported out in comments during board meetings
- Summary of student input solicited from peers by the student board member and Student Advisory Council members
- Public comment at July and August Board meeting items focused on school reopening

The 9.3.20 public hearing provided an additional opportunity to solicit broad stakeholder engagement. The draft plan was posted on the district's website in advance for public review and comment, presented for discussion at the board meeting, and opened for public comment.

[A description of the options provided for remote participation in public meetings and public hearings.]

Stakeholders had options to participate remotely at multiple public meetings and the district's public hearing. This evolved over time and in response to stakeholder input. Beginning with the 8.20.20 meeting, board meetings included the opportunity for members to provide public comments live, in addition to the method utilized since school closures - submission of comments by email prior to the meeting. Public comments submitted prior to the meeting are read aloud by staff and posted for viewing on the [district website](#). The town hall event on 8.11.20 was held as a zoom webinar. This included the opportunity for attendees to submit questions live through the 'Q&A' function.

Meetings with key stakeholder groups were held via zoom, and in many cases, were open to the public. Public attendees at meetings were able to listen to presentations and discussions and, at identified times, participate or provide public comment. As an example, public attendees at LCAP PAC are included within the zoom 'room' and can observe all discussions and are invited to observe small group discussions via the breakout room feature. A time is reserved at the end of the meeting for formal public comment and the chat feature is open for public contributions throughout. Chat comments are saved and included in the posted meeting notes. In a second example, the DELAC meeting enabled attendees to contribute to the chat, pose questions for the presenters, and engage in the larger discussion. The DELAC meeting also featured simultaneous interpretation in multiple languages.

[A summary of the feedback provided by specific stakeholder groups.]

Overall, the feedback that stakeholders provided included valuable insights, recommendations, and questions. These addressed experiences during the spring school closures, priorities for the district's return to distance learning and in-person instruction, and input focused on pre-existing issues. These issues existed prior to the pandemic, may have been exacerbated by the pandemic, and will remain after unless they are addressed for the long-term. Listed below are the key ideas that emerged across most or all of the stakeholder groups. It is important to note that strong correlation exists between many of these items and the district's ten expectations for distance learning:

- Our current situation is an opportunity to do things differently and disrupt the status quo – to better serve all students.
- One size does not fit all – training, instruction, and communication all need to meet the individual and group needs of students, families, and staff.
- Distance learning in the spring was not effective and needs to be much better in the fall. Critical aspects include live instruction, access to recorded lessons, access to teachers and staff, and communication of clear expectations on a regular basis.
- We need to focus on our most vulnerable students in our planning and implementation.
- Parents, guardians, and caregivers need much more support to effectively partner in the education of students at home. This includes clear guidance for what they should expect from distance learning, opportunities to engage in two-way dialogue regarding district planning and their own student's learning, and training, resources, and support to utilize technology and support learning at home.
- Training and accountability for staff are both critical. We need to reduce the amount of variation in program implementation and the instructional experience of students and families. Specific training for distance learning is needed.
- Relationship building, Social Emotional Learning (SEL), and mental health need to be prioritized along with physical health and safety.
- Provide support to students and families to address access and connectivity issues that impact their ability to engage in distance learning.
- Students should have the option to continue distance learning for the remainder of the year, even when some form of in-person instruction resumes.

Following are highlights of feedback from individual stakeholder groups beyond the key ideas detailed above. More detailed listings of stakeholder input, including the comments submitted to the Superintendent by the LCAP Parent Advisory Committee (PAC) and District English Learner Advisory Committee (DELAC) can be found on the district's [Learning Continuity and Attendance Plan page](#). The key input provided by stakeholder groups was shared with district staff to support their planning for the fall, revisions of this plan, and longer-term continuous improvement process.

The Distance Learning survey administered to parents/caregivers and students at the end of the school year yielded results that largely aligned with the overall themes listed above.

- For parents/caregivers, the majority of respondents indicated that they were concerned about their student's social, emotional well-being, that they were only somewhat/slightly or not at all satisfied with the spring distance learning experience, and that more guidance and resources for parents/families to support student learning were their top priorities for the fall.
- The majority of respondents also reported little to no daily direct instruction and moderate to no sense of connection to their student's school since school closures in March.
- Similarly, the majority of students responding to the survey indicated low frequency of interaction with live or recorded lessons, spending less than 2 hours per day learning or completing schoolwork, and moderate to low levels of connection and belonging to their class or school.

Student input from two meetings with the Student Advisory Council (SAC), a listening session in July, and the feedback independently gathered by the student board member and SAC members included the following:

- More counseling services are needed in all schools in the areas of mental health, academics, and college planning. Students emphasized the fact that this need predates the pandemic but is even more urgent now.
- Students need more opportunities to share their voice that include authentic questioning, constructive feedback, and open dialogue.
- Students need specific ways to regularly and safely provide feedback to staff. This should be used to identify areas for improvement AND to highlight best practices.
- Consistency in instruction is critically important. This includes online platforms, access to support, and clear expectations.
- Students need flexibility during distance learning. Receiving assignments and due dates in advance for self-pacing and recorded lessons provide a key support to students who need flexibility.
- Learning loss needs to be addressed, especially for classes that are in course sequences like World Language and Math.
- Tiered supports for students are needed and regular mental health and social emotional check-ins should be conducted to assess needs.

Community Advisory Committee (CAC), which supports individuals with exceptional needs and their families, provided input through the June Listening Session and August ad-hoc meeting. Key ideas included:

- Students are diverse and need to continue learning in diverse ways. Multi-tiered support needs to improve, not stop, during distance learning.
- We need to address silos – students with disabilities are often considered ‘students of SpED.’ Our attitude needs to be one where each person is working with each child - NOT one where students with disabilities are seen as ‘somebody else’s problem.’
- If the district focuses on fixing Special Education first, then everything else will fall into place.
- Students are general education students first. Special Education is a service, not a ‘place that students go.’ Professional development needs to open people’s hearts and minds just as much as developing technical skills.
- We need to address the transition planning for our older students.
- Universal Design for Learning needs to be implemented so that we can see results.

The LCAP Parent Advisory Committee provided input through the June listening session and 2 August meetings. Key ideas included:

- When possible, some form of in-person instruction is important – it is important to be able to see someone and talk with them.
- There needs to be specific communication and support for students transitioning grade spans, including an orientation to the school.
- Synchronicity of instruction is a profound issue, particularly for households that have multiple students.
- We should be doing district-wide events such as reading books and other common activities for everyone.
- Explore options for increasing adult support during instruction to allow smaller groupings, including collaboration with afterschool staff.
- There needs to be accountability to implementing the assessments.
- All vulnerable students should have similar wraparound services and supports. This should include an individual learning plan and a designated liaison that checks in with them and their family regularly.

The District English Learner Advisory Committee (DELAC) provided input through a July listening session and two meetings in August, one with leadership and one full committee meeting. Key ideas included:

- The plan should be clear in stating what we can ‘ensure’ as a district vs. what we intend/are building towards and should provide more detail regarding the services and supports we are providing for English Learners.
- English Learners need additional supports and services including, but not limited to, an Individualized Student Success Plan, appropriate materials, equipment, and connectivity to participate, engage, and learn, resources in the home language, additional learning time in groups, and schedules/resource allocations plans prioritizing students with the greatest needs and ensuring provision of Designated and Integrated ELD.
- Communication is a critical component – stakeholder engagement and communications to home from the district and schools need to be in the home language and responsive. Communication should include videos with live captioning, automated phone systems with language preferences, and training for families and staff in accessing the use of interpretation and translation services. Increased funding is needed for interpretation/translation services within the district and to access outside services when needed.
- Additional staffing supports are needed to support English Learners and families. This includes additional ELD training specialists, increasing the number of bilingual staff, and expansion of Student Support Centers to all school sites.

- Training is needed for staff in designated and integrated ELD, meeting the needs of English Learners in distance learning, reclassification of dual designated students, anti-bias and anti-racism, and capacity-building for counselors to address non-academic issues and refer students to an appropriate support.
- DELAC needs additional district support including, coordination with sites and technology and interpretation support for meetings.
- Affirm and support the development of home language, ensure integrity of the model and support for dual language/biliteracy language acquisition program pathways, and improve World Language course protocols so native, heritage, and bi/multilingual speakers are not scheduled/misplaced in certain world language courses or levels

The African American Advisory Board (AAAB) provided input through a July listening session and August meeting. Key ideas included:

- Our definition of ‘vulnerable’ needs to expand to include students of color and especially African American students. We need to specifically monitor, conduct outreach, and support African American students.
- We should clearly discuss what is going on in the world, the nation, and Sacramento region regarding racial inequity and trauma.
- Consider partnerships with other entities to disrupt systemic inequality, address learning loss, mitigate impacts of COVID, and provide online learning.
- Health and safety at home needs to be a focus in addition to at school.
- Relationships are critical – broken relationships need to be mended. Communication needs to be clear, concise and relationship-building. We need to talk to people coming back and understand it is going to take work.
- We need to support those who choose to stay at home.
- Explore options for using facilities for some form of support during closure. Consider establishing small learning centers or walk-in centers as learning spaces.

A July listening session with Parents United yielded the following key ideas:

- Parent voice is the missing link – the role of parents has changed fundamentally and materially – what can we do to make our voices heard?
- This is bigger than what is school going to look like – what do we want school to look like for all?
- This is a moment to say we can do things differently – hold the district and ourselves accountable
- Stop treating students like they are an audience
- There was wide variation between teachers – the experience was very teacher-dependent.
- There needs to be an education component for parents to understand what they should expect, what high-quality distance learning education looks like, where we can take our grievances. (Make visible what the invisible expectations are)

The Learning Options Form administered in early August provided valuable data for the district's planning process. Highlights of this data included:

- Approximately 68% of parents/guardians preferred blended learning or in-person learning if state and county health officials have deemed it safe to return to school.
- Approximately 47% of parents/guardians indicated that live instruction is the most important part of distance learning.
- Approximately 80% of parents/guardians reported that their students have a computer available for distance learning.
- Approximately 82% of parents/guardians specified that they have access to internet service.

The key questions posed by stakeholders in the August 12, 2020 Virtual Town Hall event reflected similar interests and concerns as those expressed to that point by stakeholders in committees, surveys, and listening sessions. The [webinar recording of the Town Hall](#) is available for viewing in its entirety. Some of the key issues raised included:

- The district's ability to conduct in-person instruction, including the use of outdoor spaces and the measures being taken to control the spread of COVID and reopen schools as soon as possible.
- Live instruction during distance learning. How much will occur, what it will look like, and options for students who miss a session.
- The expectations parents/guardians and students should have of distance learning.
- The ability to provide trauma-informed, healing centered, Social and Emotional Learning (SEL) in the distance learning context.
- Resources for families whose devices are not working or who are in need of an internet hotspot/connectivity.
- The steps being taken to support the district's most vulnerable students during distance learning.
- The supports for parents/families of students with an Individualized Education Program (IEP).

Comments on the draft posted in mid-August provided additional input. Key ideas from respondents identifying as teachers included:

- Staff need to be provided more voice in the district's planning process.
- Concern about recording lessons, including privacy implications for students.
- Meaningful professional development is urgent and desired. This should include support for distance learning engagement and use of technology. This should go beyond being provided links/software/other resources.
- Concerns about the overall amount of synchronous instructional minutes and potential for too much screen time.

Key ideas from respondents identifying as parents, guardians, or caregivers included:

- The district should acknowledge and support working parents, who face challenges balancing work and supporting their students during distance learning.
- Respondents were divided on in-person learning, with many wanting to go back to in-person as soon as possible and not wanting to return because they feel it is too dangerous
- The district should explore outdoor education options.
- Concern about the overall screen time that is expected during synchronous learning, in particular for younger students.

- Concern about the lack of meaningful social interaction and long-term impact on mental health of being away from school.

A recurring theme across teacher and parent/guardian/caregiver was input that noted the length of the draft and desire that it be more concise. Classified and other certificated staff responding noted the importance of additional instruction for students with disabilities, through either in-person options or home visits. Key community member input called for additional details regarding the district's specific supports for English Learners. Specific areas noted included supporting English Learners who may not have substantial internet connectivity, providing designated ELD, and providing bilingual counselors.

Several board members, in their comments during meetings, shared summaries of regional town halls/listening sessions that they had held in their area. Key input shared included:

- Distance learning needs to improve for the fall. Live instruction and pre-recorded lessons are a must.
- Parents are not co-educators. We need to support them with clear school and class schedules as soon as possible, training to use technology, a hotline/helpline to access support during asynchronous learning time, childcare and afterschool care.
- Options for enrichment activities and outdoor learning both need to be explored.
- Parents and students need flexibility - they are working and have other responsibilities in addition to supporting student learning.
- The needs of students with disabilities need to be met.
- We need to address social emotional needs, mental health, and trauma.

Additional input was received from public comments to the (Re)Opening of Schools items. These comments can be found on the district's Board of Education meeting pages at the following:

- Opening of Schools Update (8.20.20): [Presentation](#) and [Public Comments](#)
- Opening of Schools Preparation Update (7.16.20): [Presentation](#) and [Public Comments](#)

Key comments made at the public hearing included:

- *TBD*

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

Specific stakeholder has influenced multiple components of the district's Learning Continuity and Attendance Plan. These influences include a wealth of specific feedback on the draft plan as well as 'upstream' influences of stakeholder input on the district's various 'Return Together' Plans, upon which much of this plan is based.

Key takeaways from the parent/caregiver and student surveys administered in the spring included the need to provide (a) daily, live, synchronous instruction, (b) increased connection to staff and peers and sense of belonging at school, and (c) more resources for parents to support their students' during distance learning including the use of technology. This input was reiterated across all the parent/community groups during their listening sessions and/or meetings and has influenced the following aspects of the district's plan:

- Development of clear expectations for daily, live instruction for all students every day. This includes the minimum number of minutes for both synchronous and asynchronous instruction for a total minimum number of instructional minutes per day. The district has also included as part of the plan the expectation that lessons will be recorded to provide students the option of participating in recorded instruction later. This is seen as a critical support for students who may have different learning needs and benefit from rewatching instruction as well as a support for those students who may not be able to attend specific lessons.
- Development of Social Emotional Learning (SEL) lessons focused on universal themes that support connecting, belonging, and other aspects of social and emotional well-being. These lessons support the implementation of school wide practices as well as the daily integration of Social Emotional Learning into academic instruction. The district has also prioritized the expansion of its definition of engagement to encompass Emotional Engagement in addition to Behavioral and Cognitive Engagement. Regular surveys will be used by teachers and schools to monitor emotional engagement.
- To support parents and caregivers in supporting their own students' learning, the distance learning plan includes specific expectations for weekly communication from teachers to students and families. Weekly communications will include the week's learning intentions, schedule of zoom times for synchronous instruction, content to be taught, criteria by which student success will be measured, and a description of assignments with related rubrics and due dates. This communication is intended to provide parents some of the key information and tools they need to support students in meeting goals. Teachers are also expected to be available to students and family members outside of instructional time. This includes maintaining open communication channels and identifying the times at which support is available.

The overarching themes emerging from the spring listening sessions also were impactful in informing the development of the Return Together Plans and this Learning Continuity and Attendance Plan. Specific themes and their impacts include:

Parents/Guardians need clear expectations of what they should expect from distance learning

A through line across stakeholder engagement before and during COVID has been the need to reduce the variation in implementation and quality of the learning experience across classrooms and school sites. Related to this has been the expressed need for parents/guardians to have a specific understanding of what should be happening for their students. This input has influenced the development of a clear list of expectations for distance learning communicated by the district. The list is provided in detail within the overview section of this document.

We need to focus on our most vulnerable students in our planning and implementation

Another through line of feedback across stakeholder listening sessions was the need for an equity-focused plan, particularly regarding the needs of students who are most vulnerable and at risk of learning loss during and after school closures. This priority has influenced the district's planning throughout. The first line in the district's Return Together Vision statement reads, 'Sac City Unified will disrupt the current status quo of systemic inequity to meet the academic, social and emotional needs of all our students, especially our most vulnerable students.' The Return to Learn plan's guiding principles have been based on those set forth by the Council of Great City Schools, whose Addressing Unfinished Learning After COVID-19 School Closures specifically calls out the disproportionate impact of school closures and distance learning on English Learners, students with disabilities, students with learning or attention issues, economically disadvantaged students, foster children, and homeless youth. To accurately assess learning status and monitor growth, the district has developed a common assessment calendar across grade levels for ELA and Math. To provide targeted supports to students, synchronous small group and individual instruction have been included within those activities to take place within a teacher's weekly schedule. To improve the differentiation of instruction and addressing of individual students needs every day for every student the district is maintaining its professional development focus on Universal Design for Learning (UDL).

Training and accountability for staff are both critical

Related to the through line of reducing the variation in implementation and quality of the learning experience, parents/guardians consistently expressed their priority of increased accountability in the implementation of district programs. This priority has also been voiced in previous Local Control and Accountability Plan (LCAP) engagement and other feedback processes. This Learning Continuity and Attendance Plan has been influenced by this input, specifically in the ten stated expectations ('Symmetry and Cohesion in Learning and Delivery' speaks to the need for less variation in implementation) and in professional development plans. The section of this plan describing professional development to support distance learning outlines the expectations for principals to consistently join virtual teacher collaboration sessions and virtual classroom lessons just as they would 'walk' their school site when in person.

Parents/guardians need training and resources to utilize technology and support student learning at home

In response to consistent feedback that parents/guardians need more support and capacity building in these areas, resources were developed and implemented. Virtual workshops were held, including a 'Zoom Guide for Parents' and 'Parent Guide to Google Classroom.' A stand-alone website has been developed ([Back to School Digital Binder](#)) and features a '[Parent Distance Learning Toolkit](#)' that includes resources on topics that were chosen based upon specific stakeholder priorities.

Examples of additional influences on this plan and/or aspects of the district's program include:

- Multiple groups, including the AAAB, LCAP PAC, and DELAC, provided input regarding (a) the need to explore opportunities to provide some services or resources on campus and (b) to engage afterschool staff/expanded learning programs and other community organizations in the support of distance learning. As detailed in the 'Roles and Responsibilities' section of this plan, the district will be engaging expanded learning staff to support synchronous and asynchronous instruction in numerous ways AND is exploring pilot programs to bring students back on campus.

- Students stated the need for flexibility and the ability to self-pace work throughout the week. They noted that, in the spring, a practice that was supportive in the distance learning context was providing advance notice of assignments and allowing for completion at one's own pace. The district's plan includes a weekly communication from school to home that provides an overview of assignments, learning intentions, synchronous learning schedule, and other important details. This is intended to support both parents/guardians and students.
- Students also stated the need for consistency of live instruction, the ability to access recorded lessons following the live lesson, and access to teachers outside of class time. These priorities were echoed by other stakeholder groups. The district's plan includes daily, live instruction, the use of lesson recording to provide students the ability to re-watch at a later date, and expectation that staff are regularly available to students and families.
- Multiple groups have noted the importance of increasing awareness of systemic racism and violence and specifically calling out the traumatic impacts upon students, families, and staff as well as more clearly discussing what is going on in the world, nation, and Sacramento regarding racial inequities and trauma. This latter need was specifically noted by the AAAB, who also stated the importance of expanding our definition of 'vulnerable students' to include students of color, in particular African American students. As a result of this input, context regarding systemic racism and violence has been added to the first section of this plan. More tangibly, the district has furthered its development of supports for anti-racist education including a full set of resources for educators in the form of a [stand-alone website](#). This resource and others are discussed in the Mental Health and Social and Emotional Well-being section.
- The CAC emphasized key ideas including the need for all community members to see students with disabilities as students first – and not to define them by their disability status. The CAC also noted that, if Special Education issues are addressed first, then many of the other problems that exist in the district will be addressed as well. These points have been emphasized in the Supports for Pupils with Unique Needs section. Additionally, discussion of Universal Design for Learning (UDL) in this plan notes that designing instruction for students who have unique needs will improve access for ALL students.
- The LCAP PAC noted the absence of any explanation of bullying prevention and the importance of highlighting this in a distance learning context given the prevalence of cyberbullying pre-COVID. The section of Mental Health and Social Emotional Well-being now includes a brief discussion of bullying prevention.
- Comments submitted on the posted draft included the recommendation that the General Information section incorporate explicit acknowledgement of the impacts of COVID on working parents. This has been incorporated and notes the impact on both parents that are able to work from home and those that are not.
- Specific input from the District English Learner Advisory Committee (DELAC) recommended that automated phone systems include language preferences in the top five languages and that, if a language other than English is selected and no one is available to respond, the call be routed to a district interpreter or third party agency. In response, the district has updated its mainline phone message to include greetings in Spanish, Chinese, Vietnamese, Hmong, and Russian. Callers who are looking for assistance in a language other than English will be transferred to district interpreters to reach a live person or leave a message (depending on availability and time).

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

Providing as much in-person instruction as can safely be delivered is a priority of many stakeholders and acknowledged by the district as an important means of addressing learning loss. This is especially important for those groups of students who are disproportionately impacted by school closures. On July 15, 2020, the district, based on the recommendation of the Sacramento County Department of Public Health, announced that the 2020-21 school year would begin with full distance learning. This decision was later affirmed by [state guidance provided to schools by Governor Newsom on July 17, 2020](#). This guidance detailed the conditions under which schools will be allowed to reopen, the requirements they will have to follow when bringing students back, and the conditions under which a school or district may have to return back to a full distance model after reopening.

While current health conditions do not permit delivery of in-person instruction, the district is continuing to plan blended learning models so it will be prepared to bring students back once it is safe to do so. SCUSD will continue to align decision-making to public health guidance at the state and county level. The information in this section is the district's current plan. It is important to note that this is based on the current public health context and will continue to be responsive to state and county guidance and the district's own monitoring of community conditions and needs.

Modes of Instruction:

When it is deemed safe to offer in-person instruction, students and families will be provided the option to choose their mode of instruction. To meet health, safety, and learning needs, a 100% distance learning model and a blended learning model (which is part in-person, and part distance) will be offered. Students engaging in the blended learning model would receive part of their instruction each week at their school site.

- The district is preparing for the possibility of additional shifts in instructional model after in-person instruction has resumed. It is possible that, as determined by public health conditions or student need, a full return to distance learning may occur. One strategy under consideration is the continued use of Google classroom in both in-person and distance learning. This would allow students at home to participate in instruction synchronously with students who are in the physical classroom space, including collaboration with peers in virtual groups. This model of delivery would maintain continuity of instruction in the event that one or more cohorts, schools, or the entire district needs to return to a full distance learning model.
- Lessons occurring in the classroom will be recorded, allowing for the cohort of students engaging in distance learning to participate simultaneously with students who are attending in-person. This will also provide a record of direct instruction and explanations for the concepts and assignments presented, allowing students who cannot participate synchronously to watch at a later time. This will also support students who need or might benefit from re-watching instruction.

- During times of the week when all students are engaged in the distance model, teachers will provide key supports that maintain the community of learning and meet identified student needs. These supports include office hours for students and family, small group and individual support for students, collaboration with co-teachers to prepare lessons, and professional learning with colleagues.

Cohorts

Cohorting is a strategy to prevent the spread of COVID-19 by limiting crossover contact between groups. Individuals within a cohort will limit physical proximity with other cohorts as much as possible. Cohorting helps to decrease opportunities for exposure or transmission, breaks the chain of transmission, reduces contact with shared surfaces, facilitates efficient contact tracing, and allows for targeted testing, quarantine, and/or isolation of a single cohort in the event of a positive case.

- To effectively coordinate with Sacramento County Public Health efforts to conduct contact tracing, students will be cohorted, or kept in designated clusters, *as much as possible*. Where this is not possible due to specific course enrollment, all district, state, and county guidelines will be followed to best ensure the health and safety of students and staff.
- Arrival/departure plans and lunch plans will be developed at each school to minimize bottlenecks and blending of cohorts.
- Passing periods will be minimized. Where possible, teachers will move classrooms rather than students. Site-based safety plans will include passing period safety measures.
- Cohorts of students participating in in-person instruction will be on the school site at designated days and times, with disinfection occurring between those times.
- Students who remain in a 100% distance learning mode at the elementary level will, wherever possible, be paired up with teachers who are delivering 100% virtual instruction (not teaching at a physical school site).
- Classroom activities will, wherever possible, provide for virtual peer collaboration between cohorts of students – using Zoom breakout rooms to group students who are in-person and engaging in distance learning.
- Cohort sizes will maintain necessary physical distancing, keeping at least 6 feet of spacing between students within classrooms. Current analyses of the district's physical space and classrooms have determined that most school sites have the capability to bring approximately 50% of students on campus for in-person instruction at any one time.

Secondary School Scheduling

- Secondary schools will continue to schedule students into six courses and utilize a traditional six period day. This will maintain continuity with the existing scheduling model, staffing allocations, and alignment to exam schedules.
- Transition to a modified block schedule is possible and will be considered based upon need. This would result in periods 1, 3, and 5 and periods 2, 4, and 6 being held on alternating days.

Staffing

- During in-person instruction, staff will be deployed to meet the instructional needs of students as determined by their chosen mode of instruction. Some teachers will be designated as distance learning teachers. These teachers will be scheduled with students who are engaging in 100% distance learning, though some students who are in 100% distance learning will also be scheduled in classrooms that are working with in-person cohorts.

- As needed, some distance learning teachers may also be paired with in-person teachers to provide synchronous lessons. Additionally, based on student and family needs, teachers may need to work with students at other school sites.
- The district surveyed employees to assess the need for accommodations. Those employees indicating a need were contacted to schedule an interactive process with Risk Management staff, supported by Human Resources.

Additional Student Services and Supports

- A services schedule will be developed for each site. Determinations will be made as to which related services will be provided on days of in-school attendance and as to which students and related services are deemed appropriate for continued virtual delivery.
- Most of the District's related service providers are able to provide their services in a virtual setting; many contracted providers have been providing services online for several years. However, some of the related services are more easily provided in person, including physical therapy, adapted physical education, behavioral support and consultation, orientation and mobility, etc. Services determined to be more appropriately provided on site will be scheduled for the days that the student(s) is scheduled on site as appropriate and practical given the health and safety needs resulting from the pandemic.
- Where possible, students with additional needs may be considered for additional in-person instruction. This would include students with disabilities, English Learner newcomers, homeless youth, and foster students.

Students who are Medically Fragile or have significant behavioral or physical support needs

- For our students who are medically fragile, the Special Education Department will work closely with Health Services and the student's physician to determine the degree to which the student can participate in a return to a physical school setting. The physician will determine what additional accommodations need to be provided to the student to mitigate the student's possible exposure. If the physician determines that the student cannot participate in school due to their medical condition, an Individualized Education Program (IEP) will be scheduled to determine if Home Individual instruction or virtual instruction is appropriate for the student. Accommodations can be provided for students with significant behavioral needs or significant physical support needs; however, if a student requires a degree of support that is in conflict with the current County Health recommendations, the IEP team will meet to determine if a virtual service delivery is more appropriate to meet the student's need while additional guidelines are in place.

The district's planning to mitigate risk of transmission between students, staff, and other community members while on campus includes, but is not limited to, a range of physical distancing protocols, facilities-related actions, and disinfection procedures. Key measures include:

- **Physical distancing:** Everyone must practice physical distancing, keeping at least six feet away from other people at all times. This includes arrangement of desks within classrooms.
- **Face Coverings:** Wearing a cloth face covering is required for all SCUSD staff, students, parents/guardians, and visitors unless it is not recommended by a physician or is inappropriate for the developmental level of the individual. Face shields may be used by teachers to enable students to see their faces and to avoid potential barriers to phonological instruction. Face shields with a cloth drape can also be used by those who are unable to wear face coverings for medical reasons.
- **Ventilation and Air Flow:** Sites will replace all HVAC filters 2-3 times per year, an increase to the current practice of once per year. Sites will run HVAC fans continuously throughout the 24-hour cycle, including when windows and doors are open. Windows and doors will be kept open, if possible, to increase airflow.

- **Entrances and Exits:** Parents/guardians will be encouraged to stay in cars when picking up/dropping off students and staggered start and end times will be considered. Visual cues, barriers, and signage will direct traffic flow, maintain distancing in any lines, and minimize interaction between families. Entry and exit points will be identified to limit close contact during high-traffic times.
- **Designated 'Care Room':** Sites will have a designated area for sick individuals where they can be isolated, assessed, and wait to be taken home.
- **Classrooms:** Good hygiene will be modeled and reinforced. Materials/supplies sharing will be limited and activities that bring students close together will be modified.
- **Common Areas:** Signage, cones, stanchions, and other visual cues will be used to direct traffic flow, encourage appropriate distancing practices, and help maintain cohorts.
- **Recess and Play spaces:** Strategies for limiting the mixing of large groups will include recess cohorts, staggered playground use, and limiting activities where multiple classrooms interact.
- **Physical Education (PE) Classes and Athletics:** Limited to activities that do not involve physical contact with other students or equipment until advised otherwise by state/local public health officials.

Proper disinfection procedures will be followed, with regular disinfection of high-touch areas throughout the day. Frequently touched surfaces include, but are not limited to door handles, light switches, sink handles, bathroom surfaces, tables, desks, and chairs. Staff will put inventory controls in place to order sufficient supplies including face coverings (individuals may be encouraged to use their own cloth face covering), face shields, hand sanitizer, disinfection materials, gloves, thermometers, and handwashing stations if sink access is insufficient.

Staff and students will be encouraged and provided instructions to self-screen for symptoms at home. Active screening, in which students and staff entering a site or bus are screened with a temperature check and review of signs/symptoms, will be implemented if deemed necessary. Staff will work with Sacramento County Public Health to collect and track all illness-related information, support contact tracing, and coordinate a classroom, school, or district response as needed.

As state and county public health guidelines evolve, specific activities may be allowed and the district will evaluate the viability of each. If implemented all state and county public health guidance will be followed. Activities that are *potentially allowable* include:

- 1:1 Assessments and Evaluations
- [English Language Proficiency Assessments for California \(ELPAC\)](#) Administration
- Emergency Health supports

The district will continue to communicate with parents/guardians and students regarding plans and to solicit their input regarding the method of instruction that best meets their needs. SCUSD recognizes that each of its students and families have different preferences for returning, and different criteria that will make them feel safe enough to do so. To assess individual student and family preferences/needs, a Learning Options Survey for the 2020-21 school year was administered in late July and early August. Details about this survey are provided in the Stakeholder Engagement section of this plan.

Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Personal Protective Equipment Face coverings (masks and, where appropriate, face shields) to ensure that students, staff, and family entering schools sites and staff working in the community are minimizing the spread of respiratory droplets while on campus. Increased supplies of soap and hand sanitizer that is greater than 60% alcohol.	\$299,683	N
Health Materials Additional Thermometers to screen student temperature and mitigate potential spread of COVID.	\$11,866	N
Disinfecting Materials Additional materials to support effective, routine disinfection of high-touch surfaces such as spray bottles, disinfectant, paper towels, gloves, goggles, and masks.	\$414,705	N
Visual Cues and Materials to Maximize Social Distancing: Visual cues will help to direct traffic flow, minimize interactions between families, and identify specific entry/exit points. Visuals will also reinforce face covering and hand washing protocols. Includes signage, posters, floor decals, and stanchions to direct traffic flow.	\$230,770	N
Air Scrubbing Units and Heating Ventilation and Air Conditioning (HVAC) filters: Portable air scrubber units to be placed in classrooms, work areas, and common spaces within the districts to mitigate the spread of COVID-19. Increase the frequency of HVAC filter replacement to 2-3 times per year as recommended rather than once a year as has been past practice.	\$20,000,000	N
Handwashing Stations Additional handwashing stations for locations where sink access is insufficient. Portable sinks will improve access to handwashing to help mitigate transmission of COVID-19. Costs for each handwashing station include rental and 4 services per week for a 6-month period.	\$415,164	N
Hydration Stations Current drinking fountains are to remain turned off during the pandemic in order to reduce the spread of COVID-19. The installation of touchless hydration stations will provide students and staff safe access to drinking water when on campus. Will include 1 station at smaller school sites and district facilities and 2 stations at larger school sites and Serna Center.	\$1,200,000	N

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

SCUSD has designed the 'Return to Learn' plan using six guiding principles:

1. Commitment to grade-level content and instructional rigor
2. Focus on the depth of instruction, rather than pace
3. Prioritize content and learning
4. Maintain the inclusion of each and every learner.
5. Identify and address gaps in learning through instruction. Monitor students' progress on grade level appropriate assessments and adjust supports based on student results.
6. Focus on the commonalities that students share in this time of crisis, not just on their differences

These are adapted from the six overarching principles for supporting students with unfinished learning set forth by the Council of Great City Schools (CGCS) in their [Addressing Unfinished Learning After COVID-19 School Closures \(June 2020\) report](#).

Curriculum Scope and Sequence

To provide students access to the full curriculum in both distance and in-person learning, comprehensive scope and sequence documents in English Language Arts and Math have been developed for each grade level K-6 and by content area for secondary grades. These provide teachers, administrators, and other instructional staff coherent and aligned guidance that includes:

- Overview of key grade-level learning outcomes
- Instructional content and practice considerations
- Foundational skills to be systematically and explicitly taught with ample time for practice
- Formative assessments to guide instructional modifications based on student progress monitoring
- Examples of how Social Emotional Learning (SEL) can be integrated into academic instruction
- Priority clusters of standards aligned to curricular resources, district common assessments, and prerequisite skills and knowledge

The scope and sequence documents are intended to guide teachers in identifying prioritized standards upon which to focus lesson planning and guiding them toward resources that can best support students in attaining mastery of those standards. This is one of the district's efforts to minimize the variation in program implementation across and within schools.

In addition to identifying prerequisite skills and knowledge, the scope and sequence documents identify skills to be taught in future grade levels. This allows teachers to conduct multi-grade assessments of students. As was the case before COVID-19, there will be students who

have skills that far surpass their grade level and there must be tools to assess their learning needs and provide them appropriately challenging instruction.

Home-school Communication

One of the district's key expectations for distance learning instruction is that the class/course expectations for the week are communicated to students and families by every Monday (or first day of the school week), using [standard district templates](#). These templates include the scheduled zoom times for synchronous instruction, learning intentions, content to be taught, how a student's success will be determined, and all assignments with related rubrics and due dates. This communication is intended to help parents/guardians gain deeper understanding of their student's learning process and how to effectively collaborate in their education. This has always been a need and has increased urgency now, with parents/guardians and family members taking on a much more prominent role in the daily education of their students within the distance learning context.

Priority Standards

It is important to acknowledge that ALL learning standards are important and were included in state frameworks by design. In selecting priority clusters of standards, SCUSD is focusing on depth of instruction, rather than pace. The prioritization of key content will enable teachers to more effectively address learning gaps through patient and in-depth instruction, daily re-engaging students with prior knowledge and allowing unfinished learning to be concluded while also introducing new content. Curricular leaders will further articulate specific instructional priorities within the standard clusters. This articulation will provide clear guidance on what is important to teach within each grade level, where time and effort should be invested, and which areas should be taught primarily for awareness vs. deep understanding.

Synchronous and Asynchronous Instruction

Robust distance learning includes a combination of synchronous and asynchronous learning. SCUSD acknowledges that distance learning is challenging and does not envision students, teachers, and parents/guardians sitting in front of a screen all day long. The district's planned distance learning model is flexible and includes breaks, with a balance between synchronous and asynchronous learning and between whole class and small group support.

Daily, live instruction and interaction was a key area for improvement in the spring implementation of distance learning. During this time, asynchronous learning was the primary model. The SCUSD community has strongly voiced their desire to see their teachers provide students the full classroom experience, including peer-to-peer interaction, as much as possible. The requirement to provide daily, live instruction has been affirmed by [Senate Bill 98](#). During distance learning, SCUSD will be offering consistent, daily, live instruction for every student with the option of participating in recorded instruction later. The option to view recorded instruction at a later time is critical in meeting the different needs of learners, some of whom need to watch instruction over again. In addition to whole-class, synchronous lessons, English Language Development (ELD) and additional differentiated supports will be provided synchronously. These instructional components are discussed further within the 'Support for Pupils with Unique Needs' section.

In addition to direct, live instruction every day for every student, a key expectation of the district's plan is teacher availability to students outside of that time. Access and availability is acknowledged as a key element enabling students to fully access the curriculum regardless of

the mode of instruction. Whether at a distance or in-person, students - and family members - need consistent and reliable access to teacher support. This includes maintaining open communication channels and identified times at which support can be obtained.

Instructional Minutes

Students will receive a minimum of 240 minutes of instruction and student support per day, which shall include both scheduled synchronous and asynchronous instruction. These 240 minutes shall not include teacher planning, office hours, required professional development, or other faculty, department, and grade-level meetings. The instructional minutes to be provided by grade level are as follows:

Grade Levels	Minimum Number of Instructional Minutes Per Day		
	Synchronous	Asynchronous	Total
TK-3	132	120	252
4-6	152	120	272
Middle School (MTuWF)	158	120	278
High School (MTuWF)	175	120	295
Middle and High School Thursday	Some for all students	240	240

Students in grades 7-12 will continue to be scheduled in six classes. This schedule benefits students by maintaining continuity of support services linked to courses across the year, aligns better to Advanced Placement (AP) and International Baccalaureate (IB) exams, aligns to current staffing models, and allows for easier transition both between in-person/distance/blended models and into and out of SCUSD.

Common Online Learning Management System (LMS)

A key decision supporting symmetry and cohesion in the district's teaching and learning was the identification of Google Classroom as the designated Learning Management System (LMS). In combination with aligned use of the scope and sequence documents, staff and schools will be able to maintain continuity of instruction through distance learning and across any transitions into or out of in-person learning. The use of an LMS will maintain continuity of course assignments and resources so that teachers and students will be able to sustain momentum through any physical transition.

To support parents in their role as coeducators, the district has developed a 'Back to School Digital Binder' providing a host of resources for families as they prepare for and begin Distance Learning. The binder can be found on the ['Start Here'](#) section of the district's website.

Resources include:

- Comprehensive [Distance Learning Supports for Families/Students](#) document including self-guided learning.
- Distance Learning Tutorials: Links to video tutorials, downloadable guidance, and answers to key questions

- [Recorded webinars](#) previously offered including a Zoom Guide for Parents and a Parent Guide to Google Classroom
- Tips for the First Day: Important dates and times and instructions for logging in.

Copies of physical textbooks will be distributed to all elementary school students and made available to secondary students upon request. All current secondary curricular have online versions that can be accessed digitally. A significant number of textbooks were not returned in the spring and the district has worked to have these returned so they can be sanitized and distributed. Additional texts will be purchased as needed to ensure that all students have the appropriate instructional materials.

In presenting distance learning plans to the board, staff have noted that significant gaps existed prior to COVID-19 and implementation of the 'Return to Learn' plan represents a unique opportunity to improve in a time of crisis. The alignment of teaching and learning to prioritized standards clusters, effective use of district assessments, consistent implementation of Universal Design for Learning (UDL) instructional practices, and other identified actions within this plan are not only for 'right now' in this time of COVID. These are critical moves for the district to improve student outcomes regardless of context (distance, blended, or in-person) and for the long term. SCUSD is implementing a distance learning plan that will both maintain continuity of instruction during the coming year AND serve as a stepping stone in the district's overall continuous improvement journey.

Note: The terms 'synchronous learning' and 'asynchronous learning' are used throughout this document. Following are SCUSD's definitions of these terms:

Synchronous Learning: Synchronous learning is any type of learning that takes place in real time where a group of students is engaging in learning simultaneously and through live instruction and interaction.

- Most resembles a real classroom
- Learners can ask questions and receive feedback simultaneously
- Allows for collaboration between students
- Teachers can provide immediate feedback, assessment, and make adjustments as needed
- Synchronous learning can occur using computer interaction through Google Classroom or video.

Asynchronous Learning: Asynchronous learning occurs separately and without real-time interaction.

- Directly aligned to live learning and instruction
- Feedback and opportunities for questions come later
- Students can absorb content at their own pace
- Provides opportunities for students to develop questions and reflections on learning
- Allows for more flexibility in scheduling
- Asynchronous learning can occur through classwork, videos, group work, or with other support from a teacher.

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

As SCUSD begins the 2020-21 school year in a full distance-learning context and prepares for the possibility that much of the school year will be via distance learning, ensuring access to devices and connectivity for all students is imperative. The technology gaps identified at the outset of school closures deepened the district's understanding of inequities that existed prior to COVID-19 and will continue to require attention even after students and staff have fully returned to an in-person model. SCUSD's efforts in the spring to provide all students with access to devices and connectivity have significantly reduced the identified gaps. However, significant areas of need remain, particularly in ensuring that all students have sufficient connectivity to engage in distance learning.

During the spring school closures SCUSD distributed computers beginning with one per family and, as shipments arrived, expanded distribution to every student who was in need. In planning for the fall, the district has prepared enough devices to supply all those in need. This includes preparations for incoming Kindergarten students, students at other grade levels new to the district, and any continuing students who are in need.

Also continuing into the fall are partnerships with city/regional agencies and corporate entities to provide connectivity. The 'super hotspot' pilot program launched in partnership with Sacramento Regional Transit provides connectivity to strategic zones via city buses that have been equipped with free internet/Wi-Fi. The Sac City Kids Connect program provides eligible families with several months of free internet access through a partnership with the City of Sacramento and Comcast's Internet Essentials program. The district will continue to promote both of these opportunities in its outreach to families and explore how additional partnerships might expand connectivity access.

SCUSD will continue to assess technology access and support needs. In late July, a learning options form was sent to parents and included questions to assess technology/internet needs. This information will be added to the Infinite Campus information system, allowing sites to contact students and families who are in need of assistance. Site administrators/designees began contacting families prior to school starting, targeting the families who need internet access or have not yet responded to the survey and have not yet been issued a District computer. Sites have and will distribute access codes for the Comcast Internet Essentials program. This program has been extended through December 31, 2020. Sites will provide District computers to students in need via a drive-through/walk-up process and will continue to update data in Infinite Campus upon issuing any code, device, or for other status changes. This will enable the district to continue monitoring the overall and individual needs of students and families.

Direct outreach efforts from the Attendance and Engagement Office are ongoing and include specific assessment of technology needs and connection of students and families to services. Where needed, representatives from the office distribute District computers and/or Comcast Internet Essentials codes directly to individuals. Technology support is a frequent outcome of Home Visits conducted for 'unreachable' students. On a case-by-case basis, hot spots are provided to families who are in need of internet access and are not eligible for the Sac City Kids Connect Program. The Attendance and Engagement Office will continue to serve as a hub to support families regarding all connectivity issues.

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

SCUSD will assess student progress through the implementation of common benchmark assessments and through the use of consistent formative assessment during instruction.

District Common Assessments

A [common assessment portfolio](#) has been developed to establish coherence and consistency in how student learning needs are assessed and, in turn, appropriate instruction or intervention is identified and provided to improve student outcomes. The district has emphasized that these assessments should be low stakes. Their purpose is to inform teaching and learning and to monitor student progress on grade level content. The results should not be confused with students' capacity to learn. Support materials for common assessments, including schedules and guidance for administration and use, have been developed to guide staff implementation. These materials are aligned to the identified clusters of priority standards in the instructional scope and sequence documents discussed in the 'Continuity of Instruction' section.

Key within the assessment portfolio are periodic Math and English Language Arts (ELA) assessments administered at the beginning of the year and at specific checkpoints throughout. These 'diagnostic screeners' allow teachers to conduct more detailed analysis of individual student progress on identified learning standards. The results can inform lesson design, unit design, and most importantly, identification of specific support needs for students. Where a student demonstrates significant gaps in a specific skill or cluster of skills, targeted support can be provided. This can include differentiation of instruction during live or synchronous instructional minutes and provision of tiered intervention support through small group or individual opportunities.

The following example outlines the key assessments for Grade 3:

- SEP: Oral Reading Record, ELA Benchmark Advance Interim 4 from previous grade level
Math Comprehensive Assessment from previous grade level
- OCT-DEC: Math Interim Assessment 1, School Climate Survey 1
- DEC-JAN: ELA Benchmark Advance Interim 2
- JAN-MAR: Oral Reading Record, Math Interim Assessment 2
- MAR-APR: ELA Benchmark Advance Interim 3, School Climate Survey 2
- MAY-JUN: Oral Reading Record, ELA Benchmark Advance Interim 4 (optional)

Additional diagnostics assessments are available to staff for ongoing use. These include tools for assessing student progress in phonics and high frequency word (HFW) recognition.

Formative Assessment

Consistent and effective formative assessment practices during synchronous instructional minutes and live contacts will enable staff to best use these times to meet collective and individual student needs. The use of these practices during daily instruction provides teachers real-time assessments of students' understanding of a specific concept or skill. This information in turn allows a teacher to determine whether additional practice or reteaching is needed before moving forward with the lesson and/or unit. It also allows for identification of specific student needs and supports differentiation of instruction.

Home-school Communication

SCUSD will also value partnership with students and parents in progress monitoring. Regular home-school communication about student progress will provide important information for parents/guardians and will support more open communication channels. With more open communication channels, students and parents/guardians will be able to more effectively provide important feedback and information. This information might include details of current obstacles preventing full engagement. It might also include identification of specific content/concepts that are presenting difficulty.

Pupil Participation

Pupil participation will be determined based on multiple measures of a student's attendance and engagement in learning. Measures will include participation in live synchronous instruction, submission of assignments to the teacher, submission of a Daily Engagement Survey created by the teacher, and other forms of contact/communication with the teacher to be determined by the site and teacher. Teachers will document attendance/engagement for each student in the Student Information System (Infinite Campus) every day for every period. Documentation of attendance in Infinite Campus is not unique to distance learning and is required when students are attending in-person. For Distance Learning instruction, teachers will keep a weekly record documenting each student's synchronous or asynchronous engagement for each school day. This will include verification of participation as well as a record of student assignments and progress. With portions of synchronous instruction being used to provide targeted small group and individual instruction, the total weekly amount of instruction received within the synchronous context will vary by student, though all students will be provided the minimum threshold of minutes through a combination of synchronous and asynchronous instruction.

Time Value of Work

Teachers will be responsible for assigning the time value of assignments given in their respective classes/courses. This will allow for more precision in assignment of time value given that teachers are routinely modifying instruction and assignments based upon ongoing assessment of individual and collective student needs.

Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

SCUSD's will provide professional development opportunities and resources that support staff in implementing the distance learning program described in this plan. These will include, but are not limited to, opportunities and resources to implement Universal Design for Learning (UDL), Google Classroom, and the district common assessments. A first cohort of schools will also be provided professional development to implement a Multi-Tiered System of Supports (MTSS).

Following spring school closures and prior to the launch of distance learning, teachers were provided the opportunity to complete three phases of professional development. The first of these was a series of [three modules on Universal Design for Learning \(UDL\)](#). The [second phase](#) familiarized staff with the range of distance learning tools to be used in delivering instruction, including Google Classroom, and included a module specific to support and accessibility tools for students with disabilities. The [third phase](#) provided grade-level specific guidance to teachers on essential standards, curricular materials, and instruction for students with disabilities and English Learners. Portions of this third phase have evolved into the expanded scope and sequence documents for [Math](#) and [English Language Arts](#) referred to in this plan. These three phases of professional development were offered as a voluntary opportunity and remain accessible to staff who did not participate in the spring. The district acknowledges that voluntary professional learning is not sufficient to ensure that every student has access to a teacher with the necessary capacity built to meet all student needs. SCUSD's vision for professional learning is one in which all staff engage collectively in professional learning that enables them to effectively apply the learning in service of improved student outcomes and continuously improve their practice in services of students.

Building upon this spring work, the goals of professional learning for school leaders and teachers to support effective delivery of distance learning are:

1. All school leaders/teachers will engage in professional learning focused on understanding the state standards and how to plan and deliver lessons using the Universal Design for Learning framework (UDL) for in-person, virtual and blended learning environments. To achieve a guaranteed and viable curriculum, leaders and teachers will adhere to the new scope and sequence for math and ELA.
2. All school leaders/teachers will use data (short, medium and long-term cycles) to inform and drive instruction (in person, virtual or blended) in support of an effective MTSS framework.
3. All school leaders/teachers will effectively engage all students in learning, in either a virtual, in-person or blended learning environment, by intentionally incorporating culturally relevant content and social emotional supports,
4. All school leaders/teachers will effectively engage parents and families as partners in their students' learning.
5. All leaders/schools will deepen learning in improvement science to engage in Plan-Do-Study-Act (PDSA) cycles aimed at raising student outcomes outlined in the SPSA.

Professional Development for All Teachers and Leaders

Specific professional learning activities that will be mandated for all teachers and leaders include:

- The three self-paced modules for Universal Design for Learning (UDL) described above. Teachers will complete these modules and the corresponding processing guides and submit the processing guides to their principal or supervisor before the end of August 2020. The time to complete the three (3) modules is approximately one (1) hour per module for a total of three (3) hours.
- District provided, self-paced online professional learning related to the use of Google Classroom. Teachers will complete this online professional development and certify completion before the end of August 2020. The expected time for self-paced training is approximately up to six (6) hours, but may vary depending on familiarity with Google Classroom. This module was also provided in spring 2020 for completion on a voluntary basis.
- Ongoing professional learning throughout the year to support achievement of school goals within the School Plan for Student Achievement (SPSA) and use of improvement science to improve outcomes for all students.

Overall, the district's professional learning for delivering instruction in a distance learning environment will focus on the use of Universal Design for Learning (UDL) to integrate the following:

- Meeting the needs of ALL students and explicitly students with disabilities, English Learners, and gifted students.
- Using necessary technology tools, such as Google Classroom
- Integrated and Designated English Language Development (ELD)
- Culturally Responsive Teaching and Learning / Anti-racist Teaching
- Social Emotional Learning (SEL) and Restorative practices
- Use of data to drive instruction (short, medium, and long term cycles)
- Assessment, Feedback, and Grading Practices
- Use of priority standards and the district's Scope and Sequence documents
- Supporting and engaging families as partners in their children's education

Additional Professional Development

To further support the distance learning program staff will be provided access to and/or participate in ongoing professional learning in the following additional areas:

1. Administration of district common assessments and use of resulting data to drive instruction, including the use of the Illuminate system to administer/build assessments
2. Monitoring student engagement, participation, and progress
 - a. Zoom trainings on new attendance and engagement processes for attendance staff
 - b. Attendance and Engagement Toolkit provided to all staff - includes how-to guidelines and video tutorials
 - c. Administrator professional learning on new attendance and engagement expectations
3. Compilation and use of a bank of exemplary lessons produced by teachers, for teachers, at each grade level and content area
4. Teachers will be provided access to electronic copies of [The Distance Learning Playbook](#), a resource that provides guidance for teacher self-care, establishing learning community relationships, effective utilization of tools, and unit and lesson design. The book also includes resources with video examples.

Essential learning for Substitute Teachers will include the use of instructional technology (Google Classroom, Zoom) and strategies for teaching in a virtual environment.

Existing professional learning opportunities that will also support the distance learning program include teacher collaboration time and feedback from principals. The district expects principals to consistently join teachers during virtual collaborative sessions and 'walk' virtual classrooms just as they would in an in-person context. Following and during these visits/observations, principals can act as thought partners, providing timely and specific feedback on teacher practice. Regular principal observations/visits will not only support continuous improvement for individual teachers, but also provide valuable data that can inform the design of more targeted professional development, just as teachers are using formative assessments and the district's common assessments to inform lesson and unit design.

Multi-Tiered System of Supports (MTSS) Cohort Launch

An additional strand of professional learning that will support implementation of the distance learning program and in-person instruction is a three-year cohort model to install and sustain a Multi-Tiered System of Supports (MTSS). Beginning in 2020-21, schools will be trained in three successive cohorts. This rollout will include extensive training and coaching to install an MTSS. The key training activities during Year 1 of each cohort's trajectory will occur over a five-day period. The five days build the capacity of school leaders to act as problem solvers, change agents, coaches and facilitators, and collaborators. Training also include the development of school leaders to engage in continuous improvement and to build future leaders within their own communities.

Successful implementation of MTSS will benefit ALL students, and in particular will support improved outcomes for student groups who have historically lacked access to the resources and support needed to achieve at their fullest potential. This was critical prior to COVID and is even more urgent during the time of school closures given the disproportionate impacts on specific student groups.

To support parents, guardians, and caregivers as coeducators for their child(ren), the district developed and is offering virtual capacity-building opportunities and is making available additional resources through a [Parent Distance Learning Kit](#) and Virtual Volunteer Protocol. Developed by the Family and Community Empowerment (FACE) department, these efforts are designed to help families prepare for the start of the school year. In the weeks leading to the start of school, multiple sessions of 'Zoom Guide for Parents' and 'Parent Guide to Google Classroom' webinars were held. The ['Back to School Digital Binder'](#) discussed in the 'Continuity of Instruction' section hosts these resources among many others.

Staff Roles and Responsibilities

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

COVID-19 and the resulting transition to a distance learning model have significantly impacted the roles and responsibilities of staff across the district. In some cases, new roles and responsibilities are still being defined (or refined) and will continue to evolve as the district prepares to reopen sites for in-person instruction. Following are some of the key changes to roles and responsibilities of staff, organized by area.

Attendance and Engagement

Within distance learning and blended models, teachers will be responsible for monitoring attendance and engagement using multiple measures. While in-person, a student's attendance is determined solely by their presence or absence during the assigned date/class. In distance learning, teachers will monitor student submission of assignments, presence within the learning management system (Google classroom), attendance at live, synchronous instruction, and other forms of contact determined at the site. They will also be responsible for maintaining a weekly record documenting a student's synchronous and/or asynchronous engagement each day.

Attendance staff will be continuing all of their core functions, though specific roles within these functions are adapted to the distance learning context. They will follow-up with teachers who are not documenting attendance/engagement, support any new attendance coding/entry specific to distance learning, and engage in outreach/intervention to connect students and families with resources. A key new responsibility of attendance staff will be contacting families regarding absences. Where an absence is illness-related, attendance staff will support contact tracing protocols as directed by the Sacramento County Health Department. This will include entry of detailed attendance data into the student information system.

Special Education

All staff supporting students with disabilities will continue performing their broad responsibilities, with modifications to reflect the distance context. Modifications include:

- **Program specialists** will support teachers with the set-up and completion of virtual IEP meetings, including how to engage parents to be meaningful participants and to facilitate the 'paper requirements' of conducting an IEP in a virtual or telephonic setting.
- **Social workers** will work collaboratively with their current site teams to schedule consultation and counseling sessions with the students, and, in some cases, their parent(s)/guardian(s) to address appropriate supports within the distance learning setting. These sessions will be conducted virtually or by telephone.
- **Behavior Intervention Specialists** will be available to sites for consultation on behavioral strategies that can be implemented in a virtual learning model. In anticipation of a higher need for consultation for sites and families during COVID, the distribution of staff efforts across sites may be flexed to target support to the identified challenges that are identified. This is different from the previous model of assigning a set of schools to each Behavior Intervention Specialist.
- **Resource Specialists** will support a range of distance learning-related actions. Two of the five positions will focus their efforts on supporting the assessment process, monitoring student progress, and coordinating with instructional aides. The other three positions will

focus on support at the school site level to implement inclusive practices. They will offer direct support, including coaching, for teacher teams and new teachers. Specific supports will include set-up of Special Day Classrooms, new teacher support for IEPs, and site wide implementation of a Multi-Tiered System of Supports (MTSS).

- **Instructional Aides:** Instructional Aides will be more systematically used to support individual students than they were in the spring. Aides that are assigned to classrooms and aides that are assigned to individual students will assist students during distance learning and help the teacher manage instruction. This will include contracted aides as well as district staff. In accordance with the student's IEP, instructional aides will provide support in virtual breakout rooms and, as appropriate, during targeted synchronous instruction.

Health and Safety Protocols

The roles and responsibilities outlined within this section are from SCUSD's [Return to Health plan](#). This plan was developed using recommendations from the Sacramento County Office of Education (SCOE), Sacramento County Public Health, California School Nurses Organization, California Department of Health, California Department of Education (CDE), and the Centers for Disease Control (CDC).

Broad responsibilities applicable to all staff include:

- Immediately isolate any individuals who have symptoms of illness to prevent possible transmission of disease.
- Collect and track illness-related information
- Follow all Health Insurance Portability and Accountability Act (HIPAA) to maintain required confidentiality regarding communicable diseases.
- Immediately contact Student Support and Health Services staff if notified of any students, staff, or family member with a diagnosis or exposure to COVID-19.
- Actively model and support all required public health measures.

Health and Safety responsibilities emerging as a result of COVID that are specific to types of staff are outlined below:

- **Student Support and Health Services Staff:** Consult with Sacramento County Public Health to verify all information. Provide guidance to school sites regarding cleaning and disinfecting. Coordinate district level response to any confirmed diagnoses or exposures to COVID.
- **Administrators:** Designate staff liaison(s) to be responsible for responding to COVID-19 concerns. Ensure staff are providing students with appropriate distance learning opportunities and accurately tracking attendance/engagement. Reinforce stay at home requirements.
- **Office Staff:** Encourage electronic communications wherever possible. Reinforce stay at home requirements. Work with school nurse to follow protocols that lower the risk of infectious students being on campus.
- **Operations/Custodial Staff:** Maintain a stock of personal protective equipment to ensure readiness - order additional supplies as needed. Routine disinfecting of all high-touch areas on a daily basis. Contact operations department if a large-scale disinfecting/cleaning is required.
- **Food Service Staff:** Implement one-way passageways through meal delivery. Ensure workspace has appropriate personal protective equipment and cleaning/disinfecting materials. Increase ventilation for closed areas.
- **Teachers:** Reinforce and follow all required health precautions with students including physical distancing, maximum occupancy, regular handwashing, individual supplies, and disinfecting procedures. Send any visibly sick students or students reporting that they do not feel well to the office.

- **School Nurses:** Follow Sacramento County Public Health guidelines to support contact tracing. Provide training to staff on any new procedures required by the health department as a result of contact tracing.
- **Bus Drivers/Transportation Staff:** Ensure adequate space for physical distancing at bus stops and school loading and unloading zones. For active screening, the driver or aide must screen each rider for symptoms prior to boarding the bus. Mark or block seats that must be left vacant to ensure physical distancing. Ensure good ventilation and open/partially open windows. Thoroughly clean and disinfect buses daily and after transporting any individual who is exhibiting symptoms of COVID-19.
- **Support Staff:** Provide tele-supports rather than in-person when feasible. Encourage activities and strategies that promote positive coping during times of stress for adults and children

Additional Staff Expectations for Distance Learning Teachers

- Engage with families on an ongoing basis, including events that may be different under distance learning circumstances, such as Back to School Night held in a virtual manner.
- Invite site administrators and training specialists to join Google Classrooms.
- Collaborate with other grade level or department teachers and administrators to develop and administer regular, common formative assessments.
- Log all communication with parents in Infinite Campus.

Training Specialists

- Provide professional learning/coaching to teachers/administrators on distance learning.
- Be available to support teachers and school administrators with using distance learning tools throughout the day.
- Arrange office hours to be available to teachers/administrators.

School Site Administrators

- Ensure all students and staff have access to the materials, training, and tools to engage effectively in distance learning.
- Publish times available to support teachers, students, and families during the school day.
- Monitor teaching and learning virtually to provide feedback and support to teachers to improve student learning. Support teachers, program specialists, and other instructional staff to implement district programs.
- Engage in collaborative time with teachers virtually and facilitate regular virtual staff meetings.
- Set up and run a Google Classroom for teachers – use this to share information. Invite Instructional Assistant Superintendent (IAS) and training specialists to this classroom.
- Ensure that support staff, co-teachers, and paraprofessionals can work as co-teachers in Google Classroom.
- For Secondary: Organize office hours/synchronous learning so that times at which teachers are available to students/families are not all at the same time by subject area.

Counselors

Counselors will build upon the structures that have been put in place over the past few years to support a range of student needs within the distance learning and in-person contexts. Counselors will increase collaboration with college access partners so that all students receive one on one or small group support with the submission of college applications and the Free Application for Federal Student Aid (FAFSA). Counselors will leverage Google Classroom to streamline communication with students. In order to make themselves more available to students and families, counselors will communicate a description of the services that they will provide over the course of the year. They will post their virtual and/or in-person office hours to ensure parents/guardians and students are aware of their availability.

Expanded Learning

Expanded Learning programs will provide support to students during their synchronous and asynchronous distance learning time. The specific implementation of this at each school site will depend on the locally identified needs. Examples of supports to be offered include, but are not limited to, home visits, phone calls, connecting families and students to different resources, providing social emotional help, online enrichment classes, small group instruction, tutoring classes, homework support, credit recovery courses and elective courses at high school. Three schools will pilot in-person learning hubs with the help of a community partner. The intention is to build upon these pilots and expand to all elementary sites that have expanded learning programs. The specific program at each learning hub will be developed with site leaders. The overall aim is to serve students 6 hours each day with a low student to staff ratio. The schedule would be adjusted to the synchronous/asynchronous offerings at the school site and priority would be given to Foster Youth, Homeless Youth, Students with Disabilities, and other vulnerable groups. If fully expanded, the program would be able to provide support to approximately 2000 students.

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Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

In presenting its 'Return to Learn' Plan, SCUSD emphasized that the additional supports required to address the impacts of COVID-19 need to be viewed through an equity lens. The fourth guiding principle in SCUSD's 'Return to Learn' plan is to 'Maintain the inclusion of each and every learner,' reflecting the district's commitment to ensuring equitable access to engaging, grade-level content and instructional rigor for all students.

It is important to reiterate as often as possible that effective instructional strategies designed for students with disabilities, English Learners, and other students with unique needs will benefit ALL students. Additionally, it is important that ALL of our pupils are seen as students first, and not solely defined by their disability, fluency, or other status.

English Learners

English Learners will receive both integrated and designated English Language Development (ELD) instruction during distance and in-person learning. For Designated ELD, English Learners will receive regular instruction targeted at their proficiency level and based on the California ELD standards. Designated ELD Instruction will meet or exceed the following amounts:

- Kindergarten: 40 minutes/week (80 minutes/week for newcomers)
- Grades 1-6: 60 minutes/week (120 minutes/week for newcomers)
- Grades 7-12: Designated class or 60 minutes/week (Designated class for newcomers)

For Integrated ELD, English Learners will receive regular instruction during core coursework. These short, more frequent lessons are provided to support English Learners with the language of the core lesson. Teachers will receive professional development on ELD instruction within the Professional Development on Universal Design for Learning (UDL).

Students with Disabilities

To fully include students with disabilities and ensure that the needs of all students are addressed in all instructional models, the following will occur:

- **Individualized Education Program (IEP) Addenda:** IEP Addenda on file for students outline the services to be provided during distance learning. These will remain in effect until school resumes in a face-to-face model. Per new legislation district IEPs will, moving forward, address both a proposed IEP program in the event of full in-person learning and a plan outlining the student's program in the event of future physical school closure in excess of ten school days.
- **Modification of IEP Goals:** Most, if not all, IEP goals can be addressed in distance learning. However, the determination of whether or not a goal can be appropriately addressed in a distance learning model is the decision of the IEP team. Goals and objectives in a student's IEP are based on the individual needs of the student, not the model of the instruction to be provided.

- **External Vendors:** For each Nonpublic School and Nonpublic Agency contracted partner, a new Master Contract is being developed and signed for the 2020-21 school year. These Master Contracts will address distance learning.
- **Ensuring a Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE):** IEP statements outlining the educational plan in the event of physical school closures (in excess of ten days) will guide the provision of services in the event of fluctuations in school schedule or service delivery models. IEP amendments will be utilized to recommend any changes to the operative IEP due to anticipated service delivery changes. This would apply to instances or periods of quarantine or self-isolation as well. Students who indicated a need during the school year were provided a computer to assist in accessing instruction. As needed, students will be provided additional consultation from staff or additional accessibility tools to actively engage in distance learning.

Homeless Youth

Distance Learning supports specific to Homeless Youth will include:

- Coordination & communication with shelters and homeless agencies to engage students and expand awareness of SCUSD Homeless Services.
- Contact with parents/students to assess needs including access to devices and connectivity. Provide technology as needed.
- Communication with schools/teachers & parents/students to locate 'missing' students or students who are not engaged in distance learning, and identification of special needs or services
- Coordination with parents/students & schools as necessary for optional delivery of assignment materials and school supplies.
- Provision of community resource information for parents/students, such as shelter, housing, food, clothing, health, COVID resources, etc. Referral of parents/students to appropriate community agencies and/or district departments/services when educational, health, or welfare needs are identified.
- Coordination with county LEA Homeless Liaisons to provide continuity of educational services as students transfer

Foster Youth

Distance Learning supports specific to Foster Youth will include:

- Case management to support all eligible foster youth
- Weekly and/or bi-weekly check-ins with students and foster parents via phone, zoom, and e-mail.
- Monitoring of attendance/engagement and communication with teachers and administrators when needed.
- Referrals to both district and community agencies for additional support/resources as needed.
- Online tutoring services will be offered to eligible foster youth.
- Collaboration with Student Hearing and Placement and Special Education offices so that any new youth entering the district are placed in the appropriate school in a timely manner.

Gifted and Talented Education (GATE)

Google classroom, and the online environment in general, allows for the differentiation of content, process, and product for gifted and advanced learners. Virtual instruction allows for flexible grouping, curriculum compacting, and assignment of targeted enrichment.

- During the 2020-21 school year students in grades 1-6 will continue to be screened to determine whether they might require gifted education services.
- Students who are already identified will continue to receive gifted education services according to the GATE service plans in place at their school site.
- District staff are using the National Association for Gifted Children's resource on [Virtual Instruction for Gifted Students](#) as guidance for strategies and resources to support gifted learners during distance learning.

Additionally, students enrolled in Advanced Placement (AP) classes will be automatically registered for AP exams at no cost to the student or family. Advanced Placement courses will be taught in alignment with the resources provided by The College Board in their AP Classroom learning portal.

Universal Design for Learning (UDL)

A targeted effort to make grade-level content more accessible for students with unique needs is the use of Universal Design for Learning (UDL) practices in the planning of all lessons. As noted above, strategies that make content more accessible for students with unique needs improves teaching and learning for ALL students. SCUSD teachers and leaders will engage in ongoing professional development on the use of UDL to support this effort. As a framework, SCUSD is using the [CAST Universal Design for Learning Guidelines](#). This framework provides guidance for educators on:

- Providing students multiple means of engaging in content (Engagement)
- Providing students multiple ways to access content (Representation)
- Providing students multiple ways to demonstrate their learning (Action and Expression)

Overall, the UDL framework guides development of curriculum that is flexible and supportive of ALL students, while specifically addressing the needs of students with disabilities, English Learners, and other students with unique needs.

Actions Related to the Distance Learning Program [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
<p>Devices and Connectivity Computers made available for all students who need a device to access distance learning at home, Wi-Fi hotspots on an as needed basis, and connectivity support through Sac City Kids Connect partnership with Comcast. Sac City Kids Connect provides low cost connectivity to eligible families. Contract provides 6 months of service for 5000 accounts.</p>	\$5,416,072	Y
<p>Additional Technology for Students with Disabilities Assistive technology for Students with Disabilities to access distance learning instruction from home. Includes headsets for computers.</p>	\$7,047	N
<p>Early Childhood Education Support Instructional Supplies and computers for staff in preschool programs.</p>	\$120,577	N
<p>Foster Youth Services Provide remote support for Foster Youth through a case management model. Support includes regular check-ins with students and parents, monitoring of attendance/engagement and referral to services as needs are identified.</p>	\$504,349	Y
<p>Multilingual Literacy Department Lead the implementation of designated/integrated English Language Development (ELD), newcomer programs, and language immersion programs. Within the distance learning model, support site staff in effectively delivering designated and integrated ELD in a virtual context, including use of targeted instruction. Collaborate with Curriculum and Instruction team to implement ELD standards and the ELA/ELD framework.</p>	\$1,363,445	Y
<p>Counselors, Master Scheduling, and Credit Recovery Counselors will provide students academic, college, and other supports, including referral to appropriate services. Through the distance learning context, counselors will provide small group and 1 on 1 college applications support. Counselors will also play a key role in the scheduling of students at the secondary level in cohorts that meet student academic needs while meeting health guidelines. This effort will be led by the Master Scheduling director, who will also lead efforts to balance enrollment across schools/programs. This will be a key aspect of effective scheduling within distance learning and in transition to hybrid and full in-person modes; particularly as staff may need to be redeployed to address health concerns and students may have different proportions of in-person learning.</p>	\$7,280,609	Y
<p>Training Specialists and Curriculum Coordinators Lead the district's distance learning program including the use of grade level scope and sequence plans, administration and use of the district's common assessments, and implementation of the skills and strategies acquired in professional learning. Facilitate effective delivery of research-based, standards-aligned instructional practices. Expand professional development efforts to meet distance learning context needs including, but not limited to, integration of Social Emotional Learning practices, use of the learning management system (Google Classroom), and implementation of targeted small group and 1 on 1 instruction.</p>	\$4,996,850	Y

Description	Total Funds	Contributing
Collaboration Time Weekly hour of time for teachers to collaborate with peers on approaches to improving student achievement. While in distance learning and/or a hybrid model, collaboration will be focused on assessing and addressing learning loss and responding to the identified needs of students, particularly those who are most vulnerable to the disproportionate impacts of COVID.	\$5,558,673	Y
Special Education Instructional Assistants and Psychologists Continue providing appropriate staffing for both position types and adapt delivery of services and supports to distance learning context.	\$19,623,365	N
Homeless Services Maintain existing staffing and supports specific to Homeless Youth. Expand efforts to provide access to devices and connectivity, particularly during any transitions between living situations.	\$161,872	Y
Enrollment Center Maintain existing staffing and supports so that students are efficiently transitioned into school system and between school sites.	\$247,873	Y
Expanded Learning Programs Provide support to students during synchronous and asynchronous learning time. In collaboration with partners, develop programs at each school site to provide supports that include home visits, outreach, referral to resources, online enrichment, small group instruction, tutoring, homework help, and credit recovery/elective courses at high schools. Pilot in-person learning hubs at elementary schools with possibility of expansion to additional expanded learning elementary sites.	\$10,438,240	Y
Distance Learning Professional Development Three (3) additional days of professional learning to help prepare teachers to implement distance learning.	\$3,900,000	N
Distance Learning Professional Development: Electronic copies of The Distance Learning Playbook resource for staff.	\$33,600	N

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

SCUSD will measure learning status through the regular administration of benchmark assessments over the course of the 2020-21 school year. As discussed in an earlier section of this plan, the scope and sequence documents developed for English Language Arts (ELA) and mathematics include specific guidance for administration of the [district common assessments](#). This includes administration, prior to October 2, 2020, of the end-of-year benchmark assessment from the prior year to assess each student's learning status on content and skills from the preceding grade level. These benchmarks will be used as one key means of assessing learning loss, along with the daily formative assessment conducted by teachers during live instruction and asynchronous activities. Over the course of the year, regular benchmark assessments in both ELA and Math will allow teachers and schools to continue monitoring student learning status, including the rate at which students are making up for any learning loss.

School sites are being provided a full month of time in which to administer the initial benchmark assessment to allow for effective establishment of a safe learning environment and re-engagement of students in school. It is important to reiterate that assessment of students' learning status will begin the first day of school and continue each day. The formative data being gathered by teachers throughout instruction is a critical component to understanding what learning loss has occurred and each student's individual learning needs

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

The primary means of addressing learning loss and accelerating learning for pupils will be the tiered instruction delivered through synchronous instructional time. The strategies at each Tier of Instruction are:

Tier 1: All students will receive standards-aligned instruction focused on priority standard clusters. This will allow for depth of instructional focus on the key skills and concepts that are most critical for the respective grade level/content area.

Tier 2: Supports will be provided primarily through synchronous, small-group instruction that is targeted to identified student needs. Teachers will engage in ongoing assessment of learning loss and each student's learning needs. This will enable them to schedule small group or individual sessions to provide additional support.

Tier 3: Students who require support that is even more intensive will be provided 1 on 1 instruction through individual sessions.

Both the small group and individual sessions will take a 'just in time' rather than 'just in case' approach. This will focus the efforts of small group and individual sessions on the key prerequisite skills that students need to successfully master the content rather than broad reviews

of large chunks of information. For example, one or more students who are having difficulty adding fractions of different denominators might need to first know how to add with the same denominator and/or find the lowest common denominator. A teacher, upon identifying the gap, might arrange a small group session with other students who have the same learning need or an individual session. These sessions would allow the teacher to provide more individualized attention to the student and support them in mastering the prerequisite skills so that they can fully participate in the lessons that are occurring for the whole class.

While the implementation of synchronous, small group and individual sessions will enable staff to deliver targeted supports to all students, these sessions will be of particular importance in addressing learning loss for English Learners, low-income students, foster youth, students with exceptional needs, and homeless youth. As noted in other sections of this plan, a range of staff are regularly monitoring students' progress, identifying specific learning (and other) needs, and ensuring that students are referred to and receiving the appropriate supports. For students who have demonstrated learning loss, and in particular those who are most at risk for past and ongoing learning loss during school closures, these supports would include targeted small group and individual synchronous instruction. For students with disabilities, this might involve collaboration with additional staff such as instructional aides or others. For foster youth and homeless youth, this might involve collaboration with Homeless Youth Services or Foster Youth Services staff to coordinate services for the student and family, including other tutoring that has been made available. Expanded Learning staff may also be involved to support any and all of the named student groups as they collaborate to support synchronous and asynchronous instruction during the school day at sites where their programs are present.

During the summer months (June-July for High School and July-August for K-8) SCUSD implemented programs designed to combat learning loss, give students extra time and opportunity to reach grade level standards, and to make up credits to become on-track for graduation and/or a-g course completion. At the high school level, highest priority for participation went to seniors within 20 credits of graduating and to Homeless students and Foster Youth in need of credit recovery. Programs were implemented in a full distance learning model and incorporated expectations and elements that are similar to or the same as the district's full distance learning plan for 2020-21. These included:

- Use of Google Classroom as the Learning Management System (LMS)
- 2 hours of teacher collaboration built into the weekly schedule
- Daily live instruction - minimum of 3 hours/day – and targeted, structured support for small groups and/or individual students
- Specific supports for students with IEPs and for English Learners
- Use of the ELA and Math scope and sequence to focus on priority standards
- Pre and post-assessments aligned with the content
- Use of Universal Design for Learning (UDL) to plan and deliver lessons
- Weekly communications to parents including learning goals, content to be taught, success criteria, and assignment details
- Professional learning to support the above processes and strategies for effectively managing a classroom and student relationships in the distance context.

A collaboration with California State University of Sacramento (CSUS) will provide tutoring for SCUSD students by college students. Additionally, eligible Foster Youth will be provided online tutoring services based upon needs identified in the case management support process.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

The effectiveness of the services and supports provided to address learning loss will be measured by the ongoing assessments of student progress. This will include the interim/benchmark assessments for Math and ELA administered at 3-4 points over the course of the 2020-21 school year. Based upon the results of assessments for students (individual and overall), teachers and school sites will be able to assess the impact of the small group and individual supports being provided. Where practices demonstrate evidence of success, they can be replicated and scaled to positively impact a broader range of students. Where evidence of success is lacking, staff can engage in continuous improvement efforts to adjust their approach toward addressing learning loss.

Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
<p>Summer Learning Program Included a High School Credit Recovery program operated by each of the five comprehensive high schools, with access for students from smaller schools. Priority provided to seniors within 20 credits of graduation, Foster Youth and Homeless Youth in need of credit recovery, and 9th-11th graders in need of credit recovery. Also included a K-8 Summer program offered in partnership with the City of Sacramento at five elementary/K-8 schools. This program served to not only address learning loss for the students enrolled, but was also a pilot opportunity for many of the program elements to be implemented in the fall with the intention of addressing learning loss for all students.</p>	\$522,418	N
<p>Data Dashboard and Software Tools Maintain Illuminate and Tableau data systems to support implementation of district's common assessment system and school closure dashboard. Illuminate serves as the district's primary assessment interface, allowing for administration, analysis, and display of results. This tool will be instrumental in measuring pupil learning loss and monitoring the progress of students as staff work to accelerate their achievement.</p>	\$294,644	N
<p>Fingerprinting for College Tutors Funds pay for the cost of fingerprinting fees for California State University Sacramento (CSUS) college students who will be assigned as tutors for SCUSD students. The collaboration with CSUS will result in the deployment of 40-50 tutors that will support distance learning overall and provide targeted supports.</p>	\$4,050	N

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

Social and Emotional Well Being

To effectively support the social and emotional well-being of students and staff during the school year, [Social Emotional Learning \(SEL\) lessons](#) focused on universal themes have been developed to supplement existing SEL work and complement the academic curriculum. Themes include collaboration, confidence, gratitude, perseverance, perspective-taking, and more. Each theme includes mini-lessons for elementary and secondary grade levels and resources for connecting to families. Resources supporting universal practices across the year include guidance for implementing school wide mindfulness practices, guidance for weekly community circles, a teacher sample schedule for each month, and guidance for daily integration of SEL based upon the district's three signature practices. The three signature practices include (a) opening each class with a welcoming/inclusive activity, (b) engaging strategies or Brain Breaks throughout class, and (c) Ending each class with an optimistic closure.

Expanding upon the work in the SEL lesson materials, the Social Emotional Learning team has developed two full web pages that provide support, resources, and guidance. The first, [Social Emotional Learning for Distance Learning and Beyond](#), includes specific resources for students, family members, and educators, including resources specific to SEL as a lever for racial justice and anti-racism. The second, [The Anti-Racist Classroom](#), provides teachers and other instructional staff guidance and resources to guide learning, reflection, connection, and engagement specific to eliminating racism in our school system.

Also available is a set of supports focused on [trauma and race](#) and [social justice](#) for the SCUSD community. Included is support for educator advocacy for students, guidance for community collaboration and collective efficacy, self-care resources, and resources for supporting youth.

The monitoring of student mental health and social emotional well-being will include regular collection of student emotional engagement data via regular surveys and ongoing assessments by staff of student engagement and participation. Regular emotional engagement surveys will help staff assess a student's involvement in and enthusiasm for school as a whole as well as their emotional connectedness to others on campus.

Indicators monitored by staff to serve as emotional engagement metrics will include:

- Level of engagement with support staff/groups
- Participation in learning activities
- Participation in co-curricular and extra-curricular activities

As was done during spring school closures with the 'SEL Check-in Survey,' staff will use the results to guide targeted outreach to students/families and potential referral to tiered supports for mental health and/or social and emotional well-being interventions. A process map has been developed to guide school sites through the referral process.

The scope and sequence documents for Math and ELA also include specific strategies for Social Emotional Academic Integration within instruction. Sample Actions from the Grade 3 ELA scope and sequence are included below:

- Promote a sense of belonging by including language routines, such as choral reading and word games, so students see themselves as a part of a learning community.
- Empower students to monitor their own skills and fluency through cycles of action and reflection.
- Anchor texts throughout the curriculum should reflect and reveal accurately a multicultural world and resonance with learners.
- Encourage students to draw on their emotional and empathetic skills as they orally express their thoughts, feelings, ideas, and arguments.
- Design collaborative, small group, or partner discussions on topics for students to process and extend their learning.
- Instruction and materials are responsive to students' existing funds of knowledge as well as connecting students to a shared knowledge of the world through the study of conceptually coherent topics.
- Create space and opportunity for students to identify and explore their own interests and fascinations.

Professional Learning opportunities in development that are designed to build and expand staff capacity to implement SEL practices include:

- Return to Community Professional Learning Module: Features the district's three signature practices, self-care reminders, a focus on shared agreements/norms in the first days of school, and relationship building. The content extends the district's existing SEL work and incorporates new content from The Distance Learning Playbook.
- A module focused on building system wide coherence through monthly SEL themes
- A module focused on self-care: Breathe for Change and PureEdge Mindfulness
- Professional Learning focused on trauma-informed practices in partnership with Turn Around for Children

The partnership with Turn Around for Children will provide professional learning to staff as they work to address the combined traumas of the current public health crisis and the ongoing impacts of systemic racism and violence.

Additionally, the Student Support and Health Services (SSHS) department regularly offers training on topics such as suicide prevention, LGBTQ supports (Safe Zone training), and training to develop knowledge and awareness in serving undocumented student populations (UndocuAlly).

Mental Health and Addressing Trauma

The district has developed guidance and resources for educators to inform their monitoring of student mental health and addressing trauma and the other impacts of COVID-19. This guidance begins with an acknowledgement that 'the mental wellness, coping resilience, and healing before, during, and after a crisis is suddenly at the forefront of both our region's and the world's collective consciousness.' Since schools have closed, children have lost the safety net provided by caring teachers, nurses, support staff, counselors, and other personnel.

The guidance emphasizes the role of educators in helping to mitigate the negative impact of traumatic events and stress. By prioritizing student safety and managing stress, educators can support the well-being and long-term academic success of students. Key responsibilities of educators to monitor/support mental health and address trauma include:

- Creating safe environments and conditions: Being available, compassionate, and connecting visually or auditorily with students on a regular basis.
- Providing routines and structure: Creating weekly rituals and routines that help students self-regulate.
- Provide social and emotional support to students and caregivers: Be a support system and facilitate connections.
- Prioritize health and well-being: Promote healthy sleeping, eating, and exercise habits and consider the total workload placed on students.
- Identify children and families who need additional support: Connect families and students to resources based on assessed needs and fulfill all mandated reporter duties.

SCUSD recognizes that bullying is still a very relevant concern during the time of school closures. Prior to the closure of schools, cyberbullying was already an area of focus and remains so during distance learning. During the period of school closures, the Bullying Prevention Specialist will continue to provide bullying/cyberbullying resources throughout the year to school sites. This will include training in online bullying for site administrators, who in turn can provide the information to their teachers. Resources are also being made available to all administrators and teachers to help prevent online bullying. These include lesson plans and classroom activities from Be Internet Awesome, an online curriculum.

District guidance also includes crisis response procedures - including procedures for suicide risk assessment and child abuse reporting - and contact information/links for a range of crisis lines. All SCUSD staff will engage in Suicide Prevention training during the 2020-21 school year. This training will engage staff in exploration of the link between emotional distress and trauma, including ways to recognize and understand trauma, how to engage students with compassion and empathy, and how to get help if needed – particularly if there is a safety concern such as suicidal ideation. The goal of the training is to recognize signs of trauma and distress early and intervene before a student becomes emotionally distressed to the point of thoughts of suicide.

A broad group of staff is involved in the monitoring and support of Mental Health and Social and Emotional Well-being. These include, but are not limited to, counselors, social workers, and student support specialists and coordinators. Counselors are involved in attending to student social and emotional needs and are trained to refer students for additional supports as needed. This includes referrals to county resources as well as district supports such as the Connect Center. The Connect Center is the centralized support for providing access to mental health and other services across the district. District student support specialists and social workers are currently staffed at school sites that fund the services. The expansion of services is a priority and staff are exploring options for increasing the presence at schools. This includes exploration of Medi-cal billing as an additional way to partially fund the expansion of supports.

Tiered supports for mental health promotion, awareness, and supports are outlined in the table below:

TIER	STRATEGIES
<p><u>Tier 1: Universal Mental Health Promotion and Awareness Strategies</u> Provided to all students and staff regardless of risk or protective factors related to mental health. Intended to foster positive social, emotional, and behavioral skills and well-being of all students.</p>	<ul style="list-style-type: none"> • Virtual Calming Room • Community Resources • Mindfulness Classes • School wide SEL curriculum and lessons • Parent Teacher Home Visits • Professional Learning for staff: Trauma-Informed Practices K-12, Mindfulness, Suicide Prevention & Mental Health Crisis Response • District-wide focus on promoting well-being • Parent Outreach & Engagement sessions focused on topics such as Self-Care, Trauma Informed Care & Building Resilience, Suicide Prevention, etc. • Wellness Warm-line (available 9-3 PM Mon-Fri) (916) 643-2333
<p><u>Tier 2: Targeted Strategies</u> Targeted mental health practices and systems for students who need more support than is universally provided. Focus is on supporting students who are at risk of developing more serious concerns in academics, behavior, or course performance. Utilize early warning system, Early Identification and Intervention System (EIIS), as well as other referral sources to identify students in need of supportive interventions and provide support and linkages. Staff will follow all outlined policies and procedures for using EIIS, with a focus on connecting students to school and supporting their engagement.</p>	<ul style="list-style-type: none"> • Coordination of Services Team (COST) process • Check-in/Check-out • Psycho-educational groups: provides additional practice in developing social skills, self-regulation, self-management and other SEL skills that have been universally taught and reinforced. • Linkage to community-based services • School-based mental individual counseling (in person or virtually) for students and their caregivers • Mentoring • Case Management services (ensuring needs are met) • Professional Learning for staff & caregivers
<p><u>Tier 3: Intensive Strategies</u> Individualized support to improve a student’s behavioral and academic outcomes. Goal is to enhance a student’s quality of life by increasing adaptive skills and decreasing problem behaviors. Continuing to use EIIS and all other referral sources to identify students in need of intensive support. Tier 3 strategies work for students with developmental disabilities, autism, emotional and behavioral disorders, and students impacted by toxic stress and/or trauma.</p>	<ul style="list-style-type: none"> • Referral and linkage to community-based services • Suicide Risk Assessment & Safety Planning • Crisis Intervention • Behavior contract support • Special Education advocacy • 504 advocacy & supports • School Attendance Review Board (SARB) process • Student Behavior and Placement advocacy to assist with appropriate school placement.

These tiered supports are implemented by the Connect Center, a centralized Student Support Center, and site-based Student Support Centers at 27 school sites. The Connect Center is staffed with a Coordinator, two School Social Workers, a Student and Family Specialist, 2 Youth and Family Advocates, and community partners. A typical Student Support Center at a school site is staffed with a Coordinator, School Social Worker, Interns, and various local community partners. These staff work to integrate all services for students and families by framing behavioral, mental health, and social services within the context of school culture and learning.

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not is not engaging in instruction and is at risk of learning loss.]

Attendance and engagement in school are prerequisites for academic success. A meaningful connection to friends, caring adults, engaging subject matter and activities in class is at the core of what our students need to learn and thrive in any environment. This will be true regardless of what school looks like as students and staff return this fall. SCUSD does not only want students to be present or “logged in,” we want them to be engaged: interacting, thinking and connecting.’

The district’s Attendance and Engagement Plan takes into consideration all of the recommendations and guidance from federal, state and county Public Health and Education Offices as well as the requirements outlined in Senate Bill 98. Using the framework from SCUSD’s Return to Health Plan, the district has created a plan to monitor student attendance and engagement and provide support to students, families and school sites when needed.

The COVID-19 pandemic has presented numerous challenges to the effective monitoring of attendance and engagement. During the spring school closures the district identified new best practices, learning from the efforts of teachers, administrators, and other staff. A key change has been the expansion of the district’s definition of student engagement and monitoring methods. In the spring, engagement was limited to physical actions such as logging in to a software platform, being present at a virtual meeting, or sending an e-mail. Moving forward, student engagement will be defined as having three components:

Behavioral engagement (Physical Actions)

The physical actions a student uses to interact with the learning material such as attending, writing, reading, studying, or watching.

Cognitive Engagement (Cognitive Processing)

Reflects the extent to which a student is thinking about the learning activity, or attending and focusing on the task.

Emotional Engagement (Motivation and Emotional Response)

Reflects a student’s involvement in and enthusiasm for school as a whole as well as their emotional connectedness to others on campus.

Monitoring Engagement

The three components of engagement will be monitored and assessed through regular engagement surveys, completion of weekly exit tickets, frequency of use of various online tools, participation in online discussions, percentage of assignments completed, number of days logged in, and participation in expanded learning, co-curricular and extracurricular activities. The district is committed to using multiple measures to determine whether students are engaged at the level needed to maximize their academic, social, and emotional progress. This is also being viewed as a collective responsibility. In the spring, engagement was viewed primarily as a student responsibility. Moving forward, teachers, administrators, and staff across the district have shared responsibility in ensuring the engagement of all students.

The core expectations for each stakeholder group for attendance/engagement are:

- **Students and families:** Attend/engage daily with their teacher and report absences for ANY school day to the school.
- **Teachers:** Document attendance/engagement every school day for each scheduled class period, regardless of the instructional model.
- **Attendance Staff:** Monitor attendance/engagement, work with teachers and families, and provide tiered interventions when necessary.
- **Administrators:** Ensure that attendance/engagement is being documented as required, work with teachers and families, and provide tiered interventions when necessary with the support of the SCUSD Attendance and Engagement Office.

Outreach

Throughout the spring school closures, Attendance and Engagement Office staff, in partnership with the Family and Community Engagement Department, made efforts to contact every student and family that was not attending or engaged. This contact included connecting students and families to resources (nutrition services, technology, etc.) and supporting reengagement with the learning process. These efforts have reduced the list of 'unreachable' students from close to 2,000 to less than 100 as of late August. Students that are disconnected or unengaged from school are less likely to show up on the first day and are more likely to be absent or unengaged in the fall. Students who experience trauma are significantly more likely to be chronically absent from school. The pandemic has been the cause of additional trauma. Students who do not feel a sense of belonging and connectedness are more likely to be absent or unengaged. School closures have contributed to social isolation, which in turn has increased lack of connectedness and belonging. Staff's outreach efforts are continuing through the summer (and will persist) with the goal to reestablish and maintain the vital connection to each and every student. Summer efforts included home visits to 368 households and resulted in 818 students being reached. As school reopened, first day of school communications were sent out in home languages via two-way text and hard copies were mailed to all addresses without a verified phone number on record.

Tiered Reengagement

Tiered re-engagement strategies for unengaged students are organized within a Multi-Tiered System of Supports (MTSS) framework:

Tier 1: Students attending school regularly (%TBD)

- Positive relationships, engaging school climate, clear and consistent communication between school and families

Tier 2: Students who attend/engage moderately (%TBD)

- Phone calls home, informational postcards, training with technology
- Provide device for distance learning (as needed)
- Referral to student support center or Connect Center

Tier 3: Students who attend 40% of the time or less

- Referral to student support center or Connect Center
- Action Plan created with student and family
- School Attendance Review Team (SART) meeting

Tier 4: Unreachable students: No contact or engagement

- Home visits
- Referral to ACCESS or outside agencies

To support implementation of the above strategies, site-level attendance and engagement teams will conduct weekly data reviews, student level case management, and data-based site level planning to address identified issues. Data review is supported by the Early Identification and Intervention System (EIS), a tool that generates real-time student data to inform targeted intervention and daily practices. The data helps sites identify students who exhibit attendance, behavior, or course performance that puts them at risk of falling behind.

When a student is unable to attend/engage daily, either virtually or in person, schools may need to implement Short Term Independent Studies contracts and/or refer the student to the Capital City Independent Studies Program. Students on Short Term Independent Studies contracts are required to work independently without synchronous learning time.

Additional Resources and Outreach Efforts

Multiple supports exist for families enrolling in the district. These include [online registration](#) that is available 24 hours a day, drop-in hours (self-service) at the enrollment center lobby, and school site application drop-off. Drop-off is conducted through a non-contact, monitored process and all public health measures are practiced by staff and visitors. The Matriculation Orientation Center (MOC) is monitoring all language phone lines in the district's top languages. Parents will be able to leave a phone message and MOC support staff will return their call.

An additional district effort to build relationships with and engage both students and families is the Parent Teacher Home Visit (PTHV) program. This program supports families in becoming equal partners in their students' education by focusing on strengths/assets, discussing hopes and dreams, listening and learning about the family, and honoring the roles of co-educators. During distance learning, the PTHV program has transitioned to 'Bridge Visits' that are closely aligned with the principles and values of the PTHV model but are conducted via online applications such as Zoom, Google, or by phone. They are designed to create relationships that bridge the connection gap created by physical distancing and to be used only when COVID-19 health concerns prevent in-person visits. More than 300 staff have already been trained to conduct Bridge Visits and the training will continue throughout the year.

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

Nutrition Services will continue implementing key procedures developed during the spring school closures and used throughout the summer months to ensure safe and effective meal delivery services. These include use of a drive-thru, curbside pick-up process that ensures 6-10 feet of social distancing for staff and community members, use of appropriate personal protective equipment (PPE) by all staff, clear signage at all distribution points to reinforce social distancing practices, and now use of masks for community and staff required per state and county health orders.

With summer meal flexibility and the associated waivers ending on August 31, 2020, SCUSD is opening school with limited flexibility in place under the National School Lunch Program and School Breakfast Program regulations. These include the service of meals to SCUSD enrolled students only and meal eligibility requirements at non-Community Eligibility Provision (CEP) schools. The Nutrition Services department is actively working with Congresswoman Matsui, Congressman Garamendi and Congressman Bera's local and federal offices, as well as the California Department of Education and US Department of Agriculture (USDA) to advocate for additional waivers to include the continuance of the Summer Food Service Program (SFSP). If granted, the SFSP would extend meal flexibilities, allowing all children 0-18 years of age to eat free of charge and regardless of eligibility or enrollment in school. There is nationwide support from districts and advocacy groups across the country to address this concern at the federal USDA level. However, a waiver for this flexibility has not been confirmed at the time of this writing.

The Nutrition Services department will likely experience staffing shortages due to age, underlying health conditions, and childcare needs. In anticipation of this, the district's intention is to provide meals at the most needy of our schools, with all of them being CEP schools where breakfast and lunch is served at no cost for those enrolled children. Enrollment documents are required for both school-aged children as well as child development-enrolled students in order to obtain meals. All SCUSD, charter school, and child development families will be advised where meals will be available for their children and the process changes for obtaining meals.

When SCUSD moves to a blended learning program, the Nutrition Services department will provide breakfast and lunch for students who attend in person, adhering to all social distancing requirements. Students will pick up meals in the cafeteria at elementary schools and in multiple locations on campus at secondary schools (using longer bell schedules and multiple meal periods) including outdoors. All students will either consume meals in the classroom or outdoors. Nutrition Services will offer multiple days of meals for curbside pick-up on the days students participate in remote learning.

In planning the return of students and staff to the school site, Nutrition Services is putting plans into place to maximize safety within the COVID context. One measure is the implementation of cashless payments for all students and staff. This will include options for paying online, by check, or by phone.

The Nutrition Services Department is collaborating with community partners including The Food Bank of Sacramento, Food Literacy Center, and Farmers to Family Food Box Program to offer additional food resources and support for our families and students in the new school year.

Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

Section	Description	Total Funds	Contributing
School Nutrition	<p>Nutrition Services and Supplies Additional supplies and services needed to provide meals during school closures and, upon return, in a manner that is safe and consistent with public health guidelines. Includes food, additional kitchen equipment, sanitation supplies, Personal Protective Equipment, salary/benefits, and mileage.</p>	\$1,513,288	Y
Mental Health and Social and Emotional Well-Being	<p>Positive Behavior Intervention and Supports (PBIS) and Social Emotional Learning (SEL) The district's SEL and PBIS team are leading multiple efforts to attend to the mental health and social emotional well-being of students, families, and staff. This includes the integration of SEL into instruction and addressing the traumatic impacts of COVID, school closures, and the systemic racism and violence in our nation, state, and community. Professional learning is being provided to increase connectedness/belonging and address trauma – both within the remote context.</p>	\$901,276	Y
Mental Health and Social and Emotional Well-Being	<p>Nurses and Social Workers Nurses and Social Workers will play key roles in the district's efforts to educate community about COVID, support contact tracing, and engage in direct outreach to students and families. The current public health crisis has come with a host of other economic and social impacts. These staff will not only maintain existing staffing and supports to provide critical health information, referrals, and support, but lead the district's efforts to proactively identify physical and mental health needs and provide or connect students and families to the appropriate services and resources.</p>	\$5,278,796	Y
Mental Health and Social and Emotional Well-Being	<p>Connect Center The Connect Center is serving as a critical hub in the districtwide effort to monitor and address mental health needs, in particular the trauma experienced or exacerbated as a result of the COVID pandemic. Existing staffing and supports will continue providing students and families a centralized access point for support services including, but not limited to, counseling referrals, mental health/behavioral consultations, suicide risk response and intervention, attendance interventions. As sites and district staff are able to identify student and family needs in the distanced context, the Connect Center will address emerging needs.</p>	\$517,681	Y
Pupil and Family Engagement and Outreach	<p>District Parent Resource Center Family and Community Engagement staff have partnered and are continuing to work closely with the Attendance and Engagement Office to conduct home visits and other outreach to make contact with 'unreachable ' students. They are also actively developing and implementing a range of parent capacity-building workshops and making available a host of resources to support Distance Learning.</p>	\$340,708	Y

DRAFT for Public Hearing

Pupil and Family Engagement and Outreach	<p>Parent Teacher Home Visit (PTHV) Program PTHV staff pivoted early to the distance learning context, providing training over the summer to staff to certify them for implementation during school closures. The continued implementation of Home Visits is a critical arm of the district's efforts to increasing the sense of connectedness/belonging to school, foster increased communication between home and school, and building positive relationships between staff and families.</p>	\$510,953	Y
Multiple Areas	<p>Matriculation and Orientation Center (MOC) MOC staff will support translation and interpretation across multiple departmental efforts throughout the distance learning context. To date this has included the translation of communications to families, draft plans such as the districts 'Return Together' components and the early draft of this plan, and resources to support students and parents/guardians during distance learning. MOC staff also provide simultaneous interpretation support during meetings and directly respond to parents/guardians in their home language.</p>	\$1,003,433	Y
Multiple Areas	<p>Additional Interpretation Services Service Agreement with Excel interpretation services to provide translation services that are currently not available through the district's Matriculation and Orientation Center.</p>	\$21,000	Y
Pupil and Family Engagement and Outreach	<p>Family Communication Program Additional attendance and engagement support through a service agreement to establish partnership with Every Day Labs to reduce distance learning absences through improved communication with parents. Communications help families take action to support attendance and participation in distance learning.</p>	\$74,026	N
Multiple Areas	<p>Technology materials and services for staff to work remotely Includes computers and headsets to enable staff to support implementation of district programs remotely. Also includes Zoom K-12 contract for 2020-21 distance learning and remote work.</p>	\$376,810	N
Multiple Areas	<p>Mitigation of COVID-19 and Operational Support Additional staff time in the form of overtime hours, temporary staff, and substitute staff to mitigate the impacts of COVID-19 at sites and district facilities. This action supported efforts in Maintenance and Facilities, Technology Services, Health Services, the Enrollment Center, and school sites.</p>	\$436,187	N

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
23.12%	\$75,880,420

Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

There are several actions that are both (a) being implemented districtwide and (b) increasing or improving services for unduplicated students. These actions include:

Devices and Connectivity

The provision of devices and connectivity access is being applied across the entire district, but is primarily intended to provide access for low-income students who may not have full access at home. The district purchased and distributed computers to any student in need and will continue to distribute devices to incoming Kindergarten students, new students at grades 1-12, and any continuing students who still need a device. Targeted outreach is occurring through Homeless Youth services and the Attendance & Engagement Office in partnership with the Family and Community Engagement Team to make contact with ‘unreachable students’ and determine technology needs. On a case-by-case basis, Wi-Fi hotspots are being provided.

Curriculum Coordinators and Training Specialists

The coordinators and training specialists within the Curriculum and Instruction department provide a range of professional development, including coaching, and help chart the instructional course of the district. Their recent work has been focused in a number of areas that are specifically targeted at supporting the needs of unduplicated students. Having focused in the previous two years on implementation of the ELA/ELD framework through the recent Language Arts adoption, work in the late spring expanded to the rollout of Universal Design for Learning (UDL) practices districtwide. UDL, while supporting all students, is primarily intended to benefit those students who need additional support to access content, engage in the learning process, and express their thinking. This is a critical and synergistic effort with the work of Integrated and Designated ELD as well as differentiated instruction for students with disabilities and other learning needs. As distance learning continues for the 2020-21 school year, the district has communicated the expectations that all lessons are designed using UDL practices. This is a major shift and will not occur overnight – and only with significant coaching and support. The Curriculum Coordinators and Training Specialists will be key leaders in this effort.

Nutrition Services and Supplies

This action was implemented during school closures and throughout the summer across the entire district, but was primarily intended to provide food access to students and families facing food insecurity. Many SCUSD students and families already faced food insecurity prior to COVID. The pandemic's impact on employment and the resulting loss of income has made this an issue for many more SCUSD community members. Implementation of the action included additional food, kitchen equipment, PPE, sanitation supplies, and staff time to operate meal distribution across the district. These services and supplies were above and beyond the department's normal operations level and were used specifically to provide meals during school closures and the continued pandemic conditions over the summer.

Counselors, Master Schedule Director, and Credit Recovery Programming

Implementing robust and predictable academic counseling services is intended to provide all students, and in particular unduplicated students, guidance to support their successful navigation of high school and the path to college and career. Particularly for students who will be the first in their family to go to college, many of whom are unduplicated students, consistent access to counseling is a critical support for their success. The Master Schedule Director was introduced as a key action to apply the district's equity lens. Establishing clear and functioning systems for allocations of staffing, course scheduling, preregistration, and reduction of unnecessary course stratification/tracking are all key elements of more equitable schools. Students who are historically less likely to self-advocate or have advocates at home, which can often include unduplicated students, will have increased access to college preparatory and advanced coursework and other classes that meet their individual needs.

Teacher Collaboration Time

Teacher Collaboration time is intended primarily for staff to engage in collaborative review of data, student work, and planning instruction that best meets the need of students who continue to demonstrate inequitable outcomes in our schools and district. This includes English Learners, Foster Youth, Homeless Youth, Students with Disabilities, and other student groups. As distance learning and school closures continue, this collaboration time has become even more critical as a resource for teachers to improve their individual and collective capacity to address inequitable outcomes remotely via synchronous and asynchronous modes of instruction. As discussed in this plan, focus areas for the district this year include Universal Design for Learning (UDL), Designated and Integrated ELD, Multi-Tiered Systems of Support, and formatively assessing student needs so that targeted small group and 1 on 1 synchronous instruction can be used most effectively. Collaboration time with colleagues can build upon and deepen these focused efforts. All of these focus areas are specifically aimed at (1) addressing learning loss and (2) accelerating growth for students demonstrating the most need.

Enrollment Center

While the enrollment center serves the entire district, it represents a key component of the district's equity-based efforts to provide services to the community where they are needed most. The enrollment center centralizes a number of services that the district's most vulnerable students and families, including Homeless Youth, Foster Youth, Low-income students, and English Learners need and often do not have access to. These include an immunization clinic, family services, a summer feeding program, services for families in transition, and translators. These are in addition to the core function of a more efficient enrollment process to efficiently place students and families into schools. The enrollment center, during school closures, is supporting the overall district efforts to plan for reopening in a hybrid model and ensuring that students who are entering the district during the time of COVID are appropriately placed and connected to their school.

Positive Behavioral Interventions and Support (PBIS) and Social Emotional Learning (SEL)

These actions are jointly focused on providing both students and staff the training, skills, and tools they need to establish and maintain a positive school climate and culture. They are also intended to develop each individual's social and emotional capacity to be successful in college, career, and life. While a positive school culture and climate are important for all students, they are particularly important for unduplicated pupils and other groups who have historically and continue to experience disproportionate discipline and other unhealthy impacts of a negative school climate and culture. Foster Youth and Homeless youth in particular experience higher rates of discipline and lower attendance. English Learners and Low Income students are also more likely to be impacted by negative school culture and climate. These programs, while continuing their previous work, will adapt their range of supports for staff and students during distance learning. As the survey results discussed in this plan showed, connectedness during distance learning is challenging and many reported feeling less of a sense of belonging to their class or school. The PBIS and SEL programs will be critical elements in communicating and teaching best practices for integrating SEL into daily instruction and establishing clear classroom and school wide supports to build positive culture and climate. During the 2019-20 school year (prior to school closures), PBIS focal schools showed a reduction in total behavior referrals of 12% from the previous year and decrease in total suspensions of 45%. Prior to school closures in 2019-20, 22 of 23 school identified as focal schools for disproportionate suspensions had decreased their rate from the previous year and 21 of these 23 schools decreased in suspension for African American students.

Nurses and Social Workers

This action, in non-pandemic times, represents another of the district's efforts to provide resources to the SCUSD community based on the needs of the most vulnerable, including unduplicated students. In particular for those students who are low income, Foster Youth, and Homeless Youth who may not always have regular access to health services, including counseling and mental health services, this action is a critical support. Providing preventative health services and rapidly responding when needs are identified increases the ability of more students to attend school more often. With attendance playing a critical role in academic success, this action is viewed as a direct support of student success in the classroom and beyond. During the time of school closures, the staff within this action will play a critical role in addressing the impact of trauma caused during the pandemic or exacerbated by the conditions of school closure. As mentioned throughout, the impacts and trauma of COVID are landing disproportionately on specific student groups, including unduplicated students.

Connect Center

The Connect Center is another of the district's key gateways to support services. Complementing the Enrollment Center, the Connect Center coordinates a range of services through a single point of access. These services include individual and family counseling referrals, mental health/behavioral consultations, suicide risk response and intervention, attendance interventions, health insurance enrollment/health advocacy, and LGBTQ Safe Zone trainings. Prior to COVID, the Connect Center played a key role in addressing issues of trauma, including for those students who are homeless or coming from transitional experiences. In the current context, these services are even more critical. As has been shared in other sections of this plan, student groups including English Learners, Homeless Youth, Foster Youth, and Low-Income students are more likely to experience disproportionate impacts from the pandemic, including trauma. This action has and continues to be a service that is open to all, but is intended to and continues to provide valuable services to unduplicated students.

District Parent Resource Center

The District Parent Resource Center implements a range of engagement opportunities including the Parent Information Exchange (PIE) meetings and Parent Leadership Pathway Workshops. These opportunities, while open to all, are intended to engage those who have historically been less connected to school and/or those students who stand to benefit most from further empowering their parents/guardians. The programs provide parents/guardians the skills and encouragement to take on leadership roles within their school community, engage in peer coaching, and participate in district level leadership opportunities. This is intended to increase the amount of representation among leadership bodies of parents of English Learners, Foster Youth, Homeless Youth, and Low-Income students. The workshops and other resources provided by the Parent Resource Center establish a safe and welcoming space for parents to connect with peers and staff who are invested in elevating their voice and authentic participation in improving school and district outcomes. During school closures, the Parent Resource Center team has additionally partnered with the Attendance and Engagement Office to engage students and families who have been 'unreachable' or are otherwise unengaged. This work has included outreach by phone and, when necessary, direct home visits to make contact, assess needs and provide support.

Parent Teacher Home Visits

This action encompasses the Parent Teacher Home Visit (PTHV) and Academic Parent Teacher Team (APTT) program. Both components are implemented at Title 1 sites, with all students/families at those sites able to participate. The PTHV program builds relationships with families and supports them in becoming equal partners in their students' education. The APTT program extends this work in a series of meetings during which teachers and families engage in collaborative learning and forming plans to support student success. This program is intended to deepen positive relationships and empower parents/caregivers who are, for any number of reasons, less connected to the school. The focusing of the program at Title 1 schools targets the resources at sites that have the greatest need. During the 2019-20 school year, the PTHV program conducted 971 home visits across 39 different schools as of March 2020. Nine of these sites were holding APTT sessions in conjunction with their home visit work.

[A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.]

The actions and services described in this plan that have previously been provided and continue to be provided as an increase or improvement to unduplicated students include:

- Foster Youth Services
- Multilingual Literacy Department
- Homeless Services
- Curriculum Coordinators and Training Specialists
- Counselors, Master Schedule Director, and Credit Recovery Programming
- Teacher Collaboration Time
- Enrollment Center
- Positive Behavioral Interventions and Supports (PBIS) and Social Emotional Learning (SEL)
- Nurses and Social Workers

- District Connect Center
- District Parent Resource Center
- Parent Teacher Home Visits
- Matriculation and Orientation Center
- Expanded Learning Programs

Of the actions described within this plan, several are services that are provided only or primarily to unduplicated students and their families. These include Foster Youth Services (serving Foster Youth), the Multilingual Literacy Department (serving English Learners), Homeless Services (serving Homeless Youth), and the Matriculation and Orientation Center (serving English Learners and families who require translation and interpretation). Additionally, this plan includes an action to provide additional interpretation services through an outside provider. This action complements the work of the Matriculation and Orientation Center and is directly in service of English Learners and their families.

Actions described in this plan that may be available to a broader audience but are primarily directed towards unduplicated pupils to increase services include:

- Parent Teacher Home Visits: This program is based only at Title 1 designated school sites. While all students and families at the school are eligible to participate, the program is primarily intended to impact school sites and communities that have the highest percentage of low-income students.
- Expanded Learning Programs: The programs are focused at sites with the highest student needs and enrollment in programs exceeds district percentages for socioeconomically disadvantaged students and English Learners.
- Computers and Additional Technology to Support Distance Learning: This action was implemented to ensure that all students have a dedicated device with which to access distance learning. While all students are eligible to access a device, the action was principally directed towards students who did not already have a device and would not be able to obtain a device on their own. Similarly, the provision of additional technology, including hotspots on an as-needed basis, is being principally directed toward families and students who are not able to obtain this without support.

Actions described in this plan that are funded by multiple resources and have components with a particular focus on increasing and improving services for unduplicated pupils include:

- Curriculum Coordinators and Training Specialists: This team includes staff that focus jointly on English Language Development (ELD) and English Language Arts (ELA). These staff, while serving all schools and students, also have the stated responsibility to serve English Learners as a primary part of their position. The Curriculum Coordinators and Training Specialist team as a whole also direct efforts to sites that have a demonstrated need, including those needs relevant to unduplicated student groups.
- District Parent Resource Center: The District Parent Resource Center, while open to parents and guardians from all schools, focuses its efforts in particular towards those families that can benefit most from increased connection to school and capacity building to support their students' learning. Among these are the four student groups that make up the unduplicated student category.

Actions described in the plan that represent an increase in services above and beyond the level that would be provided otherwise, with the increase intended to primarily benefit unduplicated students, include:

- **Counselors:** A base level of counselor staffing is provided by Local Control Funding Formula (LCFF) Base funding. The remainder is funded by LCFF Supplemental and Concentration Grant funds, with the goal of the action being to increase access to counseling for students that need it most. This includes all unduplicated students, who are more likely to be the first in their family to attend college and frequently have higher needs for counseling based on their context.
- **Nurses and Social Workers:** These staff provide critical support that is of particular importance in a district with high percentages of low-income families such as SCUSD. Youth in low-income communities suffer a higher than average rate of chronic disease and often have challenges accessing health care. Increased nursing and social worker services, while available to all, are primarily intended to meet the needs of youth that experience greater health challenges and have higher exposure to trauma. This includes the multiple groups within the unduplicated student umbrella.

Actions described in this plan that are implemented districtwide with the intent to principally benefit unduplicated students include:

- District Connect Center and Enrollment Center: These two district services work in tandem as hubs for students and families to access a range of resources, including mental health supports, immunization, transition, family counseling, attendance intervention, and suicide risk/response and intervention. While all students and families have access, these resources, similar to nurses and social workers described above, are intended to meet the needs of youth and families that experience higher rates of health challenges and accessing services on their own. Again, this is intended to primarily benefit unduplicated students and other vulnerable youth.
- Teacher Collaboration Time: This weekly time is provided to certificated staff to collaborate on ways to meet the needs of unduplicated pupils. This time has increased importance during the current year as staff collaboration will need to address pupil learning loss. Given the anticipated disproportionate impacts of learning loss on vulnerable students, which include unduplicated students, staff will need to collaboratively plan for instruction that addresses those impacts.

Other actions and services that continue to be provided as an increase or improvement to unduplicated students include:

- Linked Learning and Career Technical Education (CTE) Programs
- District Librarians at Secondary Schools
- Early Childhood Education: Contribution to State Preschool Programs
- Strategic Class Size Reduction and Restructure of the Teacher Salary Schedule
- Experiential Learning
- Visual and Performing Arts Opportunities
- Secondary Leadership Stipends
- Accelerated Academy (Credit Recovery)
- School Psychologists
- International Baccalaureate (IB) Program
- Advanced Learning (GATE, Advanced Placement)
- School site funds to be allocated through the School Plan for Student Achievement (SPSA)

Sacramento City Unified School District

Superintendent's Office

NOTICE OF PUBLIC HEARING

Review of the Learning Continuity and Attendance Plan for 2020-21

Copies of the plan may be inspected at:

SCUSD Learning Continuity and Attendance Plan page

<https://www.scusd.edu/pod/learning-continuity-and-attendance-plan>

The Sacramento City Unified School District Governing Board will adopt the SCUSD Learning Continuity and Attendance Plan at the September 17, 2020 Governing Board Meeting

HEARING DATE:

Thursday, September 3, 2020

TIME:

6:00 P.M.

LOCATION:

Meeting to be held virtually using Zoom meeting platform

Login information to be announced prior to meeting

FOR ADDITIONAL INFORMATION CONTACT:

SCUSD LCAP Coordinator: (916) 842-9611 or steven-ramirez-fong@scusd.edu



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 11.1

Meeting Date: September 3, 2020

**Subject: Proposed School Site Renaming Process for Sutter Middle,
Kit Carson International Academy, and Peter Burnett Elementary**

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

Division: Facilities Support Services

Recommendation: To provide the Board with preliminary information and a process for creating a Community Advisory Committee to rename three school sites (additional school names may be explored at a later date).

Background/Rationale: Sacramento City Unified School District strives to create a warm and welcoming environment for all students, staff, and community members. The renaming of school sites is part of the District’s work in dismantling racism from within our system. School names, structures and symbols that upholds a legacy of racism, oppression, and exclusion shall not be tolerated. The names of our schools are a powerful symbol of our community values.

Financial Considerations: An allowance of \$100,000 to \$150,000 per site for, including, but not limited to, marquees, signage, removal of murals, refinishing of gym floors, and other. Each site is unique with its needs based on size, programs offered, and age of the facility.

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

Documents Attached:

1. Executive Summary

Estimated Time of Presentation: 10 minutes
Submitted by: Rose F. Ramos, Chief Business Officer
 Nathaniel Browning, Interim Director
Approved by: Jorge A. Aguilar, Superintendent

Board of Education Executive Summary

Facilities Support Services

Proposed School Site Renaming Process for Sutter Middle, Kit Carson International Academy, and Peter Burnett Elementary
September 3, 2020



I. OVERVIEW / HISTORY

Sacramento City Unified School District strives to create a warm and welcoming environment for all students, staff, and community members. The renaming of school sites is part of the District's work in dismantling racism from within our system. School names, structures and symbols that upholds a legacy of racism, oppression, and exclusion shall not be tolerated. The names of our schools are a powerful symbol of our community values.

The District currently has various school sites that contain the names of individuals that perpetuated or condoned racism, oppression, and exclusion.

The District recommends that staff focus on three site names at this time in order to manage the committee process in a thoughtful manner, as outlined by Board Policy 7310: *Naming of Facilities*. Staff believe it is critical to address the names of the most egregious sites first in order to bring community recommendation to the Board within a timely manner. Parsing out the task also allows for a higher quality engagement process.

Staff recommend focusing on these sites during our initial effort:

- Kit Carson International Academy
- Sutter Middle School
- Peter Burnett Elementary

II. DRIVING GOVERNANCE

Pursuant to Board Policy 7310: Naming of Facility, "The Governing Board shall name schools or individual buildings in recognition of:

1. Individuals, living or deceased, who have made outstanding contributions to the county or community
2. Individuals, living or deceased, who have made contributions of state, national or worldwide significance
3. The geographic area in which the school or building is located

The Board encourages community participation in the process of selecting names. A Citizen Advisory Committee shall be appointed to review name suggestions and submit recommendations for the Board's consideration.

Renaming

The renaming of existing schools or major facilities shall occur only under extraordinary circumstances and after thorough study.

Board of Education Executive Summary

Facilities Support Services

Proposed School Site Renaming Process for Sutter Middle, Kit Carson International Academy, and Peter Burnett Elementary
September 3, 2020



III. BUDGET

An allowance of \$100,000 to \$150,000 per site for, including, but not limited to, marquees, signage, removal of murals, refinishing of gym floors, and other. Each site is unique with its needs based on size, programs offered, and age of the facility.

IV. GOALS, OBJECTIVES, AND MEASURES

The renaming of school sites is part of the District's work in dismantling racism from within our system. School names, structures and symbols that upholds a legacy of racism, oppression, and exclusion shall not be tolerated. The names of our schools are a powerful symbol of our community values.

V. MAJOR INITIATIVES

This process is in alignment with the District's LCAP Goals.

- College, Career and Life Ready Graduates
- Safe, Emotionally Healthy and Engaged Students
- Family and Community Empowerment
- Operational Excellence

In addition, the effort to rename school sites is in alignment with authentic student, parent, and community engagement.

VI. RESULTS

Bring community recommendations for the renaming of these three sites to the Board of Education in February 2021.

VII. NEXT STEPS

1. Assemble recommendations for a Community Advisory Committee to include the following (no more than 27 participants):
 - District Staff (5-Communications/Facilities/Instructional Assistant Superintendent)
 - Principals (3)
 - Students (3)
 - Community members/parents/staff appointed by the site Principals (3)
 - Community members/parents appointed by the Board (7)
 - Community members/parents appointed by the Superintendent (3)
 - Youth Development selections (3)

Board of Education Executive Summary

Facilities Support Services

Proposed School Site Renaming Process for Sutter Middle, Kit Carson International Academy, and Peter Burnett Elementary
September 3, 2020



2. Bring a resolution to the Board during the October 8, 2020 meeting calling for the creation of the Community Advisory Committee to Rename Kit Carson, Sutter, and Peter Burnett schools.
 - Receive appointments from each Board Member and the Superintendent to fill their selections on the Committee.
3. Develop a community announcement that the District will review the possible name changes to the above-mentioned sites.
4. Post a community-wide survey to gather potential new names for those three sites.
5. Hold a series of meetings with the Community Advisory Committee to develop recommendations for each site that will be brought forward for Board action during a February 2021 meeting.



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 12.1a

Meeting Date: September 3, 2020

Subject: Approval/Ratification of Grants, Entitlements, and Other Income Agreements
Approval/Ratification of Other Agreements
Approval of Bid Awards
Approval of Declared Surplus Materials and Equipment
Change Notices
Notices of Completion

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

Division: Business Services

Recommendation: Recommend approval of items submitted.

Background/Rationale:

Financial Considerations: See attached.

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

Documents Attached:

1. Grants, Entitlements, and Other Income Agreements
2. Expenditure and Other Agreements
3. Approval of Declared Surplus Materials and Equipment

<p>Estimated Time of Presentation: N/A Submitted by: Rose Ramos, Chief Business Officer Jessica Sulli, Contract Specialist Approved by: Jorge A. Aguilar, Superintendent</p>

EXPENDITURE AND OTHER AGREEMENTS

Restricted Funds

<u>Contractor</u>	<u>Description</u>	<u>Amount</u>
<u>ASSISTANT SUPERINTENDENT OF STUDENT SUPPORT SERVICES</u>		
City Year SA21-00114	7/1/20 – 6/30/21: Continued implementation of City Year’s Whole School, Whole Child Model at Leataata Floyd, Fr. Keith B. Kenny, Oak Ridge, Rosa Parks and Fern Bacon schools, as well as one additional site that is in the process of being identified. City Year will place sixty-six (66) AmeriCorps members, ages 17-24, to serve in these schools throughout the school day (before, during and after school), in-person and/or virtually, as applicable. City Year will support Whole School tier 1 initiatives, morning greetings, whole classroom support, Google classroom community building, extra-curricular group connectedness, extended day programming, family engagement (phone calls home, family engagement events, reinforcement of positive attendance), academic intervention in ELA and Math, social emotional skill development, and homework support. In a coordinated effort with site principals and teachers, City Year will identify focus students in Grades 2-6 to support with appropriate academic support. Department requests to renew this agreement for the 8 th year because of the success of the partnership to date. In the last year, in addition to its academic efforts, City Year corps members helped reduce chronic absenteeism and improved attendance rates at the sites served. The partnership will aim to continue to increase academic gains, improve school attendance, and enhance student wellness.	\$662,500 Title I Funds
New Contract: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		

RISK MANAGEMENT

Cintas	9/3/20 – 9/3/23: Facilities Solutions Agreement to provide rental masks, laundering services, hand sanitizer dispensers and refills at all District school sites. Clean and soiled mask receptacles will be placed at all school sites. Each week, Cintas will pick up soiled masks and deliver cleaned and sanitized masks. Masks will be cleaned in accordance with industry standards. Purchasing Services finds it is in the best interest of the District to utilize the Omnia Partners Cooperative Purchasing Agreement between Prince William County Schools and Cintas pursuant to Public Contract Code § 20118, which allows other government agencies, such as school districts, to piggyback on awards while still satisfying the legally required competition for contracts. Contract amount is an estimate for the 2020/21 school year based on the needs for a full school year. Actual costs will likely be lower due to the need for distance learning for some portion of the year.	\$1,100,000 CARES Act Funds
New Contract: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		

TRANSPORTATION SERVICES

<p>A-Z Bus Sales R21-00708</p> <p>New Contract: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Purchase of five (5) 2019 Micro Bird G5 24-passenger electric buses. The buses will conform to all current air quality standards. Funding is provided by the California Energy Commission's School Bus Replacement Program, helping schools throughout the state transition from old, diesel school buses to zero or low emission vehicles. Purchasing Services finds it is in the best interest of the District to utilize the Waterford Unified School District piggyback bid with A-Z Bus Sales pursuant to Public Contract Code § 20118, which allows other government agencies, such as school districts, to piggyback on awards while still satisfying the legally required competition for contracts.</p>	<p>\$1,457,618 California Energy Commission School Bus Replacement Grant</p>
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Unrestricted Funds

<u>Contractor</u>	<u>Description</u>	<u>Amount</u>
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BUSINESS SERVICES

<p>Crowe, LLP SA21-00113</p> <p>New Contract: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>9/3/20 – Completion of Services: Audit of district financial statements for the year ending June 30, 2020; as well as audit of financial statements of Measures Q & R General Obligation Bonds</p>	<p>\$162,000 General Fund (\$135,000) Building Fund (\$27,000)</p>
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CONTINUOUS IMPROVEMENT AND ACCOUNTABILITY

<p>Accelerate Education SA21-00087</p> <p>New Contract: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>7/21/20 – 7/21/21: Renewal of agreement for the 5th year for online learning curriculum and enrolled user licenses for high school credit recovery courses. 1200 seats will be available for high school students who are participating in credit recovery coursework while working towards graduation. This program targets at-risk students in danger of not completing coursework for high school graduation. Services with Accelerate Education (AE) began in 2016/17 after vendor was selected from among seven respondents in a competitive process. Stakeholders at all levels were involved in the review process including students, teachers, administrators, the Curriculum Office, and the Superintendent's cabinet. Staff have opted to renew for the 5th year due to the success of the AE program. The District's per student rate for online course completion has increased each year since beginning AE, with an all-time high of 4000 course completions in 2018/19, half of which were yielded by seniors who relied on those courses to recover credits needed for graduation. AE has also been extremely flexible and accommodating, significantly changing their platform each year to meet the District's needs. For example, AE developed hybrid online science courses with virtual labs, including obtaining A-G approval of the courses, at the District's request and with no extra charge. Seniors at all five comprehensive high schools and multiple small and alternative high schools relied on those online lab science courses to graduate this past June.</p>	<p>\$215,880 General Fund (\$190,880) LCFF Funds (\$25,000)</p>
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APPROVAL OF DECLARED SURPLUS MATERIALS AND EQUIPMENT

SITE/DEPT	ITEM
Transportation	<p>BACKGROUND: The Education Code regulates the procedures by which a school district can dispose of personal property. Education Code section 17545 provides that the governing board of any school district may sell for cash any personal property belonging to the district if the property is not required for school purposes, or if it should be disposed of for the purpose of replacement, or if it is unsatisfactory or not suitable for school use.</p>
TOTAL VALUE	
\$15,000	<p>STATUS: The District has three (3) 2016 electric school buses, one (1) 2015 school bus and one (1) 1978 Chevrolet shop truck to surplus. The District has determined the electric buses, which were prototypes provided through a grant program, are not economically viable for operation due to battery and range issues, unreliability, and loss of warranty when manufacturer ceased operations in California. The 2015 school bus has been totaled by the District's insurance carrier and is not replaceable. The District has also determined the 1978 Chevrolet shop truck is no longer complaint with California smog and is too costly to repair. If approved, the District will auction the vehicles through GovDeals, a web-based government auction service.</p>
DISPOSAL METHOD	
Surplus	

RECOMMENDATION: It is recommended that the Board of Education approve the surplus of the listed items per Education Code section 17545.



SERVICES AGREEMENT

Date: As of September 3, 2020 **Place:** Sacramento, California

Parties: Sacramento City Unified School District, a political subdivision of the State of California, (hereinafter referred to as the "District"); and City Year, Inc., a not for profit organized for educational and charitable purposes under the laws of the Commonwealth of Massachusetts with an address of 287 Columbus Avenue, Boston, Massachusetts 02116 (hereinafter referred to as "City Year" or "Contractor").

Recitals:

A. The District is a public school district in the County of Sacramento, State of California, and has its administrative offices located at the Serna Center, 5735 47th Avenue, Sacramento, CA 95824.

B. The District desires to engage the services of the Contractor and to have said Contractor render services on the terms and conditions provided in this Agreement.

C. California Government Code Section 53060 authorizes a public school district to contract with and employ any persons to furnish to the District, services and advice in financial, economic, accounting, engineering, legal, or administrative matters if such persons are specially trained, experienced and competent to perform the required services, provided such contract is approved or ratified by the governing board of the school district. Said section further authorizes the District to pay from any available funds such compensation to such persons as it deems proper for the services rendered, as set forth in the contract.

D. The Contractor is specially trained, experienced and competent to perform the services required by the District, and such services are needed on a limited basis.

In consideration of the mutual promises contained herein, the parties agree as follows:

ARTICLE 1. SERVICES.

The Contractor hereby agrees to provide to the District the services as described below ("Services"):

Provide a scalable, centrally managed "Whole School Whole Child" model that delivers a holistic set of whole-school and focused supports to ensure students stay in school and on track to graduate, by deploying AmeriCorps Members ("Members") to five schools as follows:

Father K.B. Kenny K-8 (11 ACMs) ; Fern Bacon Middle (16 ACMs); Leataata Floyd Elementary (11 ACMs), Oak Ridge Elementary (11 ACMs); and Rosa Parks K-8 (17 ACMs)

Provide such additional Services pursuant the terms and conditions set forth in the attached Appendix A: Statement of Partnership, Appendix B: AmeriCorps Prohibited Activities, Appendix C: Data Sharing, Appendix D: Whole School Whole Child Services, Appendix E: City



Year and Leadership, Appendix F: AmeriCorps Member Training and On-Going Professional Development, Appendix G: Corporate Support for City Year, Appendix H: Extended Learning and After School Program Activities, Appendix I. Vote of the Sacramento City Unified School District, and Appendix J. Force Majeure, all of which are incorporated by this reference as if fully set forth herein.

ARTICLE 2. TERM.

This Agreement shall commence on July 1, 2020, and continue through June 30, 2021, unless sooner terminated, as set forth in Article 10 of this Agreement, provided all services under this Agreement are performed in a manner that satisfies both the needs and reasonable expectations of the District. The determination of a satisfactory performance shall be in the sole judgment and discretion of the District in light of applicable industry standards, if applicable. The term may be extended by mutual consent of the parties on the same terms and conditions by a mutually executed addendum.

ARTICLE 3. PAYMENT.

District agrees to pay Contractor for services satisfactorily rendered pursuant to this Agreement as follows:

Fee Rate: Total fee shall not exceed Six Hundred Sixty Two Thousand, Five Hundred Dollars (\$662,500).

For provisions of services pursuant to this Agreement, Contractor shall provide documentation of \$100,000 in-kind match to the District.

Payment to Contractor shall be made within 30 days upon submission of periodic invoice(s) to the attention of Doug Huscher, Assistant Superintendent of Student Support Services, Sacramento City Unified School District, P. O. Box 246870, Sacramento, California 95824-6870.

ARTICLE 4. EQUIPMENT AND FACILITIES.

District will provide Contractor with access to all needed records and materials during normal business hours upon reasonable notice. However, District shall not be responsible for nor will it be required to provide personnel to accomplish the duties and obligations of Contractor under this Agreement. Contractor will provide all other necessary equipment and facilities to render the services pursuant to this Agreement.

ARTICLE 5. WORKS FOR HIRE/COPYRIGHT/TRADEMARK/PATENT

The Contractor understands and agrees that all matters specifically produced under this Agreement that contain no intellectual property or other protected works owned by Contractor shall be works for hire and shall become the sole property of the District and cannot be used without the District's express written permission. The District shall have the right, title and interest in said matters, including the right to secure and maintain the copyright, trademark and/or patent of said matter in the name of the District. The Contractor consents to the use of the Contractor's name in conjunction with the sale, use, performance and distribution of the matters, for any purpose in any medium.

As to those matters specifically produced under this Agreement that are composed of intellectual property or other protected works, Contractor must clearly identify to the District those protected elements included in the completed work. The remainder of the intellectual property of such completed works shall be deemed the sole property of the District. The completed works that include both elements of Contractor's protected works and the District's protected works, shall be subject to a mutual non-exclusive license agreement that permits either party to utilize the completed work in a manner consistent with this Agreement including the sale, use, performance and distribution of the matters, for any purpose in any medium.

ARTICLE 6. INDEPENDENT CONTRACTOR.

Contractor's relationship to the District under this Agreement shall be one of an independent contractor. The Contractor and all of their employees shall not be employees or agents of the District and are not entitled to participate in any District pension plans, retirement, health and welfare programs, or any similar programs or benefits, as a result of this Agreement.

The Contractor and their employees or agents rendering services under this agreement shall not be employees of the District for federal or state tax purposes, or for any other purpose. The Contractor acknowledges and agrees that it is the sole responsibility of the Contractor to report as income its compensation from the District and to make the requisite tax filings and payments to the appropriate federal, state, and/or local tax authorities. No part of the Contractor's compensation shall be subject to withholding by the District for the payment of social security, unemployment, or disability insurance, or any other similar state or federal tax obligation.

The Contractor agrees to defend, indemnify and hold the District harmless from any and all claims, losses, liabilities, or damages arising from any contention by a third party that an employer-employee relationship exists by reason of this Agreement.

The District assumes no liability for workers' compensation or liability for loss, damage or injury to persons or property during or relating to the performance of services under this Agreement.

ARTICLE 7. FINGERPRINTING REQUIREMENTS.

Education Code Section 45125.1 states that if employees of any contractor providing school site administrative or similar services may have any contact with any pupils, those employees shall be fingerprinted by the Department of Justice (DOJ) for a state and FBI check before entering the school site to determine that they have not been convicted of a serious or violent felony. If the District determines that more than limited contact with students will occur during the performance of these services, Contractor will not perform services until all employees providing services have been fingerprinted by the DOJ and DOJ fingerprinting clearance certification has been provided to the District.

District has determined that services performed under this Agreement will result in contact with pupils. Contractor shall obtain fingerprinting clearance for *all* employees before services can begin. Contractor will provide a complete list to the District of all employees cleared by the DOJ who will provide services under this Agreement. Contractor shall also obtain the ongoing notification service from DOJ and alert District within 24 hours of any notice received regarding any Contractor employee. Failure to provide such written certification before services begin, or

within thirty days after execution of this Agreement, whichever occurs first, will result in immediate termination.

ARTICLE 8. MUTUAL INDEMNIFICATION.

Each of the Parties shall defend, indemnify and hold harmless the other Party, its officers, agents and employees from any and all claims, liabilities and costs, for any damages, sickness, death, or injury to person(s) or property, including payment of reasonable attorney's fees, from any cause whatsoever, arising directly or indirectly from or connected with the operations or services performed under this Agreement, caused in whole or in part by the negligent or intentional acts or omissions of that Party or its agents, employees or subcontractors.

It is the intention of the Parties, where fault is determined to have been contributory, principles of comparative fault will be followed, and each Party shall bear the proportionate cost of any damage attributable to fault of that Party. It is further understood and agreed that such indemnification will survive the termination of this Agreement.

ARTICLE 9. INSURANCE.

Prior to commencement of services and during the life of this Agreement, Contractor shall provide the District with a certificate of insurance reflecting its comprehensive general liability insurance coverage in a sum not less than \$1,000,000 per occurrence naming District as an additional insured. Such insurance as is afforded by this policy shall be primary, and any insurance carried by District shall be excess and noncontributory. If insurance is not kept in force during the entire term of the Agreement, District may procure the necessary insurance and pay the premium therefore, and the premium shall be paid by the Contractor to the District.

ARTICLE 10. TERMINATION.

The District may terminate this Agreement without cause upon giving the Contractor thirty days written notice. Notice shall be deemed given when received by Contractor, or no later than three days after the day of mailing, whichever is sooner.

The District may terminate this Agreement with cause upon written notice of intention to terminate for cause. A Termination for Cause shall include: (a) material violation of this Agreement by the Contractor; (b) any act by the Contractor exposing the District to liability to others for personal injury or property damage; (c) the Contractor confirms its insolvency or is adjudged a bankrupt; Contractor makes a general assignment for the benefit of creditors, or a receiver is appointed on account of the Contractor's insolvency; or (d) the Contractor does not receive adequate funding commitment from the Corporation for National and Community Service to support the level of service set forth in Article 1 of this Agreement .

Ten (10) calendar days after service of such notice, the condition or violation shall cease, or satisfactory arrangements for the correction thereof be made, or this Agreement shall cease and terminate. In the event of such termination, the District may secure the required services from another contractor. The foregoing provisions are in addition to and not a limitation of any other rights or remedies available to the District.

ARTICLE 11. ASSIGNMENT.

Neither this Agreement nor any duties or obligations to be performed under this Agreement shall be assigned without the prior written consent of the District, which shall not be unreasonably withheld. In the event of an assignment to which the District has consented, the assignee or his/her or its legal representative shall agree in writing with the District to personally assume, perform, and be bound by the covenants, obligations, and agreements contained in this Agreement.

ARTICLE 12. NOTICES.

Any notices, requests, demand or other communication required or permitted to be given under this Agreement shall be in writing and shall be deemed to have been duly given on the date of service if served personally on the party to whom notice is to be given, or on the third day after mailing if mailed to the party to whom notice is to be given, by first class mail, registered or certified, postage prepaid, or on the day after dispatching by Federal Express or another overnight delivery service, and properly addressed as follows:

District:
Sacramento City Unified School District
PO Box 246870
Sacramento CA 95824-6870
Attn: Jessica Sulli, Contracts

Contractor:
City Year Sacramento
3400 3rd Avenue
Sacramento, CA 95817
Attn: Jeff Owen, Executive Director

With a copy to:

City Year, Inc.
287 Columbus Avenue
Boston, MA 02116
Attention: Chief Financial and Administrative
Officer
jgreenfield@cityyear.org

ARTICLE 13. ENTIRE AGREEMENT.

This Agreement contains the entire agreement between the parties and supersedes all prior understanding between them with respect to the subject matter of this Agreement. There are no promises, terms, conditions or obligations, oral or written, between or among the parties relating to the subject matter of this Agreement that are not fully expressed in this Agreement. This Agreement may not be modified, changed, supplemented or terminated, nor may any obligations under this Agreement be waived, except by written instrument signed by the party to be otherwise expressly permitted in this Agreement.

ARTICLE 14. CONFLICT OF INTEREST.

The Contractor shall abide by and be subject to all applicable District policies, regulations, statutes or other laws regarding conflict of interest. Contractor shall not hire any officer or employee of the District to perform any service covered by this Agreement. If the work is to be performed in



connection with a Federal contract or grant, Contractor shall not hire any employee of the United States government to perform any service covered by this Agreement.

Contractor affirms to the best of their knowledge, there exists no actual or potential conflict of interest between Contractor's family, business or financial interest and the services provided under this Agreement. In the event of a change in either private interest or services under this Agreement, any question regarding possible conflict of interest which may arise as a result of such change will be brought to the District's attention in writing.

ARTICLE 15. NONDISCRIMINATION.

It is the policy of the District that in connection with all services performed under contract, there will be no discrimination against any prospective or active employee engaged in the work because of race, color, ancestry, national origin, handicap, religious creed, sex, age or marital status. Contractor agrees to comply with applicable federal and California laws including, but not limited to, the California Fair Employment and Housing Act.

ARTICLE 16. SEVERABILITY.

Should any term or provision of this Agreement be determined to be illegal or in conflict with any law of the State of California, the validity of the remaining portions or provisions shall not be affected thereby. Each term or provision of this Agreement shall be valid and be enforced as written to the full extent permitted by law.

ARTICLE 17. RULES AND REGULATIONS.

All rules and regulations of the District's Board of Education and all federal, state and local laws, ordinance and regulations are to be strictly observed by the parties pursuant to this Agreement. Any rule, regulation or law required to be contained in this Agreement shall be deemed to be incorporated herein.

ARTICLE 18. APPLICABLE LAW/VENUE.

This Agreement shall be governed by and construed in accordance with the laws of the State of California. If any action is instituted to enforce or interpret this Agreement, venue shall only be in the appropriate state or federal court having venue over matters arising in Sacramento County, California, provided that nothing in this Agreement shall constitute a waiver of immunity to suit by the District.

ARTICLE 19. RATIFICATION BY BOARD OF EDUCATION.

This Agreement is not enforceable and is invalid unless and until it is approved and/or ratified by the governing board of the Sacramento City Unified School District, as evidenced by a motion of said board duly passed and adopted, a copy of which is attached in Appendix I: Vote of the Sacramento City Unified School District.



Executed at Sacramento, California, on the day and year first above written.

**SACRAMENTO CITY
UNIFIED SCHOOL DISTRICT**

CITY YEAR, INC.

By: _____

Rose Ramos
Chief Business Officer

By:

Jessica Greenfield
Executive Vice President & Chief Financial
and Administrative Officer

Date

Date

Appendix A: Scope of Services

City Year’s vision is that, alongside our partners, we will advance educational equity and improve outcomes for students. It is our hope that this vision unites us through a shared purpose to work as one community with one goal of ensuring that all children are provided the environment, supports, and opportunities to succeed in school and in life. At City Year, educational equity means eliminating the predictability of student success or failure based on race, ethnicity, gender identity, sexual identity, socio-economic status, or any other identity marker, and ensuring that all children are provided a learning environment free of judgement, where individuals representing different identities are valued and welcomed.

City Year provides support to the students who need us the most – students who are disengaged, are struggling in school, and have fallen behind their peers socially or academically. To support these students, City Year provides a holistic support model that is able to be tailored to individual student need:

- **Academic Support & Intervention:** City Year advances educational equity by providing support and resources to the students and schools most in need. Students are on average three or more grade levels behind in content areas, and teachers cannot provide individual interventions to each student in their classroom. AmeriCorps members are trained in the same resources that teachers use to lead intervention groups with students.
- **Teacher Support and Satisfaction:** City Year supports teachers in their instructional practice, behavior management, and class culture and community building to help them differentiate their instruction and feel that they have the resources they need. This has resulted in a high level of teacher satisfaction with City Year as a resource to be able to best do their work, as reported on City Year’s teacher surveys.
- **Social-Emotional Skill Development:** City Year’s integrated approach is designed to consistently support students’ social, emotional and academic development. City Year encourages students to learn and lead, and through these experiences, students gain a broader sense of self and acquire critical strengths, skills and learning mindsets and contribute to a positive school culture, climate and community. City Year’s social-emotional skill development approach is aligned with the Collaborative for Academic, Social, and Emotional Learning’s (CASEL’s) competencies framework: self-awareness, self-management, social awareness, relationship skills and responsible decision-making.
- **Attendance Coaching & Improvement:** City Year AmeriCorps members provide attendance coaching to chronically absent students and those beginning to exhibit attendance challenges that allow them to set individual attendance goals and develop increased ownership of their attendance.
- **Family Engagement:** City Year engages with parents and families of students to connect them to the school community and ensure they have what they need to best support their children in the learning.
- **Enrichment Programming:** City Year AmeriCorps members run after-school and during school enrichment programming for students, which fills an existing resource gap

because many schools do not have the capacity to be able to provide these opportunities to students.

- **Ongoing Observation & Coaching:** Each City Year school partner has a dedicated City Year staff member who manages the AmeriCorps members, provides ongoing and regular observation and coaching to improve AmeriCorps member academic tutoring and social-emotional content delivery, leads regular data reviews to identify areas of achievement and improvement, and collaborates with the school principal, teachers, and other school staff to ensure a strong partnership.

In support of the District’s proposed learning efforts as the 2020-21 school year launches, City Year AmeriCorps members can provide a variety of supports both in-person and via the District’s virtual learning platform(s) to support schools. In addition to City Year’s in-building service model, City Year can support the District’s virtual learning efforts, both through a hybrid learning approach (part in-person, part virtual) or a fully virtual learning approach.

Activity	Format	Description
Whole School Initiatives (Tier 1)	In-Person Virtual	ACMs can provide support to the entire school community by planning and leading attendance initiatives, school connection events, culture/climate building activities, and school or grade level town hall meetings.
Morning Greeting (Tier 1)	In-Person Virtual	ACMs can welcome students to school/learning each day through in-person morning greeting as students arrive at school and virtually through recorded morning messages shared via social media or school technology platforms.
Whole Classroom Support (Tier 1)	In-Person Virtual	ACMs can provide whole class support to students, leading warm-ups/do nows, and checking for student understanding during lessons, Virtually, ACMs can participate in synchronous and asynchronous learning in whole “class” spaces, where teachers are leading instruction and/or creating a class community space, supporting the delivery of content and the engagement of students in learning.
Google Classroom Community Building (Tier 1)	Virtual	Utilizing the Google Classroom Stream, ACMs can create a positive culture and an engaged learning community through ongoing questions, appreciations, age appropriate jokes, and individual students and whole classroom celebrations.
Facilitation Support (Tier 1)	Virtual	Many virtual platforms can make it difficult to both run a lesson/meeting and manage the technical spaces. ACMs can support lesson delivery by monitoring the chat, sharing resources, and communicating questions from the group.
Extra-Curricular Groups/Clubs, Enrichment Programming, and Extended Day Activities (Tier 1)	In-Person Virtual	ACMs can lead extended day and enrichment programming for students to keep them engaged and connected to their peers and school community.

Teacher/Staff Alignment & Support (Tier 1)	In-Person Virtual	ACMs can join staff meetings and school-level professional development opportunities to ensure alignment and coordination with faculty and staff and can support teachers' virtual office hours.
Student, Teacher, and School Staff Appreciations (Tier 1)	In-Person Virtual	ACMs can appreciate students, teachers, and school staff through in-person events and initiatives and virtually by sharing appreciation notes and videos via social media and school technology platforms for students, teachers, and school staff.
Attendance Coaching & Student Virtual Participation/Engagement (Tiers 1 & 2)	In-Person Virtual	ACMs can provide attendance coaching to students struggling with attendance, helping them set weekly attendance goals, reflect on their progress or challenges with attending school regularly, and take ownership over their attendance. Virtually, ACMs can support student participation in and engagement with technology platforms to ensure they are involved in the learning community
Family Engagement/Phone Calls Home (Tiers 1 & 2)	In-Person Virtual	ACMs can call parents and families to share updates on how their children are doing in school and to check-in on them during virtual learning to ensure they have the tools they need for learning at home.
Student Phone Check-ins (Tiers 1 & 2)	Virtual	ACMs can call students via their home phone number to ensure they understand, are engaged in and are participating in virtual learning efforts. To protect all parties, ACMs would never have 1:1, unsupervised conversations with minors.
Academic Interventions: ELA and/or Math (Tier 2)	In-Person Virtual	ACMs can lead small groups that support the teacher instruction and provide tutoring in math and ELA. These small groups can take place inside the school building or utilizing virtual platforms such Google Meets or Zoom breakout rooms.
Social-Emotional Skill Development (Tier 2)	In-Person Virtual	ACMs can create support positive, asset-based spaces for community building and connection and meet with small groups of students to identify social-emotional strengths and needs and develop new student skills.
Homework Help (Tier 2)	In-Person Virtual	ACMs can support students in completing their homework in-person and virtually through office hours and small group support within school technology platforms.

City Year's Evidence-based Model

City Year helps students and schools succeed by delivering holistic support to students, classrooms and the whole school, working to ensure that students in systemically under-resourced schools are prepared with the skills and mindsets to thrive and contribute to their communities. City Year's approach is based on research about how students learn and our strategies and activities to encourage learning are based on a Response to Intervention model, with a focus on Tier 1 and Tier 2. City Year utilizes evidence-based curriculum and Tiered Intervention models to ensure students are engaged in their learning and are academically progressing.

- ELA/ Literacy:
 - Reading A-Z: City Year Sacramento uses Reading A-Z for its extensive collection of leveled reading resources. With more than 2,000 books at 29 levels of reading

difficulty to choose from, we can match students with developmentally appropriate content, in order to, over time, get them to grade level proficiency. Reading A-Z includes thousands of corresponding resources to enhance instruction and strengthen students' reading skills, such as guided lesson plans, worksheets, assessments, and more.

- Math
 - Do the Math: City Year Sacramento uses Do the Math (DTM), an intensive, small-group, supplementary mathematics intervention programs designed to provide powerful, daily, small-group instruction to build numerical reasoning and restore confidence, and target foundational arithmetic skills to help students develop key Algebraic skills and participate in grade level content.
- Attendance
 - Check In, Check Out: AmeriCorps members utilize the research-based Check In, Check Out attendance coaching model. At the start of each week, AmeriCorps members “check in” with individual students to set weekly goals and plan for potential attendance challenges. At the end of the week, students “check out,” during which they discuss the progress made to achieve their weekly attendance goal and any challenges that should be reflected on over the weekend and included in their “check in” meeting the following week. By helping students internalize their attendance goals, this coaching leads to increased ownership of attendance and future success for students at-risk of chronic absenteeism.
- Social-Emotional Learning
 - Clover Model: One tool that City Year AmeriCorps members use to ensure an asset-based approach to working with students is the Clover model, which was developed by Dr. Gil Noam of the PEAR Institute: Partnerships in Education and Resilience (affiliated with McLean Hospital and Harvard Medical School). The Clover model highlights four essential elements, or “leaves” that people of all ages need to thrive, learn and grow: Active Engagement; Assertiveness; Belonging; and Reflection. This framework provides a common language and fosters an environment for both adults and students to talk about student development, strengths and needs. The model empowers adults to more successfully form positive relationships with students, implement a range of youth development practices throughout the school day, and foster students’ social-emotional development.
 - Holistic Student Assessment: City Year utilizes the Holistic Student Assessment (HSA), a self-report questionnaire that measures an individual student’s social, emotional, and developmental resiliencies; relationships with peers and adults; and learning and school engagement. The HSA brings student voice into the identification of student strengths, challenges, and degree of school engagement with the goal of The HSA is better understanding the developmental needs and strengths of individual students to support intervention programming.*

- Devereux Student Strengths Assessment: City Year measures its social-emotional development work using the Devereux Student Strengths Assessment (DESSA), a standardized, strengths-based observational tool of social competencies defined by the Collaborative for Academic and Social Emotional Learning (CASEL): self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. The DESSA not only indicates student growth, but also pinpoints skills, strengths and needs, and is used monthly by AmeriCorps members to monitor growth and progress in individual student social-emotional skill development. *

*(*Together, the DESSA and the HSA provide an instructional map for AmeriCorps members to use to target and customize interventions and successfully navigate students' social and emotional growth. See Appendix A for detail on how the HSA and DESSA competencies map to each other.)*

To comply with the terms of its grant with the Corporation for National and Community Service, City Year is required to retain a completed Statement of Partnership for each of its partner schools. City Year will coordinate with principals at each partner school to finalize and deliver a fully executed Statement of Partnership no later than September 30, 2020. A copy of the Statement of Partnership for each school will be available upon request.

Appendix B: AmeriCorps Prohibited Activities

Prohibited Activities (See 45 CFR § 2520.65)

While charging time to the AmeriCorps program, accumulating service or training hours, or otherwise performing activities supported by the AmeriCorps program or the Corporation for National and Community Service (“CNCS”), staff and members may not engage in the following activities:

1. Attempting to influence legislation;
2. Organizing or engaging in protests, petitions, boycotts, or strikes;
3. Assisting, promoting, or deterring union organizing;
4. Impairing existing contracts for services or collective bargaining agreements;
5. Engaging in partisan political activities, or other activities designed to influence the outcome of an election to any public office;
6. Participating in, or endorsing, events or activities that are likely to include advocacy for or against political parties, political platforms, political candidates, proposed legislation, or elected officials;
7. Engaging in religious instruction, conducting worship services, providing instruction as part of a program that includes mandatory religious instruction or worship, constructing or operating facilities devoted to religious instruction or worship, maintaining facilities primarily or inherently devoted to religious instruction or worship, or engaging in any form of religious proselytization;
8. Providing a direct benefit to—
 - a. A business organized for profit;
 - b. A labor union;
 - c. A partisan political organization;
 - d. A nonprofit organization that fails to comply with the restrictions contained in section 501(c)(3) of the Internal Revenue Code of 1986 related to engaging in political activities or substantial amount of lobbying except that nothing in these provisions shall be construed to prevent participants from engaging in advocacy activities undertaken at their own initiative; and
 - e. An organization engaged in the religious activities described in paragraph 7. above, unless CNCS assistance is not used to support those religious activities;
9. Conducting a voter registration drive or using CNCS funds to conduct a voter registration drive;
10. Providing abortion services or referrals for receipt of such services; and
11. Such other activities as CNCS may prohibit.

AmeriCorps members may not engage in the above activities directly or indirectly by recruiting, training, or managing others for the primary purpose of engaging in one of the activities listed above. Individuals may exercise their rights as private citizens and may participate in the activities listed above on their initiative, on non-AmeriCorps time, and using non-CNCS funds. Individuals should not wear the AmeriCorps logo while engaging in any of the above activities on their personal time. All locations where members serve should post a list of the prohibited activities.

Nonduplication and Nondisplacement (See 45 CFR §§ 2540.100)

E. Nonduplication.

- a. Corporation assistance may not be used to duplicate an activity that is already available in the locality of a program. And, unless the requirements of paragraph of this section are met, Corporation assistance will not be provided to a private nonprofit entity to conduct activities that are the same or substantially equivalent to activities provided by a State or local government agency in which such entity resides.

F. Nondisplacement.

- a. An employer may not displace an employee or position, including partial displacement such as reduction in hours, wages, or employment benefits, as a result of the use by such employer of a participant in a program receiving Corporation assistance.
- b. An organization may not displace a volunteer by using a participant in a program receiving Corporation assistance.
- c. A service opportunity will not be created under this chapter that will infringe in any manner on the promotional opportunity of an employed individual.
- d. A participant in a program receiving Corporation assistance may not perform any services or duties or engage in activities that would otherwise be performed by an employee as part of the assigned duties of such employee.
- e. A participant in any program receiving assistance under this chapter may not perform any services or duties, or engage in activities, that—
 - i. Will supplant the hiring of employed workers; or
 - ii. Are services, duties, or activities with respect to which an individual has recall rights pursuant to a collective bargaining agreement or applicable personnel procedures.
- f. A participant in any program receiving assistance under this chapter may not perform services or duties that have been performed by or were assigned to any—
 - i. Presently employed worker;
 - ii. Employee who recently resigned or was discharged;
 - iii. Employee who is subject to a reduction in force or who has recall rights pursuant to a collective bargaining agreement or applicable personnel procedures;
 - iv. Employee who is on leave (terminal, temporary, vacation, emergency, or sick); or
 - v. Employee who is on strike or who is being locked out.

Restrictions on fundraising by members (See 45 CFR §§ 2520.40-.45)

- i.) AmeriCorps members may raise resources directly in support of your program's service activities.
- ii.) Examples of fundraising activities AmeriCorps members may perform include, but are not limited to, the following:

- 1) Seeking donations of books from companies and individuals for a program in which volunteers teach children to read;
 - 2) Writing a grant proposal to a foundation to secure resources to support the training of volunteers;
 - 3) Securing supplies and equipment from the community to enable volunteers to help build houses for low-income individuals;
 - 4) Securing financial resources from the community to assist in launching or expanding a program that provides social services to the members of the community and is delivered, in whole or in part, through the members of a community-based organization;
 - 5) Seeking donations from alumni of the program for specific service projects being performed by current members.
- iii.) AmeriCorps members may not:
- 1) Raise funds for living allowances or for an organization's general (as opposed to project) operating expenses or endowment;
Write a grant application to the Corporation or to any other Federal agency.
45 CFR §§ 2520.40. An AmeriCorps member may spend no more than ten percent of his or her originally agreed-upon term of service, as reflected in the member enrollment in the National Service Trust, performing fundraising activities, as described in §2520.40.

Appendix C: Data Sharing Agreement

In order for City Year to successfully implement the services described in the District Service Agreement between the parties [of even date herewith] and improve student performance, it is essential that City Year have access to the necessary data and support to properly monitor, adjust and measure the impact of the student supports provided.

ACCORDINGLY, in consideration of the mutual covenants and promises hereinafter set forth and for other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the parties do hereby mutually agree as follows:

1. **Use of Data.** City Year uses student-level performance data in partnership with district and school personnel to:
 - determine the scope and types of whole-school, in-class, and targeted student services it will provide;
 - set goals with school administration, teachers, and students regarding school, classroom, and student outcomes;
 - monitor the progress and evaluate the efficacy of its suite of services, from individual students up to whole-school impacts;
 - identify students who are in need of intensive support, monitor their progress, plan and track their interventions throughout the year;
 - report on performance metrics to the school and the school district; and
 - inform and refine our WSWC model design and improve overall quality of service.

2. **Obligations of City Year.** To ensure appropriate whole school and targeted interventions are provided, City Year agrees to:
 - periodically review student progress in coordination with representatives from each school partner's student support team (or reasonable proxy) and make decisions regarding student participation in the partnership's targeted interventions;
 - complete periodic reports on behalf of the partnership to City Year's stakeholders, including the school district and AmeriCorps;
 - share evaluation reports from evaluations commissioned by City Year; and
 - track key output data related to City Year's core services.

3. **Obligations of the District.** To ensure appropriate whole school and targeted interventions are provided, the District agrees to:
 - provide a primary data collection liaison/data coordinator to ensure that the school and/or the school district provide all necessary student-level data in a timely basis, in accordance with district policies and procedures;
 - help facilitate the completion of surveys and report outcome data in a timely manner to help facilitate internal or external reporting on City Year's impact; and
 - facilitate and/or support the collection of student-level data as outlined below.
 - all end of year data for the school year(s) covered under this agreement must be provided to City Year no later than October of the following school year(s).

4. **Data Access, Acquisition, and Requirements.** From the District, City Year will receive the following identifiable, student-level information for all students in the schools it will serve as part of this Agreement:
- attendance data (e.g. daily absence or tardiness, number of absences/tardies over a specified time period, days attended and missed, average daily attendance);
 - behavior/discipline data (e.g. number of detentions, suspensions, office referrals);
 - ELA and math assessment data (e.g. teacher-produced, district interim and benchmark, district and state standardized tests);
 - ELA and math marking period grades and end-of-course grades;
 - ELA and math course assignments and grades (if available);
 - student identification and demographic data (e.g. name, district ID, date of birth, race/ethnicity, gender); and
 - class, class enrollment, teacher, and school identification data (e.g. name of ELA and math class and teacher, class rosters, school and class schedules).

This data will be provided for the current academic year on at least a weekly basis via a secure file transfer from the District to City Year. At the beginning of the academic year, the District will also provide to City Year prior year information for all students enrolled in the schools City Year serves for the data noted above. Schoolzilla by Renaissance will serve as City Year's data transfer partner.

Each school will complete surveys which will be used for reporting of City Year's impact. These include:

- periodic principal, school liaison, and teacher surveys;
- periodic student surveys; and
- any other pre-arranged survey efforts that will assist City Year to assess its performance.

The District will provide updated feeder pattern/student matriculation data, as needed – on an annual or biannual basis – to inform the strategic deployment of City Year AmeriCorps members to schools.

Additionally, to enable City Year's partnership with the District, as well as the ability for City Year to support the District's virtual learning efforts, if virtual learning takes place, the District agrees to:

1. Provide District email accounts to all City Year AmeriCorps members and relevant City Year staff; and
2. Provide access to any virtual learning applications and technology platforms to all AmeriCorps members and relevant City Year staff.

5. **Subcontractor Use of District Data.** To the extent necessary to perform its obligations specified in the Agreement, City Year may disclose District Data to subcontractors pursuant to a written agreement. Subcontractors will be bound by all data security, storage, and retention requirements under FERPA and other applicable federal, state, and local laws. For the limited purposes of the evaluation of City Year services and analyses of how to serve City Year's student populations most effectively, City Year may share student data

with agents, advisors, and third- party consultants and evaluators ("Representatives"). In these instances, the student data will be de-identified, and cases will be assigned unique External Evaluation ID numbers, assigned through an automated process. Files containing student data will only be shared via secure password protected networks and log-in information will only be shared with limited project personnel. City Year will inform any Representatives of the confidential nature of the data and direct them to treat the data confidentially and for the limited purpose of assisting City Year with its internal analyses and evaluation. In districts where Institutional Review Board (IRB) approval is required, it is the responsibility of the Representatives to secure approval.

6. **FERPA.** City Year uses data in partnership with the District in the legitimate educational interest of students, by reviewing student-level data to identify which students need supports and to modify those supports in response to data, aligning with the requirements listed in 34 C.F.R. §99.31 of the Family Educational Rights and Privacy Act (FERPA).

For purposes of this Agreement, City Year shall function as an agent of the District with regard to accessing pupil record information necessary for City Year's performance. City Year agrees to the following conditions, as required by 20 U.S.C. §1232g and 34 C.F.R. §99.31(FERPA): City Year is under the direct control of the agency or institution with respect to the use and maintenance of education records; and City Year is subject to the requirements of 34 C.F.R. §99.33(a) governing the use and re-disclosure of personally identifiable information from education records.

For purposes of studying the program to improve instruction, City Year shall comply with all requirements of 34 C.F.R. §99.31(a)(6). City Year shall conduct its study in a manner that does not permit personal identification of parents and students by anyone other than representatives of City Year authorized by this Agreement with legitimate educational interests for purposes of this Agreement. For the purposes of auditing or evaluating City Year's federally-supported program, City Year shall comply with 34 C.F.R. §§99.31(a) and 99.35.

7. **Ownership and Protection of Confidential Information.** Confidential Information means any and all information of either party disclosed or otherwise made available to or learned by the parties under this Agreement, which is designated as "confidential" or "proprietary" or which, under all of the circumstances, ought reasonably to be treated as confidential, and includes, but is not limited to, school data and all school student records and personnel records of both parties.

School Information means all information, in any form, furnished or made available directly or indirectly to City Year by the school partner or otherwise obtained by City Year from the school partner in connection with this Agreement, including all information of the school, District or any District affiliates to which City Year has had or will have access, whether in oral, written, graphic, or machine-readable form.

City Year, the District, and each school partner will maintain the confidentiality of any and all student data exchanged as part of this Agreement. Confidentiality requirements will

survive the termination or expiration of this agreement. To ensure the continued confidentiality and security of student data, City Year and school security plans will be followed.

Confidential Information of either party (and any derivative works thereof or modifications thereto) is and will remain the exclusive property of that party or its licensors, as applicable. Neither party shall possess nor assert any lien or other right against or to Confidential Information of the other party. No Confidential Information of either party, or any part thereof (including, without limitation, any School Information), will be sold, assigned, leased, or otherwise disposed of to third parties by the other party or commercially exploited by or on behalf of City Year, its employees or agents.

During the course and scope of its services hereunder, City Year and/or its school partners will gain knowledge of or have access to, including electronic access to, Confidential Information of the other party, or otherwise have Confidential Information disclosed to it. The parties each understand that Confidential Information is made available to it only to the extent necessary to perform its duties within the course and scope of this Agreement, and the respective parties' and their respective personnel will use Confidential Information for no other purpose. Each party will disclose Confidential Information only to its personnel with a need to access such data as a necessary part of the performance of this Agreement.

City Year personnel may, by nature of the services, have access to systems and devices containing Confidential Information, but have no need to actually access such Confidential Information in order to perform Services. City Year therefore agrees to use reasonable efforts to avoid unnecessary exposure by City Year personnel to Confidential Information. City Year further agrees to comply, and agrees to require City Year personnel to comply, with all applicable laws relating to the access, use and disclosure of Confidential Information and any School Information embodied therein. The parties will each cooperate fully in resolving any actual or suspected acquisition or misuse of Confidential Information.

Notwithstanding the terms of this section, the parties may disclose Confidential Information if disclosure is required by law in response to a valid order of a court of competent jurisdiction or authorized government agency, provided that the disclosing party must provide the other party prompt notice of the order and at the other party's request and expense, reasonably cooperate with efforts to receive a protective order or otherwise limit disclosure.

At no cost to the party that owns the Confidential Information, the other party shall upon (a) request by the owner at any time, and (b) upon termination or expiration of this Agreement, securely eliminate or return promptly in the format and on the media in use as of the date of request, all or any requested portion of Confidential Information that may be in the other party's possession or control. Notwithstanding the foregoing and subject to any restrictions imposed by applicable law, the parties may each retain a copy of the other's Confidential Information (but excluding any student or employee data) solely for archival purposes and in connection with any dispute between the parties.

8.

Appendix D: Whole School, Whole Child Services

Whole School, Whole Child Services

Research from Johns Hopkins University has shown that students who are most at risk of dropping out of school can be identified as early as the 6th grade through three “off-track” early warning indicators (EWIs) that predict success in school – poor attendance, unsatisfactory behavior, and course failure in math or English. Students in high poverty environments whose performance is off-track in even just one of these indicators between the 6th and 9th grade typically have less than a 25% chance of graduating from high school. It is for this reason that we work primarily with students in grades 3-9 and focus on prevention, growth, and recovery.

City Year supports the efforts of school districts to turn around their lowest achieving schools by providing whole-school and targeted supports to ensure students stay in school and on track to graduate. To address the needs of students in high poverty schools, City Year utilizes research-based programming, the centerpiece of which is a holistic school partnership model called Whole School, Whole Child (“WSWC”).

This model is designed to leverage City Year’s unique assets – its AmeriCorps members – who serve as “near peer” tutors, mentors, role models, and coaches to students. City Year AmeriCorps members bring many positive attributes to their schools, including:

- A critical mass of human capital to help address the social emotional and academic needs of students who need additional support in the grades we serve
- A full-time school presence (approximately 7:30 a.m. to 6 p.m.) of highly organized, supervised, and trained young adults, four days a week
- An idealistic culture and energy that creates a more engaging learning environment
- The ability to organize school-wide and community events that engage families in the life of the school
- Increased intervention capacity to provide responses to student needs

WSWC services are guided by a rigorous data collection and review process that is used in partnership with school staff to regularly monitor individual student performance and to tailor the types and intensity of supports needed –both academically and socio-emotionally. City Year reviews student-level data and works with school leadership to identify students who are off-track in one or more of the EWIs. This process of data-informed intervention, based on an early warning monitoring system, allows City Year to deliver the right support to the right students at the right time. These supports include:

- Attendance Monitoring and Incentive Programs: AmeriCorps members work closely with students to monitor and improve attendance through attendance initiatives, direct student coaching, and communication to parents and guardians.
- Behavioral Support: AmeriCorps members coach students in developing various lifelong social, emotional and leadership skills through instruction in social emotional learning, and near-peer coaching and goal setting.
- Course Performance in math and English: AmeriCorps members tutor students one-on-one and in small groups, implementing intervention strategies in foundational skills that supplement the schools' curricula in order to increase student academic performance. AmeriCorps members also support whole class instruction and lead out-of-class activities

that complement classroom learning and help put students on a path towards high school graduation.

Services

AmeriCorps members and school partners use EWI data to identify which students need what types of intervention and when. City Year staff collaborates with school staff to employ a Response to Intervention (RTI) approach, a research-based strategy that allows educators to identify and monitor students who are off-track or falling off-track and make real-time adjustments to interventions. The RTI framework is divided into tiers of direct student support, enabling City Year to tailor the type and intensity of its academic and social-emotional interventions based on student need. City Year provides both Tier 1 school-wide supports and Tier 2 targeted interventions for students in need of extra support, but who do not qualify for special education. The figure below provides an example of how City Year services can be tailored in a particular school to support the growth of all students, while targeting the individual needs of students who require additional academic or social emotional development (SED) support. In all cases, AmeriCorps members strive to forge positive relationships with all students.

	Attendance	SED/Behavior	Course Performance	Afterschool
All Students (Tier 1)	<ul style="list-style-type: none"> Morning greeting/before-school activities Attendance incentive and recognition programming Student and community engagement 	<ul style="list-style-type: none"> Classroom, hallway, and lunch behavior support 	<ul style="list-style-type: none"> Classroom instruction support (enabling differentiated instruction) Academic-focused community engagement (e.g. Family Reading Night) 	<p>Homework Assistance Provide homework assistance, which includes providing general academic support and coaching, for a consistent group of students after school.</p> <p>Enrichment Programming Develop engaging activities for students after school, including enrichment and service. This may include arts, STEM, music, or recreation.</p>
Targeted Students (Tier 2)	<ul style="list-style-type: none"> Attendance monitoring (phone calls home) Attendance coaching Ongoing assessment and monitoring 	<ul style="list-style-type: none"> Behavior coaching Leadership development activities Ongoing instruction, assessment, and monitoring 	<ul style="list-style-type: none"> One-on-one tutoring Small-group tutoring Homework support before school and during afterschool programming Ongoing assessment and monitoring 	<p>Social Justice and Service Projects: Lead City Year's extended learning/ after school program that explores the social factors that influence our community and challenges learners to lead meaningful service activities that benefit their school and broader community.</p>

AmeriCorps members deliver these integrated services throughout the day, from before the first bell to the end of the school day, and in many schools, through the conclusion of afterschool programming. This full-time service provides a continuous, supportive presence throughout the day and can help to build connections between students' classroom learning and their before- and afterschool experiences. City Year teams encourage students to attend morning or afterschool programs, and with the help of data, they can check to see that the students who are attending are

those who need additional support. In City Year sites that support afterschool programming, this aspect of the WSWC model:

- Increases the relevance of extended learning time to best meet the individual needs of students.
- Deliberately links in-school learning and afterschool engagement opportunities.
- Increases community service and character/leadership development opportunities that are linked to classroom learning.

Appendix E: City Year Staffing and Leadership

A robust, local City Year leadership team will oversee all aspects of service provided to your district. This team is organized to streamline City Year’s communications with district and school partners, and to manage daily service delivery and the timely fulfillment of the partnership’s performance targets at both the district and school level. Key City Year team members include:

<p>City Year Executive Director: Serves as the primary leader and strategist for the site. The Executive Director is responsible for the site’s delivery, and its performance and success in achieving its potential for impact, sustainability, and scale.</p> <p>Managing Director/Director of Impact: Manages and develops the overall service partnership and oversees City Year’s day-to-day program implementation, evaluation, and documentation of efforts. The Director of Impact also coordinates with City Year field staff and individual schools to ensure that school-level performance targets are being met.</p>	<p align="center"><i>Primary Liaisons to the School District</i></p>
<p>Impact Manager: Serves as primary liaisons with each school principal and oversee the daily execution of services at the school site. The Program Managers will also be responsible for the preparation, ongoing management, and professional development of the AmeriCorps member teams to ensure that the impact of AmeriCorps members is maximized to provide the best student outcomes.</p>	<p align="center"><i>Primary Liaison to Each School Partner</i></p>
<p>Team Leaders: A senior AmeriCorps member who has the experience and demonstrated leadership to lead the team of AmeriCorps members throughout their daily student support services.</p> <p>The national City Year network: Performs ongoing research, evaluation, and development of its services across all sites, based on leading education research. All City Year teams will be supported by a national network of City Year staff and AmeriCorps members working on over 300 schools, who share best practices on regular basis.</p>	<p align="center"><i>Other Partnership Support Staff</i></p>

Appendix F: AmeriCorps Member Training and On-Going Professional Development

City Year uses a research-based experiential learning model to prepare AmeriCorps members to lead our educational interventions in schools, incorporating direct training, in-service observation and coaching, guided reflection, and frequent performance assessment and review. AmeriCorps members are trained by City Year staff, school staff, district professional development partners, and external experts. These trainings start before the beginning of the school year and continue throughout the year. A sample training calendar for AmeriCorps members is provided below (note: specific dates and duration of training activities for your AmeriCorps members may vary).

July: One Week National Staff Training

August: Two Week Basic Training Academy with Integrated District/School Practicum

September – January: Ongoing Professional Development

February: Three Day Advanced Training Academy

February – June: Ongoing Professional Development

Training topics include:

- Youth development and learning theory
- Literacy and math content, support, and intervention strategies aligned to district curriculum and priorities
- Attendance and behavioral support, and intervention strategies aligned to district priorities and programs
- Ongoing data management and analysis
- Understanding the Response to Intervention (RTI) model and early warning indicator system
- Student safety, codes of conduct, and student data security
- Building a culture of achievement in the classroom and throughout the school community
- Leveraging relationships with youth to boost achievement
- Understanding the underlying social factors that influence the local community
- Family engagement
- Partnering with teachers, instructional coaches, and administrators
- Developing positive, supportive relationships with youth to boost achievement
- AmeriCorps members' civic leadership development

Appendix G: Corporate Support for City Year

City Year partners with district leaders, school leaders, and teachers to provide students in low performing, high needs schools with the support they need to succeed. In doing so, our model is designed to provide additional human capital to support students as they progress from elementary through high school in order to continue to build the nation's urban graduation pipeline. As part of its service in schools, City Year works with a variety of external partners including, the Corporation for National and Community Service (AmeriCorps) and other federal entities, national and local philanthropies, corporate partners, and individual donors to bring additional resources into the schools where we work.

Corporate partners can provide support to City Year and its partner schools in three possible ways. First, they may provide financial support that makes it possible for City Year to provide its services at a reduced cost to schools. Second, corporate partners may operate their own community service and engagement programs that could benefit schools, students, and parents. Third, employees from corporate partners may be available to serve as school volunteers who can supplement the service of City Year AmeriCorps members at your schools.

Corporate partners will be subject to all relevant District and school policies. Subject to this condition, the District agrees to allow City Year to work with corporate partners to supplement its work under this Agreement.

Use of corporate volunteers to supplement City Year service

In conjunction with our AmeriCorps members, corporate volunteers are able to supplement a variety of Tier I attendance supports in your school, including joining in morning greetings, participating in attendance recognition programs, and leading community engagement events such as career fair nights. Volunteers can also supplement City Year's after-school programming, assist students with homework, provide students with additional tutoring and mentoring, and speak to students about career and professional paths.

Benefits of having corporate volunteers work with City Year in your schools include:

- Additional hands-on support for a greater number of underserved students who are in need of academic tutoring and extracurricular enrichment opportunities
- Help to broaden the horizon of our students by connecting them to careers and professionals that exist in their community and surrounding neighborhoods
- Connection to corporate partners and their employees who want to support schools and participate in meaningful, socially conscious activities

Corporate partners who serve as school volunteers will be subject to all District and school requirements regarding the activities of volunteers in schools.

Appendix H: Extended Learning and After School Program Activities

1. The District and City Year agree that for each of the schools covered by this Agreement whose Statement of Partnership includes After School Program activities, authorized representatives from each of the relevant schools and City Year shall meet to ensure safety protocols are agreed to, including, without limitation, student attendance and absence plans, arrival, headcount and dismissal procedures, student medical plans, emergency protocols and a requirement that each child participating in the After School Program, provide to City Year a waiver signed by the parent or guardian of such child acknowledging, among other things:
 - risks associated with extended learning in out-of-home settings, including the After School Program
 - that the child might be exposed to physical hazards, emotional demands, communicable diseases, weather conditions or other unanticipated events, none of which are the responsibility of City Year
 - authorizing the child to participate in the educational, athletic, and recreational programs of the After School Program
 - releasing and agreeing to hold harmless City Year, its employees, agents, officers, directors and all volunteers from any and all liability, loss or damage, actions, claims and demands which now have or which may hereafter arise from the child's participation in the routine activities of the After School Program
 - certifying that the child is in normal health, and is capable of participating safely in the educational, athletic and recreational programs of the After School Program, and
 - agreeing that should any injury occur to the child during participation in said After School Program, City Year is authorized to arrange for or to provide emergency medical treatment and to arrange for or provide transportation to the nearest qualified medical facility.

The District acknowledges City Year's right to refuse to allow a child to participate in the After School Program in the event of any material deviation from agreed upon safety procedures. The District agrees that each of the schools identified in the Deployment Plan shall make appropriate space available (classroom, gymnasium, outdoor play area and designated eating area) kept in safe, working order for City Year to render it's After School Program services.



Appendix I: Vote of the Sacramento City Unified School District.

Appendix J. Force Majeure
FORCE MAJEURE INSERT FOR NON-CITY YEAR FORM

If a party wishes to excuse performance under this Agreement as a consequence of an Event of Force Majeure (as defined below), it shall, subject to the Notice provisions of Article 12, as soon as possible following the occurrence or date of commencement of such Event of Force Majeure, notify the other party of the nature and expected duration of such Event of Force Majeure and shall thereafter keep the other Party informed until such time as, in its sole judgment, it is able to perform its obligations.

Neither the District nor City Year shall be considered in breach of this Agreement to the extent that performance of their respective obligations (excluding payment obligations) is prevented by an Event of Force Majeure that arises after the effective date of this Agreement.

The Party (the "Affected Party") prevented from carrying out its obligations hereunder shall give notice to the other Party of an Event of Force Majeure upon it being foreseen by, or becoming known to, the Affected Party.

Neither party shall be obliged to settle any strike, lock out, work stoppage, labor dispute or such other industrial action by its employees.

For purposes of this Agreement, "Event of Force Majeure" means an event beyond the control of the District and City Year, which prevents a party from complying with any of its obligations under this Agreement, including but not limited to:

- i. act of God (such as, but not limited to, fires, explosions, earthquakes, drought, tidal waves and floods);
- ii. war, hostilities (whether war be declared or not), invasion, act of foreign enemies, mobilization, requisition, or embargo;
- iii. contamination by radio-activity from any nuclear fuel, or from any nuclear waste from the combustion of nuclear fuel, radio-active toxic explosive, or other hazardous properties of any explosive nuclear assembly or nuclear component of such assembly;
- iv. physical or geological conditions or the presence of hazardous materials or waste of a nature or in locations, quantities, concentrations or conditions which could not reasonably have been expected by the parties;
- v. riot, strike, lock out, work stoppage, labor dispute or such other industrial action or disorder, unless solely restricted to personnel of City Year; or
- vi. acts or threats of terrorism.

Should closure of a school serviced under this Agreement occur and last for an extended period of time (thirty (30) calendar days or longer), City Year and the District shall meet and in good faith negotiate whether an amendment to the Agreement is needed to adjust dates and expectations under the Agreement, and to address the feasibility of each Party fulfilling its contractual obligations in light of such closure.

Irrespective of any extension of time, if an Event of Force Majeure occurs and its effect continues for a period of one hundred eighty (180) days, either the District or City Year may give to the other a notice of termination.



FACILITIES SOLUTIONS AGREEMENT

Location No. _____ 39K _____

Contract No. _____

Customer No. _____

Main Corporate Code → **New CC 13218**

Date: August 8th, 2020

Customer/Participating Agency: Sacramento City Unified School District

Phone: (916) 643-7400

Address: 5735 47th Ave.

City: Sacramento

State: CA

Zip: 95824

UNIFORM PRODUCT RENTAL PRICING:

Item #	Description	Unit Price
	See Pricing Addendum A	

- This agreement is effective as of this date from 8/8/2020 to 8/8/2023 with a minimum term of 36 months. The length of this rental agreement will commence with the actual uniform rental, not affiliated with the start date of the Master Agreement. Any negotiations of price, terms or discounts must be approved by Prince William County Public Schools for the Master Agreement. Any such changes shall take effect on the anniversary date of the master agreement. All requests for price changes must be justified and based upon verifiable criteria which may include the Bureau of Labor Statistics Consumer Price Index (CPI-U).
- Name Emblem \$ NA ea • Company Emblem \$ NA ea
- Customer Emblem \$ NA ea • Embroidery \$ NA ea
- COD Terms \$ _____ per week charge for prior service (if Amount Due is Carried to Following Week)
- Automatic Lost Replacement Charge: Item: _____ % of Inventory _____ Ea.
- Automatic Lost Replacement Charge: Item: _____ % of Inventory _____ \$ _____ Ea.
- Minimum Charge \$ 30 per delivery.
- Make-Up charge \$ NA per garment.
- Non-Standard/Special Cut Garment (i.e., non-standard, non-stocked unusually small or large sizes, unusually short or long sleeve or length, etc.) premium \$ NA per garment.
- Seasonal Sleeve Change \$ NA per garment.
- Under no circumstances will the Company accept textiles bearing free liquid. Shop towels may not be used to clean up oil or solvent spills.
- Artwork Charge for Logo Mat \$ _____
- Payment Terms Net 30
- Size Change: Customer agrees to have employees measured by a Cintas representative using garment "size samples". A charge of \$ NA per garment will be assessed for employee's size changed within 4 weeks of installation.
- Other _____ Pricing and Terms Valid for all current and new sites of Sacramento City Unified School District.

FACILITY SERVICES PRODUCTS PRICING:

Bundle*	Item #	Description	Rental Freq.	Inventory	Unit Price
		See Pricing Addendum A			

- *Indicated bundled items/services
- / Initial and check box if Unilease. All Garments will be cleaned by customer
Date _____
- / Initial and check box if receiving Linen Service. Company will take periodic physical inventories of items in possession or under control
Date _____ customer.
- / Initial and check box if receiving direct embroidery. If service is discontinued for any employee or Customer deletes any of the garments
Date _____ direct embroidery for any reason, or terminates this agreement for any reason or fails to renew this agreement, Customer will purchase all direct embroidered garments at the time they are removed from service at the then current replacement values.

Cintas Loc. No: _____ 39K _____ CUSTOMER: Please Sign Name _____

By: _____ Ronny Tarazi _____ Please Print Name _____

Title: _____ MAM _____ Please Print Title _____

Accepted-GM: _____ Email _____

Omnia Participating Public Agencies Terms

1. Participating Public Agencies: Supplier agrees to extend the same terms, covenants agreed to under the Master Agreement with Lead Public Agency Prince William county Public Schools to other government agencies ("Participating Public Agencies") that, in their discretion, desire to access the Master Agreement in accordance with all terms and conditions contained herein or attached hereto. Each participating Public Agency will be exclusively responsible and deal directly with Supplier on matters relating to length of agreement, ordering, delivery, inspection, acceptance, invoicing, and payment for products and services in accordance with the terms and conditions of the Master Agreement. Any disputes between a Participating Public Agency and Supplier will be resolved directly between them in accordance with and governed by the laws of the State in which the Participating Public Agency exists.
2. Master Agreement available at <https://www.omniapartners.com/publicsector>

Supplier General Service Terms Section

3. **Prices** Customer agrees to rent from Company, and Company agrees to provide to Customer, the Merchandise, inventory and services described on Exhibit A, "Merchandise & Pricing" at the prices set forth in Exhibit A. There will be a minimum charge of thirty dollars (\$30.00) per week for each Customer location required to purchase its rental services from Company as set forth in this Agreement.
4. **Buyback of Non-Standard Garments** Customer has ordered from Company a garment rental service requiring embroidered garments that may not be standard to Company's normal rental product line. Those non-standard products will be designated as such under-Garment Description in Exhibit C. In the event Customer deletes -a non-standard product, alters the design of the non-standard product, fails to renew the Agreement, or terminates the Agreement for any reason other than documented quality of service reasons which are not cured, Customer agrees to buy back all remaining non-standard products allocated to Customer that the Company has in service and out of service at the then current Loss/Damage Replacement Values.
5. **Garments' Lack of Flame Retardant or Acid Resistant Features** Unless specified otherwise in writing by the Company, the garments supplied under this Agreement are not flame retardant or acid resistant and contain no special flame retardant or acid resistant features. They are not designed for use in areas of flammability risk or where contact with hazardous materials is possible. Flame resistant and acid resistant garments are available from Company upon request. Customer warrants that none of the employees for whom garments are supplied pursuant to this Agreement require flame retardant or acid resistant clothing.
6. **Rental Face Masks** IF CUSTOMER CHOOSES TO RENT MASKS FROM CINTAS, CUSTOMER ACKNOWLEDGES THAT PURSUANT TO OSHA REGULATIONS, 29 CFR 1910.132 (SUBPART I), AN EMPLOYER BEARS SOLE RESPONSIBILITY FOR SELECTING THE TYPE(S) OF PERSONAL PROTECTIVE EQUIPMENT TO BE USED BY ITS EMPLOYEES. ALL PURCHASERS OF PERSONAL PROTECTIVE EQUIPMENT FROM CINTAS BEAR FULL RESPONSIBILITY FOR SELECTING THE PPE APPROPRIATE FOR USE BY THEIR EMPLOYEES. CINTAS EXPRESSLY DISCLAIMS ALL IMPLIED WARRANTIES INCLUDING ANY IMPLIED WARRANTY OF MERCHANTABILITY OR FITNESS FOR PARTICULAR PURPOSE. FURTHER, COMPANY MAKES NO REPRESENTATION OR WARRANTY, EXPRESS OR IMPLIED, THAT THE MASKS CONTAIN ANY ANTIMICROBIAL, ANTIVIRAL, OR ANTIPATHOGENIC QUALITIES. THESE MASKS ARE NOT INTENDED FOR INFECTION PREVENTION OR REDUCTION OR RELATED USES; THEY ARE NOT RECOMMENDED FOR USE IN A SURGICAL SETTING OR WHERE SIGNIFICANT EXPOSURE TO LIQUID, BODILY, OR OTHER HAZARDOUS FLUIDS MAY BE EXPECTED OR FOR USE IN A CLINICAL SETTING WHERE THE INFECTION RISK LEVEL THROUGH INHALATION EXPOSURE IS HIGH. CUSTOMER RELEASES AND AGREES TO DEFEND, INDEMNIFY, AND HOLD HARMLESS CINTAS AND ANY/ALL OF ITS SUBCONTRACTORS, AGENTS, OFFICERS, EMPLOYEES, OR OTHER REPRESENTATIVES FROM LIABILITY FOR ANY AND ALL LOSS, DAMAGE, OR EXPENSE, UNDER ANY THEORY, THAT MAY OCCUR RELATED IN ANY WAY TO THE SUBJECT MATTER OF THIS AGREEMENT OR THE PRODUCTS PROVIDED.
7. **Logo Mats** In the event that Customer decides to delete any mat bearing the Customer's logo (Logo Mat) from the rental program, changes the design of the Logo Mats, terminates this agreement for any reason or fails to renew this Agreement, the Customer will purchase at the time of deletion, design change or termination, all remaining Logo mats that the Company has in service and out of service held in inventory at the then current Loss/Damage Replacement Value.
8. **Adding Employees** Additional employees and Merchandise may be added to this Agreement at any time upon written or oral request by the Customer to the Company. Any such additional employees or Merchandise shall automatically become a part of and subject to the terms of this Agreement. If such employees are employed at a Customer location that is then participating under this Agreement, the Customer shall pay Company the one-time preparation fee indicated on Exhibit A. Customer shall not pay Company any one-time preparation fee for garments for employees included in the initial installation of a Customer location. There will be a one-time charge for name and/or company emblems when employees are added to the program in garments requiring emblems.
9. **Emblem Guarantee** Customer has requested that Company supply emblems designed exclusively for Customer featuring Customer's logo or other specific identification (hereinafter "Customer Emblems"). Company will maintain a sufficient quantity of Customer Emblems in inventory to provide for Customer's needs and maintain a low cost per emblem through quantity purchases.
10. In the event Customer decides to discontinue the use of Customer Emblems, changes the design of the Customer Emblems, terminates this Agreement for any reason or fails to renew this Agreement, the Customer will purchase at the time of deletion, design change, termination or expiration, all remaining Customer Emblems that the Company allocated to Customer at the price indicated on Exhibit A of this Agreement. In no event shall the number of Customer Emblems allocated to Customer exceed the greater of (a) twelve (12) months' volume for each unique Customer Emblem or (b) a quantity agreed to by Company and Customer and noted on Exhibit A.
11. **Terminating Employees** Subject to the provisions of this Agreement, the weekly rental charge attributable to any individual leaving the employ of the Customer, or on a temporary leave of absence of three (3) weeks or more, shall be terminated upon oral or written notice by the Customer to the Company but only after all garments issued to that individual, or value of same at the then current Loss/Damage Replacement Values, are returned to Company.
12. **Replacement** In the event any Merchandise is lost, stolen or is not returned to Company, or is destroyed or damaged by fire, welding damage, acid, paint, ink, chemicals, neglect or otherwise, the Customer agrees to pay for said Merchandise at the then current Loss/Damage Replacement Values.

13. **Indemnification** To the fullest extent permitted by law, Company agrees to defend, indemnify, pay on behalf of and save harmless the Participating Public Agency, its elected and appointed officials, agents, employees and authorized volunteers against any and all claims, liability, demands, suits or loss, including reasonable attorneys' fees and all other costs connected therewith, arising out of or connected to the services provided by Company under this Contract, but only to the extent of Company's negligence.
14. **Company guarantees to deliver the highest quality textile rental service at all times. Any complaints about the quality of the service which have not been resolved in the normal course of business must be sent by registered letter to Company's General Manager. If Company fails to resolve any material complaint in a reasonable period of time, Customer may terminate this agreement provided all rental items are paid for at the then current replacement value or returned to Company in good and usable condition.**
15. **Additional Items:** Additional customer employees, products and services may be added to this agreement and shall automatically become a part of and subject to the terms hereof and all of its provisions. If this agreement is terminated early for convenience, the parties agree that the damages sustained by Company will be substantial and difficult to ascertain. Therefore, if this agreement is terminated by Customer prior to the applicable expiration date for any reason other than documented quality of service reasons which are not cured, or terminated by Company for non-payment by Customer at any time Customer will pay to Company, as termination charges and not as a penalty based upon the following schedule:
16. In consideration of the sizeable investment Company is making in hand sanitizer dispensers and stands, Customer agrees to buyback the dispensers & stands at the below rates should they choose to cancel prior to the expiration of the term set forth in this agreement.

Manual Dispenser Buyback Schedule:	0-12 months: \$15.00 per dispenser 13-24 months: \$9.00 per dispenser 25-36 months: \$5.00 per dispenser
Automatic Dispenser Buyback Schedule:	0-12 months: \$55.00 per dispenser 13-24 months: \$33.00 per dispenser 25-36 months: \$17.00 per dispenser

For the exception of hand sanitizer dispensers, Customer shall also be responsible to return all of the Merchandise allocated to such Customer locations terminating this Agreement at the then current Loss/Damage Replacement Values and for any unpaid charges on Customer's account prior to termination.

Pricing Addendum A

		Sacramento City Unified		
Hand Sanitizer Dispensers (All Types)		TBD	FREE	
Face Masks		Weekly Inventory	Cintas Unit Price	
Cintas Face Mask Rental	TBD	\$	0.115	
Cintas Face Mask Auto Replacement	5% of inventory	\$	0.900	
Slim Jim Recepticales	TBD	\$	1.000	
Hand sanitizer		Weekly Inventory	Cintas Unit Price	Sanitizer Estimate
Germ-X 1,000 ML Refill Bottles	TBD	\$	7.490	5,000 Dispensers
Hand Sanitizer Stands	TBD	\$	2.000	
* Omnia Governement Piggy Back Contract required				
* Cintas guarantees product avaiability for life of contract				
* Flexible Program. Inventory levels can be adjusted				
* Cintas will deliver to custodial closets or a central warehouse within the district. Whatever works best				

- **Rental Face Masks-** In consideration of large upfront costs on masks by company, customer agrees to pay a minimum of 6 weeks of rental costs of initial mask inventory selected by customer prior to making any inventory changes
- **Hand Sanitizer-** In consideration of large upfront costs of hand sanitizer dispensers, customer agrees that Cintas is the exclusive supplier of hand sanitizer refill to the district. Other sanitizer product may not be used in Cintas dispensers.
- Flexible Program. Inventory levels can be adjusted
- Any item not listed above available to district at Omnia Partners Co-Operative Contract Pricing



3418 52nd Ave. Sacramento CA 95823
(800) 458-6363

www.A-ZBus.com

Acct: Gabe Hightman
 Manager:
 Cell: (408) 688-4774
 Fax: (951) 781-9806
 Email: ghightman@a-zbus.com

Vehicle Quotation

19812

November 20, 2019

Company: Sacramento City Unified School District

Attn: Ron Hill

Mailing Address: 425 1st Ave
Sacramento, CA 95818

Phone: (916) 277-6701 **Fax:**

Email:

Model: Micro Bird G5 Ford 200	Model Year: 2019
Quantity: 5	Wheel Base: 158"
GVWR: 14,500	Trans:
Eng: ELECTRIC	Susp: Spring/Spring
Fuel Type: Electric	Brakes: Hyd
Capacity: 12 Amb 1 WC 0 CRS 0 VAR WC	AC: Yes
	Uph: Brown

Base	1 REINF.PLATE HDCP DOOR 403/404 G5
1 G5 Body Base	1 RR DOOR 2 GLASSES
	1 RR DOOR LATCH/SLIDE BAR/3 POINT
	1 TELESCOPIC RETAINER REAR DOOR
Body, Accessories	
1 "PERMIT HOLDER" 5 IN X 9 IN	
1 DECAL EV CARB CERTIFICATION LABEL	
Body, Air Conditioning	
1 A/C ECOTUNED DASH	
1 A/C MCC EV HABITACLE	
Body, Compartments	
1 GLOVE COMPARTMENT DELETE	
Body, Construction	
1 BODY FLAT FLOOR 158/159" 76"	
1 FRAME PUCKS	
1 FRONT CAP SB OR COM STANDARD	
1 INT FRONT SKINS REINFORCED	
1 JOINT STRENGTH STEEL FLR C/FMVSS221	
1 NO WHEEL HOUSINGS	
1 REAR CAP SB OR COM STANDARD	
1 REAR STRUCTURE STANDARD	
1 STANDARD FRONT STRUCTURE	
1 UNDERCOATING BODY AND CHASSIS	
Body, Doors	
1 CLEAR GLASS ENTRANCE DOOR	
1 DOD ELECT CONTROL	
1 DOUBLE OPENING DOOR 32 IN	
1 EMERGENCY EXIT AJAR BUZZER	
1 HDCP DOOR HANDLE WITH KEY	
1 INTERLOCK REAR EMER.DOOR RED LIGHT	
1 LIFT DOOR SWITCH 2ND DOOR	
1 PILOT LIGHT DASH - EMERGENCY EXITS	
1 REAR DOOR GLASS (2) DARK TINT 26%	
	Body, Electrical
	1 ELEC SYS W/RELAY 80A
	1 EV J1772 CHARGE PORT
	Body, Floor
	1 ENTRANCE STEP RISER BLACK ZENITH
	1 FLOOR STEEL GALVANIZED 14 GA EV
	1 FLOOR STRUCTURE WO/FIR EV
	1 FRONT FLOOR VINYL
	1 PLYWOOD 5/8" EV ELECTRICAL HEATER
	1 SMOOTH BLK FLOOR W/WHITE NOSE - ZEN
	Body, Handrail
	1 ENTR GRAB LH 1 1/4 IN LH SS PLAIN
	1 ENTR GRAB RH 1 1/4 IN SS PLAIN
	Body, Heaters
	1 ELECTRIC HEATING SYSTEM 34K BTU
	1 EV SCREEN 7.0 IN ELECT HTR
	1 HEATER REAR 26000BTU (WALL MOUNT)
	1 SHUT-OFF VALVE UNDER BODY(AUX HEAT)
	Body, Interior
	1 INT & EXT FINISHING PARTS
	1 INT FINITION RR STD
	1 INTERIOR FINISH STANDARD
	1 PANEL BELOW WINDOW - ALUMINUM
	Body, Lettering/Decals
	1 "STOP WHEN RD LIGHTS FLASH" 6"DECAL
	1 BLACK ARROW 6IN INSIDE EMER/D

1	DEC BIRD ELECTRIC GREEN ENG
1	DECAL -SCHOOL BUS-
1	DECAL EMERGENCY DOOR

Body, Lifts	
1	ADDITIONAL LEAF SPRING (1)
1	BRAUN LIFT CENTURY FMVSS 34X54
1	BUZZER FOR OPEN LIFT DOOR
1	EXTERIOR LIGHTS LED SIDE LIFT DOOR
1	INTERLOCK LIFT WITHOUT KEY
1	L-TRACK POCKET SYSTEM Q-STRAINT
1	L-TRK W/C BELT.QRT-MAX FIXED S/BELT
1	LIFT DOOR 2 LEAVES REAR
1	LIFT/D GLASS (2) DARK TINT (26%)
1	PILOT LIGHT/DASH LIFT DOOR GREEN
1	TWO (2) HANDICAP DECALS (2) 6X6

Body, Lights	
1	8 WAYS STD LED STROBE 4 AMBER 4 RED
1	BACK-UP LIGHTS LED
1	DIRECTIONAL LED LIGHTS NO ARROW
1	DOME LIGHTS ON BATTERY
1	DOME LIGHTS REAR WITH SWITCH
1	EXTERIOR LIGHTS LED ENTRANCE DOOR
1	IDENTIF.& CLEARANCE LIGHTS LED
1	LICENSE PLATE LIGHT LED
1	STANDARD LED DOME LIGHTS
1	STEPWELL LED LIGHT
1	STOP & TAIL LED LIGHTS

Body, Mirrors	
1	EXTERIOR MIRROR DELETE
1	INT MIRROR 6X16 IN
1	MIRROR ROSCO SB

Body, Mud flaps	
1	GRAVEL SHIELDS MOLDED
1	MUD FLAPS
1	WHEEL TRIM BLACK

Body, Paint	
1	BLACK AROUND WARNING LAMPS DELETE
1	EXTERIOR PAINT YELLOW
1	PAINT EXTERIOR SCHOOL BUS YELLOW
1	PAINT ROOF WHITE G5
1	RUB RAIL BLACK

Body, Radio	
1	CENTRAL SPEAKERS IN CEILING
1	PNT ROOF SKINS 0 R/H SPEAKERS STD
1	PREWIRE FOR 2 WAY RADIO
1	RADIO AM/FM/CD/USB/PA MB FOR EV
1	RADIO PREPARATION/2 SPEAKERS
1	WIRING SYSTEM STANDARD

Body, Reflectors	
1	REFLEC TAPE EMER/D YELLOW 3M
1	REFLECTORS REAR (4) RED-3M

Body, Rub rails	
1	RUB RAIL FLOOR LEVEL
1	RUB RAIL SEAT LEVEL
1	RUB RAIL SKIRT

Body, Safety Equipment	
-------------------------------	--

1	EXTINGUISHER 5 LBS
1	TRIANGULAR WARNING DEVICE

Body, Seats	
1	30 IN KICK PANEL UNDER RH BARRIER
1	30" KICK PANEL UNDER BARRIER-LH
3	CEW 3PTS 30 LH HB BRW FB WO/C
1	CEW BARRIER STANDARD RIGID HI 30 /LEFT SIDE COLOR: /LVL: 1 BRW BROWN FIREBLCK
1	CEW BARRIER STANDARD RIGID HI 30 /RIGHT SIDE COLOR: /LVL: 1 BRW BROWN FIREBLCK
3	CEW SCHOOL 3PTS RIGID HI 30 /RIGHT SIDE COLOR: /LVL: 1 BRW BROWN FIREBLCK /LIGHT PACKAGE /LATCH
1	FMVSS 210 SEAT BELT ANCHORAGE
1	HEADPADS GREY
6	LEG CEW ANGLE
1	SEAT SPACING INSTRUCTIONS DECAL FOR

Body, Side Panels	
1	EXTERIOR SKINS
1	G5 SIDE SKINS REINFORCEMENTS
1	S/SKIN SUPP & M/FLAP W/AC WO/FIR

Body, Stop Arms	
1	STOP ARM SMI STOP LED/STROBE REAR

Body, Switches	
1	EMER/OVERRIDE SWITCH W/WSQ AND WPB
1	FORD OR GM CONSOLE FOR SWITCHES

Body, Vents	
1	STATIC ROOF VENT

Body, Warning Systems	
1	8 WAY WIRING POWER ON BATTERY
1	BACKING SAFETY HORN SAE 97DBA
1	HOOD OVER WARNING LAMPS (BLACK)
1	SEQUENTIEL 8WAY SYSTEM

Body, Windows	
1	2 BACK WINDOWS DARK TINT (26%)
1	DRIP RAILS
1	EXT WINDOW TRIM
1	MORE VIEW W/CLEAR GLASS TEMPERED
1	WIN S/S TINT 26%
1	WINDOW TRIM PROTECTION

Chassis	
1	CHASSIS
1	GROSS VEHICLE WEIGHT RATING 14500LBS

Chassis, Accessories	
1	AUX HEATER A/C WITH FRONT CONTROL
1	CLOTH BUCKET SEAT
1	DELETE PASSENGER AIR BAG
1	FRONT DASH AIR (AIR CONDITIONING)
1	HORN DUAL NOTE
1	INSIDE REARVIEW MIRROR
1	INTERMITTENT WINDSHIELD WIPERS
1	LICENSE PLATE BRACKET
1	MEDIUM FLINT CLOTH INTERIOR TRIM

Chassis, Axles	
1	DRIVE LINE GUARD FRONT/REAR E/V

1	DUAL REAR WHEELS
1	GAWR FRONT 5000 LBS
1	REAR AXLE RATIO 4.56
1	REAR GAWR 9600 LBS

Chassis, Batteries And Accessories	
1	BATTERY 72 AMP. HR 650 CCA
1	SOLAR PANEL SYSTEM

Chassis, Brakes	
1	4 WHEEL DISC BRAKES WITH ABS

Chassis, Bumper	
1	BLACK BUMPER AND GRILL
1	BUMPER REAR - STEEL 3/16

Chassis, Controls	
1	TILT STEERING WHEEL

Chassis, Cooling System	
1	HEATER HOSE DELETE EV

Chassis, Engines / Transmissions	
1	CHASSIS PREPARATION EV
1	ELECTRIC VEHICLE POWERTRAIN OPTION
1	ENGINE COOLING SYSTEM
1	EV ELECTRIC DIAGNOSTIC SYSTEM
1	SHUT-OFF VALVE DELETE EV

Chassis, Exhaust	
1	EXHAUST OEM

Chassis, Frame	
1	STRUCTURAL CAGE EV

Chassis, Fuel System	
1	FUEL INTEGRITY REINFORCEMENTS DEL

Chassis, Model Prep	
1	DOOR RIGHT HAND NOT INCLUDED
1	SCHOOL BUS PACKAGE E-SERIES

Chassis, Tires and Wheels	
1	16 X 6 WHITE STEEL WHEELS DRW
1	ALIGNMENT FORD
1	PNEUS LT225/75RX16E- DRW (HANKOOK)
1	SPARE & WHEEL (E350 COMES W/ JACK)

Chassis, Tow Hooks	
1	TOW HOOK REAR

Chassis, Wheelbase	
1	158" WHEELBASE

Distributor Options

1	Lettering
1	Hand held stop sign & holder
1	FE/FAK/Decals - CA spec
1	Fog lights in front bumper
1	Front tow hooks
1	Sound Generator - EV
1	Extended Warranty - 7 YR batteries
1	Pad kit - Braun WC lift - Brown upholstery
1	Child Check EP1 safety system - Meeting CA specs
1	Manuals
1	V2G bi-directional system
1	Spare tire & steel wheel - From factory

Unit Price:	\$270,950.83
Taxable Amount:	\$235,116.83
8.750 % Sales Tax Total:	\$20,572.72
License:	N/A
Total Per Bus w/tax included:	\$291,523.55
Grant Per Bus:	(\$291,523.55)
Trade In Per Bus:	\$0.00
Deposit Per Bus:	\$0.00
Revised Total after discounts:	\$0.00
Extended Amount for <u>5</u> Unit(s):	\$1,457,617.75
Deduction Extended Amount for <u>5</u> Unit(s):	(\$1,457,617.75)
Grand Total:	\$0.00

Signature:

Name:

Title:

Date:

By:

Gabe Hightman
A-Z Bus Sales, Inc.

All pricing valid for 30 days, or availability of stock units at time of purchase order. Prices quoted herein are based upon Federal, State, and Local Laws and Regulations governing truck equipment and performance levels in effect as of the date hereof. Buyer will pay for any equipment or performance changes, modifications, or additions required by any changes in such laws or regulations subsequent to the date hereof at the increased cost to Seller.

*Above pricing DOES reflect chassis incentives that may be available from Ford at time of order. Ford criteria will have to be met to apply for and receive incentives.

ADDITIONAL AVAILABLE OPTIONS:

- 11. Blue wheels - Add \$1,213
- 12. Blue bumpers - Add \$326

This build meets or exceeds all minimum requirements of CEC specifications. Quote valid for CEC award only and cannot be used with other grants.

***Notice of Intent to Purchase:**

By signing this vehicle quotation above, it signifies the intent of Sacramento City Unified School District to purchase the vehicle(s) as listed on this document, from A-Z Bus Sales, Inc. This purchase is based on this Vehicle quotation and is subject to approval by our School Board at their _____ (date) Board meeting. _____(Initial Here)

Please confirm DMV registration name & address by signing below. Fill other sections as applicable.

DMV Name:

DMV Address:

Signature Confirming DMV Address: _____

Signature, Name & Title

Exempt

Private

Out of State | Customer Demand

Lienholder Information: (if none, write "none")

Lienholder Name: _____

Contact Person: _____

Contact Number: _____

Grant Information: (if applicable)

Agency Name: _____

Contact Info: _____

Delivery Address:

Initial here: _____

3101 Redding Ave

Sacramento, CA 95820

Lettering Information:

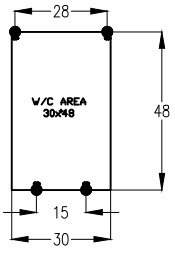
Initial here: _____

Beltline Lettering: SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

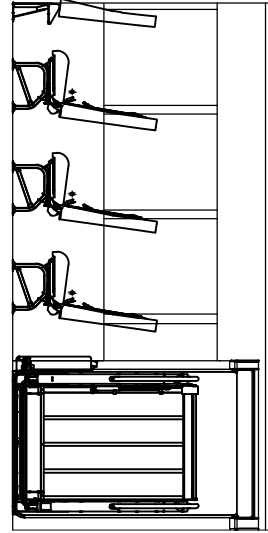
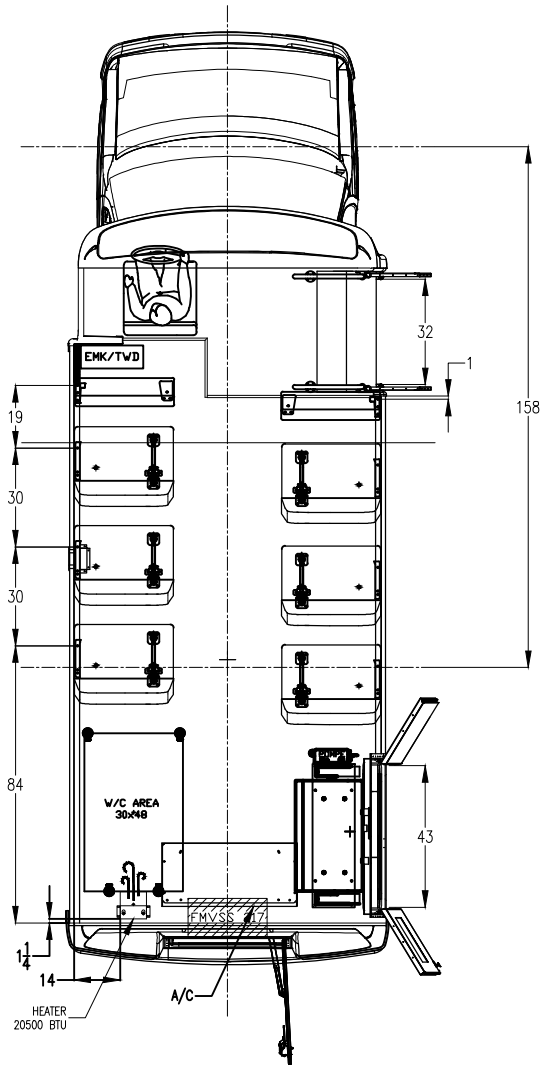
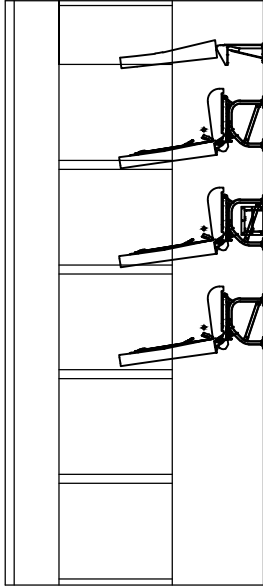
CA #: 50021

Unit #s: _____

NOTE: The wheelchair restraint configuration for this bus is as shown below:



IMPORTANT NOTICE / AVIS IMPORTANT
 VEHICLE CONFIGURATION AND CAPACITY ARE SUBJECT TO CHANGE TO REFLECT ANY AND ALL CHASSIS SPECIFICATIONS OF THE MODEL YEAR UTILIZED.
 LA CONFIGURATION ET LA CAPACITÉ DE CE VÉHICULE SONT SUJETTES À DES MODIFICATIONS AFIN DE TENIR COMPTE DES SPÉCIFICATIONS DU CHÂSSIS DE L'ANNÉE MODÈLE UTILISÉ.



ELECTRIC

**FOR QUOTATION ONLY
 POUR SOUMISSION SEULEMENT**

SEAT	DIM.	SIDE	QTY	LEG
S3	30	LH	3	*
SH	30	RH	3	*

Seat spacing = See drawing D.O.D.: 32"

APPROVED CONFIGURATIONS

Total ambulatory passengers :	12	Total wheel chair passengers :	1
Load cap. (pass. + cargo) :	**** kg	**** lbs	

A	2019/01/11	LR	DRAWING CREATION
REV.	YYYY/MM/DD	BY	DESCRIPTION
Stock Number:			
Customer Approval:		Date:	

Drawn by : L ROY

MODEL: UFG5CRHWSP

UNIT = INCHES Drawing no. 041838

SCALE = DO NOT SCALE

NOTE: Any option added to this floorplan shall be approved by the Corporation Micro Bird Inc technical department.



Crowe LLP
Independent Member Crowe Global
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Sacramento, CA 95814-4498
Tel 916-441-1000
Fax 916-441-1110
www.crowe.com

July 8, 2020

Ms. Rose F. Ramos
Sacramento City Unified School District
5735 47th Avenue
Sacramento, California 95824

Dear Ms. Ramos:

This letter confirms the arrangements for Crowe LLP ("Crowe" or "us" or "we" or "our") to provide the professional services discussed in this letter to Sacramento City Unified School District ("you", "your" or "Client"). The attached Crowe Engagement Terms, and any attachments thereto, is an integral part of this letter, and its terms are incorporated herein.

AUDIT SERVICES

Our Responsibilities

We will audit and report on the financial statements of the Client for the year ending June 30, 2020.

We will audit and report on the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information, which collectively comprise the basic financial statements of the Client for the period(s) indicated.

In addition to our report on the financial statements, we plan to evaluate the presentation of the following supplementary information in relation to the financial statements as a whole, and to report on whether this supplementary information is fairly stated, in all material respects, in relation to the financial statements as a whole.

- Combining and Individual Fund Financial Statements and Schedules
- Organization
- Schedule of Average Daily Attendance
- Schedule of Instructional Time
- Schedule of Expenditures of Federal Awards
- Reconciliation of Unaudited Financial Report with Audited Financial Statements
- Schedule of First 5 Revenues and Expenditures

In addition to our report on the financial statements, we also plan to perform specified procedures in order to describe in our report whether the following required supplementary information is presented in accordance with applicable guidelines. However, we will not express an opinion or provide any assurance on this information due to our limited procedures.

- Management's Discussion and Analysis
- Budgetary Comparison Schedules
- Schedule of Changes in the Client's Total Other Postemployment Benefits (OPEB) Liability
- Schedule of the Client's Proportionate Share of the Net Pension Liability

- Schedule of Client's Contributions

The document will also include the following additional information that will not be subjected to the auditing procedures applied in our audit of the financial statements, and for which our auditor's report will disclaim an opinion:

- Schedule of Financial Trends and Analysis - Unaudited

The objective of the audit is the expression of an opinion on the financial statements. We will plan and perform the audit in accordance with auditing standards generally accepted in the United States of America, the standards for financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States, and the audit requirements of Title 2 U.S. Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance). Those standards require that we obtain reasonable, rather than absolute, assurance about whether the financial statements are free of material misstatement whether caused by error or fraud, and that we report on the Schedule of Expenditures of Federal Awards (as noted above), and on your compliance with laws and regulations and on its internal controls as required for a Single Audit. Because of inherent limitations of an audit, together with the inherent limitations of internal control, an unavoidable risk that some material misstatements may not be detected exists, even though the audit is properly planned and performed in accordance with applicable standards. An audit is not designed to detect error or fraud that is immaterial to the financial statements.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment including the assessment of the risks that the financial statements could be misstated by an amount we believe would influence the financial statement users. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

In making our risk assessments, we consider internal control relevant to the Client's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances but not for the purpose of expressing an opinion on the effectiveness of the Client's internal control. However, we will communicate in writing to those charged with governance and management concerning any significant deficiencies or material weaknesses in internal control relevant to the audit of the financial statements that we have identified during the audit. We will communicate to management other deficiencies in internal control identified during the audit that have not been communicated to management by other parties and that, in our professional judgment, are of sufficient importance to merit management's attention. We will also communicate certain matters related to the conduct of the audit to those charged with governance, including (1) fraud involving senior management, and fraud (whether caused by senior management or other employees) that causes a material misstatement of the financial statements, (2) illegal acts that come to our attention (unless they are clearly inconsequential) (3) disagreements with management and other significant difficulties encountered in performing the audit and (4) various matters related to the Client's accounting policies and financial statements. Our engagement is not designed to address legal or regulatory matters, which matters should be discussed by you with your legal counsel.

We expect to issue a written report upon completion of our audit of the Client's financial statements. Our report will be addressed to Board of Education of the Client. Circumstances may arise in which it is necessary for us to modify our opinion, add an emphasis of matter or other matter paragraph, or withdraw from the engagement.

In addition to our report on the financial statements and supplemental information, we plan to issue the following reports:

- Independent Auditor's Report on Compliance with State Laws and Regulations - The purpose of this report on compliance is solely to describe the scope of our testing of compliance with State Laws and

Regulations, and the results of that testing, based on the requirements of the State of California's Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting. Accordingly, this report is not suitable for any other purpose.

- Independent Auditor's Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with Government Auditing Standards — The purpose of this report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. This report is an integral part of an audit performed in accordance with Government Auditing Standards in considering the Client's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.
- Independent Auditor's Report on Compliance for the First 5 Sacramento County Program and Report on Internal Control over Compliance in Accordance with a Program-Specific Audit - The purpose of this report on compliance is solely to describe the scope of our testing based on the requirements of the First 5 Sacramento County Program. Accordingly, this communication is not suitable for any other purpose.
- Independent Auditor's Report on Compliance for Each Major Federal Program and Report on Internal Control Over Compliance -- The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

We will also perform tests of controls including testing underlying transactions, as required by the Uniform Guidance, to evaluate the effectiveness of the design and operation of controls that we consider relevant to preventing or detecting material noncompliance with compliance requirements applicable to each of your major federal awards programs. We will determine major programs in accordance with the Uniform Guidance. Our tests will be less in scope than would be necessary to render an opinion on these controls and, accordingly, no opinion will be expressed. We will inform you of any non-reportable conditions or other matters involving internal control, if any, as required by the Uniform Guidance.

As part of obtaining reasonable assurance about whether the financial statements are free of material misstatement, we will also perform tests of your compliance with applicable laws, regulations, contracts and grants. However, because of the concept of reasonable assurance and because we will not perform a detailed examination of all transactions, there is a risk that material errors, irregularities, or illegal acts, including fraud or defalcations, may exist and not be detected by us. However, the objective of our audit of compliance relative to the financial statements will not be to provide an opinion on overall compliance with such provisions, and we will not express such an opinion. We will advise you, however, of any matters of that nature that come to our attention, unless they are clearly inconsequential.

The Uniform Guidance requires that we plan and perform the audit to obtain reasonable assurance about whether you have complied with certain provisions of laws, regulations, contracts and grants. Our procedures will consist of the applicable procedures described in the United States Office of Management and Budget (OMB) Compliance Supplement for the types of compliance requirements that could have a direct and material effect on each of your major programs. The purpose of our audit will be to express an opinion on your compliance with requirements applicable to major Federal award programs. Because an audit is designed to provide reasonable assurance, but not absolute assurance, the audit is not designed to detect immaterial violations or instances of noncompliance.

Our audit and work product are intended for the benefit and use of the Client only. The audit will not be planned or conducted in contemplation of reliance by any other party or with respect to any specific transaction and is not intended to benefit or influence any other party. Therefore, items of possible interest to a third party may not be specifically addressed or matters may exist that could be assessed differently by a third party.

The working papers for this engagement are the property of Crowe and constitute confidential information.

However, we may be requested to make certain working papers available to your oversight agency or grantors pursuant to authority given to them by law, regulation, or contract. If requested, access to such working papers will be provided under the supervision of our personnel. Furthermore, upon request, we may provide photocopies of selected working papers to your oversight agency or grantors. The working papers for this engagement will be retained for a minimum of three years after the date our report is issued or for any additional period requested by the oversight agency or pass-through entity. If we are aware that a federal awarding agency, pass-through entity, or auditee is contesting an audit finding, we will contact the party contesting the audit finding for guidance prior to destroying the working papers.

Government Auditing Standards require that we provide you with a copy of our most recent peer review report, which accompanies this letter.

The Client's Responsibilities

The Client's management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America. Management is also responsible for the design, implementation and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to error or fraud.

The Client's management is also responsible for complying with applicable laws, regulations, contracts and grants and such responsibility extends to identifying the requirements and designing internal control policies and procedures to provide reasonable assurance that compliance is achieved. Additionally, as required by the Uniform Guidance, it is management's responsibility to follow up and take corrective action on reported audit findings and to prepare a summary schedule of prior audit findings, which should be available for our review, and a corrective action plan.

Additionally, as required by the Uniform Guidance, it is management's responsibility to follow up and take corrective action on reported audit findings and to prepare a summary schedule of prior audit findings, which should be available for our review, and a corrective action plan.

Management has the responsibility to adopt sound accounting policies, maintain an adequate and efficient accounting system, to safeguard assets, and to design and implement programs and controls to prevent and detect fraud. Management's judgments are typically based on its knowledge and experience about past and current events and its expected courses of action. Management's responsibility for financial reporting includes establishing a process to prepare the accounting estimates included in the financial statements and to devise policies to ensure that the Client complies with applicable laws and regulations.

Management is responsible for providing to us, on a timely basis, all information of which management is aware that is relevant to the preparation and fair presentation of the financial statements, such as records, documentation, and other matters. Management is also responsible for providing such other additional information we may request for the purpose of the audit, and unrestricted access to persons within the Client from whom we determine it necessary to obtain audit evidence. Additionally, those charged with governance are responsible for informing us of their views about the risks of fraud within the Client, and their knowledge of any fraud or suspected fraud affecting the Client.

Management is responsible for adjusting the financial statements to correct material misstatements related to accounts or disclosures. As part of our audit process, we will request from management written confirmation concerning representations made to us in connection with the audit, including that the effects of any uncorrected misstatements aggregated by us during the audit are immaterial, both individually and in the aggregate, to the financial statements, and to the Client's compliance with the requirements of its

Federal programs. Management acknowledges the importance of management's representations and responses to our inquiries, and that they will be utilized as part of the evidential matter we will rely on in forming our opinion. Because of the importance of such information to our engagement, you agree to waive any claim against Crowe and its personnel for any liability and costs relating to or arising from any inaccuracy or incompleteness of information provided to us for purposes of this engagement.

Management is responsible for the preparation of the supplementary information identified above in accordance with the applicable criteria. As part of our audit process, we will request from management certain written representations regarding management's responsibilities in relation to the supplementary information presented, including but not limited to its fair presentation in accordance with the applicable criteria, the method of measurement and presentation and any significant assumptions or interpretations underlying the supplementary information. In addition, it is management's responsibility to include the auditor's report on supplementary information in any document that contains the supplementary information and that indicates that we have reported on such supplementary information. It is also management's responsibility to present the supplementary information with the audited financial statements or, if the supplementary information will not be presented with the audited financial statements, to make the audited financial statements readily available to the intended users of the supplementary information no later than the date of issuance by Client of the supplementary information and the auditor's report thereon.

Management is responsible for the preparation of the required supplementary information identified above in accordance with the applicable guidelines. We will request from management certain written representations regarding management's responsibilities in relation to the required supplementary information presented, including but not limited to whether it has been measured and presented in accordance with prescribed guidelines, the method of measurement and presentation and any significant assumptions or interpretations underlying the supplementary information.

At the conclusion of the engagement, it is management's responsibility to submit the reporting package (including financial statements, schedule of expenditures of federal awards, summary schedule of prior audit findings, auditor's reports, and corrective action plan) along with the Data Collection Form to the designated federal clearinghouse and, if appropriate, to pass-through entities. The Data Collection Form and the reporting package must be submitted within the earlier of thirty days after receipt of the auditor's reports or nine months after the end of the audit period.

OTHER SERVICES

Financial Statement Preparation

The Client will provide us with the necessary information to assist in the preparation of the draft financial statements including the notes thereto. We are relying on the Client to provide us with the detailed trial balance, note disclosure information and any other relevant report information in a timely fashion and ensure the data is complete and accurate. Management is solely responsible for the presentation of the financial statements.

Preparation of the Schedule of Expenditure of Federal Awards

The Client will provide us with the necessary information to prepare the draft schedule of expenditure of federal awards including the notes thereto. We are relying on the Client to provide us with all information required by the Uniform Guidance for the schedule, notes and other relevant reporting information in a timely fashion and ensure the data is complete and accurate. Management is solely responsible for the presentation of the schedule of expenditures of federal awards.

Recordkeeping Assistance

The Client will provide us with the necessary information to assist you in your recordkeeping. We will propose year end adjusting entries to management for your review and approval, including cash to

accrual conversion entries. We are relying on the Client to provide us with the necessary information in a timely fashion and ensure the data is complete and accurate.

Data Collection Form input services

We will provide assistance in completing sections of the Data Collection Form (DCF) relative to its federal award programs pursuant to the requirements of Section §200.512 of the Uniform Guidance that are promulgated to be completed by the Client. While we may provide this data entry service and assist you in satisfying your electronic data communication requirements to the Federal Audit Clearinghouse, the completeness and accuracy of this information remains the responsibility of your management.

With respect to the above other services, we will perform the services in accordance with applicable professional standards. We, in our sole professional judgment, reserve the right to refuse to do any procedure or take any action that could be construed as making management decisions or assuming management responsibilities. In connection with performing the above other services, you agree to: assume all management responsibilities including making all management decisions; oversee the service by designating an individual, preferably within senior management, who possesses suitable skill, knowledge, and/or experience; evaluate the adequacy and results of the services performed; and accept responsibility for the results of the services.

BOND OFFERINGS

With respect to any official statements issued by the Client with which Crowe is not involved, the official statement should indicate that the auditor is not involved with the contents of such official statement. The disclosure should read as:

“Crowe, our independent auditor, has not been engaged to perform and has not performed, since the date of its report included herein, any procedures on the financial statements addressed in that report. Crowe also has not performed any procedures relating to this official statement.”

FEES

Our fees, including out-of-pocket expenses, are outlined below. Our invoices are due and payable upon receipt. Invoices that are not paid within 30 days of receipt are subject to a monthly interest charge of one percent per month or the highest interest rate allowed by law, whichever is less, which we may elect to waive at our sole discretion, plus costs of collection including reasonable attorneys' fees. If any amounts invoiced remain unpaid 30 days after the invoice date, you agree that Crowe may, in its sole discretion, cease work until all such amounts are paid or terminate this engagement.

Description of Services	Fee Amount
Audit of the Client's financial statements for the year ending June 30, 2020	\$135,000
Additional services to be provided at the request of Management or the Board	70% of Std Hrly Rates

As noted above, billing rates for additional requested service will be based on our discounted standard hourly billing rates, or as separately agreed with you. The ranges of those discounted standard hourly rates, by level are provided as follows:

Level	Rate
Partner	\$300
Senior Manager	\$200
Senior Staff	\$140
Staff	\$120

We will submit an invoice for our professional services based on the invoice dates and amounts as follows:

Invoice	Amount
September	\$54,000
February	\$67,500
Final 10% when audit report has been accepted by the State Controller's Office	\$13,500

In accordance with the requirements of Education Code Section 14505, the District will not be required to pay the final 10% of this amount until the current year audit report has been accepted by the State Controller's Office.

The fees outlined above are based on certain assumptions. Those assumptions may be incorrect due to incomplete or inaccurate information provided, or circumstances may arise under which we must perform additional work, which in either case will require additional billings for our services. Examples of such circumstances include, but are not limited to:

- Changing service requirements
- New professional standards or regulatory requirements
- New financial statement disclosures
- Work caused due to the identification of, and management's correction of, inappropriate application of accounting pronouncements
- Erroneous or incomplete accounting records
- Evidence of material weakness or significant deficiencies in internal controls
- Substantial increases in the number of significant deficiencies in internal controls
- Regulatory examination matters
- Change in your organizational structure or size due to merger and acquisition activity or other events
- Change in your controls
- New or unusual transactions
- Agreed-upon level of preparation and assistance from your personnel not provided
- Numerous revisions to your information
- Lack of availability of appropriate Client personnel during fieldwork.

Additionally, to accommodate requests to reschedule fieldwork without reasonable notice, additional billings for our services could be required, and our assigned staffing and ability to meet agreed upon deadlines could be impacted.

Due to such potential changes in circumstance, we reserve the right to revise our fees. However, if such a change in circumstances arises or if some other significant change occurs that causes our fees to exceed our estimate, we will advise management.

Our fees are exclusive of taxes or similar charges, as well as customs, duties or tariffs, imposed in respect of the Services, any work product or any license, all of which Client agrees to pay if applicable or if they become applicable (other than taxes imposed on Crowe's income generally), without deduction from any fees or expenses invoiced to Client by Crowe.

The Client and Crowe agree that the Client may periodically request Crowe to provide additional services for accounting and reporting advice regarding completed transactions and potential or proposed transactions. The fees for such additional services will be based on Crowe's hourly billing rates plus expenses or as mutually agreed upon between the Client and Crowe.

To facilitate Crowe's presence at Client's premises, Client will provide Crowe with internet access while on Client's premises. Crowe will access the internet using a secure virtual private network. Crowe will be responsible for all internet activity performed by its personnel while on Client's premises. In the event Client does not provide Crowe with internet access while on Client's premises, Client will reimburse Crowe for the cost of internet access through other means while on Client's site.

MISCELLANEOUS

For purposes of this Miscellaneous section, the Acceptance section below, and all of the Crowe Engagement Terms, "Client" will mean the entity(ies) defined in the first paragraph of this letter and will also include all related parents, subsidiaries, and affiliates of Client who may receive or claim reliance upon any Crowe deliverable.

Crowe will provide the services to Client under this Agreement as an independent contractor and not as Client's partner, agent, employee, or joint venturer under this Agreement. Neither Crowe nor Client will have any right, power or authority to bind the other party.

This engagement letter agreement (the "Agreement") reflects the entire agreement between the parties relating to the services (or any reports, deliverables or other work product) covered by this Agreement. The engagement letter and any attachments (including without limitation the attached Crowe Engagement Terms) are to be construed as a single document, with the provisions of each section applicable throughout. This Agreement may not be amended or varied except by a written document signed by each party. It replaces and supersedes any other proposals, correspondence, agreements and understandings, whether written or oral, relating to the services covered by this letter, and each party agrees that in entering this Agreement, it has not relied on any oral or written representations, statements or other information not contained in or incorporated into this Agreement. Any non-disclosure or other confidentiality agreement is replaced and superseded by this Agreement. Each party shall remain obligated to the other party under all provisions of this Agreement that expressly or by their nature extend beyond and survive the expiration or termination of this Agreement. If any provision (in whole or in part) of this Agreement is found unenforceable or invalid, this will not affect the remainder of the provision or any other provisions in this Agreement, all of which will continue in effect as if the stricken portion had not been included. This Agreement may be executed in two or more actual, scanned, emailed, or electronically copied counterparts, each and all of which together are one and the same instrument. Accurate transmitted copies (transmitted copies are reproduced documents that are sent via mail, delivery, scanning, email, photocopy, facsimile or other process) of the executed Agreement or signature pages only (whether handwritten or electronic signature), will be considered and accepted by each party as documents equivalent to original documents and will be deemed valid, binding and enforceable by and against all parties. This Agreement must be construed, governed, and interpreted under the laws of the State of California, without regard for choice of law principles.

* * * * *

We are pleased to have this opportunity to serve you, and we look forward to a continuing relationship. If the terms of this letter and the attached Crowe Engagement Terms are acceptable to you, please sign below and return one copy of this letter at your earliest convenience. Please contact us with any questions or concerns.

(Signature Page Follows)

ACCEPTANCE

I have reviewed the arrangements outlined above and in the attached "Crowe Engagement Terms," and I accept on behalf of the Client the terms and conditions as stated. By signing below, I represent and warrant that I am authorized by Client to accept the terms and conditions as stated.

IN WITNESS WHEREOF, Client and Crowe have duly executed this engagement letter effective the date first written above.

Crowe LLP and the Engagement Authorized Signer below are licensed or otherwise authorized by the California Board of Accountancy.

Sacramento City Unified School District

Crowe LLP

Signature

DocuSigned by:
Jeffrey Jensen
A4DD146890324EE...

Signature

Printed Name

Jeffrey A. Jensen

Printed Name

Title

Partner

Title

Date

August 19, 2020

Date

Crowe Engagement Terms

Crowe wants Client to understand the terms under which Crowe provides its services to Client and the basis under which Crowe determines its fees. These terms are part of the Agreement and apply to all services described in the Agreement as well as all other services provided to Client (collectively, the "Services"), unless and until a separate written agreement is executed by the parties for separate services. Any advice provided by Crowe is not intended to be, and is not, investment advice.

CLIENT'S ASSISTANCE – For Crowe to provide Services effectively and efficiently, Client agrees to provide Crowe timely with information requested and to make available to Crowe any personnel, systems, premises, records, or other information as reasonably requested by Crowe to perform the Services. Access to such personnel and information are key elements for Crowe's successful completion of Services and determination of fees. If for any reason this does not occur, a revised fee to reflect additional time or resources required by Crowe will be mutually agreed. Client agrees Crowe will have no responsibility for any delays related to a delay in providing such information to Crowe. Such information will be accurate and complete, and Client will inform Crowe of all significant tax, accounting and financial reporting matters of which Client is aware.

PROFESSIONAL STANDARDS – As a regulated professional services firm, Crowe must follow professional standards when applicable, including the Code of Professional Conduct of the American Institute of Certified Public Accountants ("AICPA"). Thus, if circumstances arise that, in Crowe's professional judgment, prevent it from completing the engagement, Crowe retains the right to take any course of action permitted by professional standards, including declining to express an opinion or issue other work product or terminating the engagement.

REPORTS – Any information, advice, recommendations or other content of any memoranda, reports, deliverables, work product, presentations, or other communications Crowe provides under this Agreement ("Reports"), other than Client's original information, are for Client's internal use only, consistent with the purpose of the Services. Client will not rely on any draft Report. Unless required by an audit or other attestation professional standard, Crowe will not be required to update any final Report for circumstances of which we become aware or events occurring after delivery.

CONFIDENTIALITY – Except as otherwise permitted by this Agreement or as agreed in writing, neither Crowe nor Client may disclose to third parties the contents of this Agreement or any information provided by or on behalf of the other that ought reasonably to be treated as confidential and/or proprietary. Client use of any Crowe work product will be limited to its stated purpose and to Client business use only. However, Client and Crowe each agree that either party may disclose such information to the extent that it: (i) is or becomes public other than through a breach of this Agreement, (ii) is subsequently received by the recipient from a third party who, to the recipient's knowledge, owes no obligation of confidentiality to the disclosing party with respect to that information, (iii) was known to the recipient at the time of disclosure or is thereafter created independently, (iv) is disclosed as necessary to enforce the recipient's rights under this Agreement, or (v) must be disclosed under applicable law, regulations, legal process or professional standards.

THIRD PARTY PROVIDER – Crowe may use a third-party provider in providing Services to Client, which may require Crowe to share Client confidential information with the provider. If Crowe uses a third-party provider, Crowe will enter into a confidentiality agreement with the provider to require the provider to protect the confidentiality of Client's confidential information, and Crowe will be responsible to Client for maintaining its confidentiality. The limitations on Client's remedies, vis-à-vis Crowe, in this Agreement will also apply to any subcontractors.

CLIENT-REQUIRED CLOUD USAGE – If Client requests that Crowe access files, documents or other information in a cloud-based or web-accessed hosting service or other third-party system accessed via the internet, including, without limitation iCloud, Dropbox, Google Docs, Google Drive, a data room hosted by a third-party, or a similar service or website (collectively, "Cloud Storage"), Client will confirm with any third-parties assisting with or hosting the Cloud Storage that either such third-party or Client (and

not Crowe) is responsible for complying with all applicable laws relating to the Cloud Storage and any information contained in the Cloud Storage, providing Crowe access to the information in the Cloud Storage, and protecting the information in the Cloud Storage from any unauthorized access, including without limitation unauthorized access to the information when in transit to or from the Cloud Storage. Client represents that it has authority to provide Crowe access to information in the Cloud Storage and that providing Crowe with such access complies with all applicable laws, regulations, and duties owed to third-parties.

DATA PROTECTION – If Crowe holds or uses Client information that can be linked to specific individuals who are Client’s customers ("Personal Data"), Crowe will treat it as confidential and comply with applicable US state and federal law and professional regulations (including, for financial institution clients, the objectives of the Interagency Guidelines Establishing Information Security Standards) in disclosing or using such information to carry out the Services. The parties acknowledge and understand that while Crowe is a service provider as defined by the California Consumer Privacy Act of 2018 and processes Client information pursuant to this Agreement, Crowe retains its independence as required by applicable law and professional standards for purposes of providing attest services and other services. Crowe will not (1) sell Personal Data to a third party, or (2) retain, use or disclose Personal Data for any purpose other than for (a) performing the Services and its obligations on this Agreement, (b) as otherwise set forth in this Agreement, (c) to detect security incidents and protect against fraud or illegal activity, (d) to enhance and develop our products and services, including through machine learning and other similar methods and (e) as necessary to comply with applicable law or professional standards. Crowe has implemented and will maintain physical, electronic and procedural safeguards reasonably designed to (i) protect the security, confidentiality and integrity of the Personal Data, (ii) prevent unauthorized access to or use of the Personal Data, and (iii) provide proper disposal of the Personal Data (collectively, the "Safeguards"). Client represents (i) that it has the authority to provide the Personal Data to Crowe in connection with the Services, (ii) that Client has processed and provided the Personal Data to Crowe in accordance with applicable law, and (iii) will limit the Personal Data provided to Crowe to Personal Data necessary to perform the Services. To provide the Services, Client may also need to provide Crowe with access to Personal Data consisting of protected health information, financial account numbers, Social Security or other government-issued identification numbers, or other data that, if disclosed without authorization, would trigger notification requirements under applicable law ("Restricted Personal Data"). In the event Client provides Crowe access to Restricted Personal Data, Client will consult with Crowe on appropriate measures (consistent with legal requirements and professional standards applicable to Crowe) to protect the Restricted Personal Data, such as: deleting or masking unnecessary information before making it available to Crowe, using encryption when transferring it to Crowe, or providing it to Crowe only during on-site review on Client’s site. Client will provide Crowe with Restricted Personal Data only in accordance with mutually agreed protective measures. Otherwise, Client and Crowe agree each may use unencrypted electronic media to correspond or transmit information and such use will not in itself constitute a breach of any confidentiality obligations under this Agreement. Crowe will reasonably cooperate with Client in responding to or addressing any request from a consumer or data subject, a data privacy authority with jurisdiction, or the Client, as necessary to enable Client to comply with its obligations under applicable data protection laws and to the extent related to Personal Data. Client will reimburse Crowe for any out-of-pocket expenses and professional time (at Crowe’s then-current hourly rates) incurred in connection with providing such cooperation. Client will provide prompt written notice to Crowe (with sufficient detailed instructions) of any request or other act that is required to be performed by Crowe. As appropriate, Crowe will promptly delete or procure the deletion of the Personal Data, after the cessation of any Services involving the processing of Client’s Personal Data, or otherwise aggregate or de-identify the Personal Data in such a way as to reasonably prevent reidentification. Notwithstanding the forgoing, Crowe may retain a copy of the Personal Data as permitted by applicable law or professional standards, provided that such Personal Data remain subject to the terms of this Agreement. If Crowe uses a third-party provider, Crowe will include terms substantially similar to those set forth in this Data Protection Paragraph in an agreement with such provider.

GENERAL DATA PROTECTION REGULATION COMPLIANCE – If and to the extent that Client provides personal data to Crowe subject to the European Union General Data Protection Regulation ("GDPR"), then in addition to the requirements of the above Data Protection section, this section will apply to such

personal data ("EU Personal Data"). The parties agree that for purposes of processing the EU Personal Data, (a) Client will be the "Data Controller" as defined by the GDPR, meaning the organization that determines the purposes and means of processing the EU Personal Data; (b) Crowe will be the "Data Processor" as defined by GDPR, meaning the organization that processes the EU Personal Data on behalf of and under the instructions of the Data Controller; or (c) the parties will be classified as otherwise designated by a supervisory authority with jurisdiction. Client and Crowe each agree to comply with the GDPR requirements applicable to its respective role. Crowe has implemented and will maintain technical and organizational security safeguards reasonably designed to protect the security, confidentiality and integrity of the EU Personal Data. Client represents it has secured all required rights and authority, including consents and notices, to provide such EU Personal Data to Crowe, including without limitation authority to transfer such EU Personal Data to the U.S. or other applicable Country or otherwise make the EU Personal Data available to Crowe, for the duration of and purpose of Crowe providing the Services. The types of EU Personal Data to be processed include name, contact information, title, and other EU Personal Data that is transferred to Crowe in connection with the Services. The EU Personal Data relates to the data subject categories of individuals connected to Client, Client customers, Client vendors, and Client affiliates or subsidiaries ("Data Subjects"). Crowe will process the EU Personal Data for the following purpose: (x) to provide the Services in accordance with this Agreement, (y) to comply with other documented reasonable instructions provided by Client, and (z) to comply with applicable law. In the event of a Crowe breach incident in connection with EU Personal Data in the custody or control of Crowe, Crowe will promptly notify Client upon knowledge that a breach incident has occurred. Client has instructed Crowe not to contact any Data Subjects directly, unless required by applicable law. In the event that a supervisory authority with jurisdiction makes the determination that Crowe is a data controller, Client will reasonably cooperate with Crowe to enable Crowe to comply with its obligations under GDPR.

INTELLECTUAL PROPERTY - Any Deliverables, Works, Inventions, working papers, or other work product conceived, made or created by Crowe in rendering the Services under this Agreement ("Work Product"), and all intellectual property rights in such Work Product will be owned exclusively by Crowe. Further, Crowe will retain exclusive ownership or control of all intellectual property rights in any ideas, concepts, methodologies, data, software, designs, utilities, tools, models, techniques, systems, Reports, or other know-how that it develops, owns or licenses in connection with this Agreement ("Materials"). The foregoing ownership will be without any duty of accounting.

DATA USAGE AND AGGREGATIONS - Client hereby acknowledges and agrees that Crowe may, in its discretion, use any Client information or data provided to Crowe to improve Crowe services and Materials, including without limitation developing new Crowe services and software or other products. Client also agrees that Crowe may, in its discretion, aggregate Client content and data with content and data from other clients, other sources, or third parties ("Data Aggregations") for purposes including, without limitation, product and service development, commercialization, industry benchmarking, or quality improvement initiatives. Prior to, and as a precondition for, disclosing Data Aggregations to other Crowe customers or prospects, Crowe will anonymize any Client data or information in a manner sufficient to prevent such other customer or prospect from identifying Client or individuals who are Client customers. All Data Aggregations will be the sole and exclusive property of Crowe.

LEGAL AND REGULATORY CHANGE – Crowe may periodically communicate to Client changes in laws, rules or regulations. However, Client has not engaged Crowe, and Crowe does not undertake an obligation, to advise Client of changes in (a) laws, rules, regulations, industry or market conditions, or (b) Client's own business practices or other circumstances (except to the extent required by professional standards). The scope of Services and the fees for Services are based on current laws and regulations. If changes in laws or regulations change Client's requirements or the scope of the Services, Crowe's fees will be modified to a mutually agreed amount to reflect the changed level of Crowe's effort.

PUBLICATION – Client agrees to obtain Crowe's specific permission before using any Report or Crowe work product or Crowe's firm's name in a published document, and Client agrees to submit to Crowe copies of such documents to obtain Crowe's permission before they are filed or published.

CLIENT REFERENCE – From time to time Crowe is requested by prospective clients to provide references for Crowe service offerings. Client agrees that Crowe may use Client's name and generally describe the nature of Crowe's engagement(s) with Client in marketing to prospects, and Crowe may also provide prospects with contact information for Client personnel familiar with Crowe's Services.

NO PUNITIVE OR CONSEQUENTIAL DAMAGES – Any liability of Crowe will not include any consequential, special, incidental, indirect, punitive, or exemplary damages or loss, nor any lost profits, goodwill, savings, or business opportunity, even if Crowe had reason to know of the possibility of such damages.

LIMIT OF LIABILITY – Except where it is judicially determined that Crowe performed its Services with recklessness or willful misconduct, Crowe's liability will not exceed fees paid by Client to Crowe for the portion of the work giving rise to liability. A claim for a return of fees paid is the exclusive remedy for any damages. This limit of liability will apply to the full extent allowed by law, regardless of the grounds or nature of any claim asserted, including, without limitation, to claims based on principles of contract, negligence or other tort, fiduciary duty, warranty, indemnity, statute or common law. This limit of liability will also apply after this Agreement.

INDEMNIFICATION FOR THIRD-PARTY CLAIMS – In the event of a legal proceeding or other claim brought against Crowe by a third party, except where it is judicially determined that Crowe performed Services with recklessness or willful misconduct, Client agrees to indemnify and hold harmless Crowe and its personnel against all costs, fees, expenses, damages and liabilities, including attorney fees and any other fees or defense costs, associated with such third-party claim, relating to or arising from any Services performed or work product provided by Crowe that Client uses or discloses to others or this engagement generally. This indemnification is intended to apply to the full extent allowed by law, regardless of the grounds or nature of any claim, liability, or damages asserted, including, without limitation, to claims, liability or damages based on principles of contract, negligence or other tort, fiduciary duty, warranty, indemnity, statute or common law. This indemnification will also apply after termination of this Agreement.

NO TRANSFER OR ASSIGNMENT OF CLAIMS – No claim against Crowe, or any recovery from or against Crowe, may be sold, assigned or otherwise transferred, in whole or in part.

TIME LIMIT ON CLAIMS – In no event will any action against Crowe, arising from or relating to this engagement letter or the Services provided by Crowe relating to this engagement, be brought after the earlier of 1) two (2) years after the date on which occurred the act or omission alleged to have been the cause of the injury alleged; or 2) the expiration of the applicable statute of limitations or repose.

RESPONSE TO LEGAL PROCESS – If Crowe is requested by subpoena, request for information, or through some other legal process to produce documents or testimony pertaining to Client or Crowe's Services, and Crowe is not named as a party in the applicable proceeding, then Client will reimburse Crowe for its professional time, plus out-of-pocket expenses, as well as reasonable attorney fees, Crowe incurs in responding to such request.

MEDIATION – If a dispute arises, in whole or in part, out of or related to this engagement, or after the date of this agreement, between Client or any of Client's affiliates or principals and Crowe, and if the dispute cannot be settled through negotiation, Client and Crowe agree first to try, in good faith, to settle the dispute by mediation administered by the American Arbitration Association, under its mediation rules for professional accounting and related services disputes, before resorting to litigation or any other dispute-resolution procedure. The results of mediation will be binding only upon agreement of each party to be bound. Costs of any mediation will be shared equally by both parties. Any mediation will be held in Chicago, Illinois.

JURY TRIAL WAIVER – FOR ALL DISPUTES RELATING TO OR ARISING BETWEEN THE PARTIES, THE PARTIES AGREE TO WAIVE A TRIAL BY JURY TO FACILITATE JUDICIAL RESOLUTION AND TO SAVE TIME AND EXPENSE. EACH PARTY AGREES IT HAS HAD THE OPPORTUNITY TO HAVE

ITS LEGAL COUNSEL REVIEW THIS WAIVER. THIS WAIVER IS IRREVOCABLE, MAY NOT BE MODIFIED EITHER ORALLY OR IN WRITING, AND APPLIES TO ANY SUBSEQUENT AMENDMENTS, RENEWALS, OR MODIFICATIONS TO THIS AGREEMENT. IN THE EVENT OF LITIGATION, THIS AGREEMENT MAY BE FILED AS WRITTEN CONSENT TO A BENCH TRIAL WITHOUT A JURY. HOWEVER, AND NOTWITHSTANDING THE FOREGOING, IF ANY COURT RULES OR FINDS THIS JURY TRIAL WAIVER TO BE UNENFORCEABLE AND INEFFECTIVE IN WAIVING A JURY, THEN ANY DISPUTE RELATING TO OR ARISING FROM THIS ENGAGEMENT OR THE PARTIES' RELATIONSHIP GENERALLY WILL BE RESOLVED BY ARBITRATION AS SET FORTH IN THE PARAGRAPH BELOW REGARDING "ARBITRATION."

ARBITRATION – If any court rules or finds that the JURY TRIAL WAIVER section is not enforceable, then any dispute between the parties relating to or arising from this Agreement or the parties' relationship generally will be settled by binding arbitration in Chicago, Illinois (or a location agreed in writing by the parties). Any issues concerning the extent to which any dispute is subject to arbitration, or concerning the applicability, interpretation, or enforceability of any of this Section, will be governed by the Federal Arbitration Act and resolved by the arbitrator(s). The arbitration will be governed by the Federal Arbitration Act and resolved by the arbitrator(s). Regardless of the amount in controversy, the arbitration will be administered by JAMS, Inc. ("JAMS"), pursuant to its Streamlined Arbitration Rules & Procedures or such other rules or procedures as the parties may agree in writing. In the event of a conflict between those rules and this Agreement, this Agreement will control. The parties may alter each of these rules by written agreement. If a party has a basis for injunctive relief, this paragraph will not preclude a party seeking and obtaining injunctive relief in a court of proper jurisdiction. The parties will agree within a reasonable period of time after notice is made of initiating the arbitration process whether to use one or three arbitrators, and if the parties cannot agree within fifteen (15) business days, the parties will use a single arbitrator. In any event the arbitrator(s) must be retired federal judges or attorneys with at least 15 years commercial law experience and no arbitrator may be appointed unless he or she has agreed to these procedures. If the parties cannot agree upon arbitrator(s) within an additional fifteen (15) business days, the arbitrator(s) will be selected by JAMS. Discovery will be permitted only as authorized by the arbitrator(s), and as a rule, the arbitrator(s) will not permit discovery except upon a showing of substantial need by a party. To the extent the arbitrator(s) permit discovery as to liability, the arbitrator(s) will also permit discovery as to causation, reliance, and damages. The arbitrator(s) will not permit a party to take more than six depositions, and no depositions may exceed five hours. The arbitrator(s) will have no power to make an award inconsistent with this Agreement. The arbitrator(s) will rule on a summary basis where possible, including without limitation on a motion to dismiss basis or on a summary judgment basis. The arbitrator(s) may enter such prehearing orders as may be appropriate to ensure a fair hearing. The hearing will be held within one year of the initiation of arbitration, or less, and the hearing must be held on continuous business days until concluded. The hearing must be concluded within ten (10) business days absent written agreement by the parties to the contrary. The time limits in this section are not jurisdictional. The arbitrator(s) will apply substantive law and may award injunctive relief or any other remedy available from a judge. The arbitrator(s) may award attorney fees and costs to the prevailing party, and in the event of a split or partial award, the arbitrator(s) may award costs or attorney fees in an equitable manner. Any award by the arbitrator(s) will be accompanied by a reasoned opinion describing the basis of the award. Any prior agreement regarding arbitration entered by the parties is replaced and superseded by this agreement. The arbitration will be governed by the Federal Arbitration Act, 9 U.S.C. §§ 1 et seq., and judgment upon the award rendered by the arbitrator(s) may be entered by any court having jurisdiction thereof. All aspects of the arbitration will be treated by the parties and the arbitrator(s) as confidential.

NOTIFICATION OF NON-LICENSEE OWNERSHIP (For California Engagements) – Crowe ("the Firm") and certain owners of the Firm are licensed by the California State Board of Accountancy. However, the Firm has owners not licensed by the California State Board of Accountancy who may provide Services under this agreement. If Client has any questions regarding licensure of the personnel performing Services under this engagement, please do not hesitate to contact Crowe.

NON-SOLICITATION – Each party acknowledges that it has invested substantially in recruiting, training and developing the personnel who render services with respect to the material aspects of the

engagement (“Key Personnel”). The parties acknowledge that Key Personnel have knowledge of trade secrets or confidential information of their employers that may be of substantial benefit to the other party. The parties acknowledge that each business would be materially harmed if the other party was able to directly employ Key Personnel. Therefore, the parties agree that during the period of this Agreement and for one (1) year after its expiration or termination, neither party will solicit Key Personnel of the other party for employment or hire the Key Personnel of the other party without that party’s written consent unless hiring or engaging party pays to the other party a fee equal to the hired or engaged Key Personnel’s compensation for the prior twelve-month period with the other party.

CROWE AND EQUAL OPPORTUNITY – Crowe abides by the principles of equal employment opportunity, including without limitation the requirements of 41 CFR 60-741.5(a) and 41 CFR 60-300.5(a). These regulations prohibit discrimination against qualified individuals based on their status as protected veterans or individuals with disabilities, and prohibit discrimination against all individuals based on their race, color, religion, sex, or national origin. Moreover, these regulations require that covered prime contractors and subcontractors take affirmative action to employ and advance in employment individuals without regard to race, color, religion, sex, national origin, protected veteran status or disability. Crowe also abides by 29 CFR Part 471, Appendix A to Subpart A. The parties agree that the notice in this paragraph does not create any enforceable rights for any firm, organization, or individual.

CROWE GLOBAL NETWORK – Crowe LLP and its subsidiaries are independent members of Crowe Global, a Swiss organization. “Crowe” is the brand used by the Crowe Global network and its member firms, but it is not a worldwide partnership. Crowe Global and each of its members are separate and independent legal entities and do not obligate each other. Crowe LLP and its subsidiaries are not responsible or liable for any acts or omissions of Crowe Global or any other Crowe Global members, and Crowe LLP and its subsidiaries specifically disclaim any and all responsibility or liability for acts or omissions of Crowe Global or any other Crowe Global member. Crowe Global does not render any professional services and does not have an ownership or partnership interest in Crowe LLP or any other member. Crowe Global and its other members are not responsible or liable for any acts or omissions of Crowe LLP and its subsidiaries and specifically disclaim any and all responsibility or liability for acts or omissions of Crowe LLP and its subsidiaries. Visit www.crowe.com/disclosure for more information about Crowe LLP, its subsidiaries, and Crowe Global.



Report on the Firm's System of Quality Control

December 5, 2019

To the Partners of Crowe LLP
and the National Peer Review Committee

We have reviewed the system of quality control for the accounting and auditing practice of Crowe LLP (the firm) applicable to engagements not subject to PCAOB permanent inspection in effect for the year ended March 31, 2019. Our peer review was conducted in accordance with the Standards for Performing and Reporting on Peer Reviews established by the Peer Review Board of the American Institute of Certified Public Accountants (Standards).

A summary of the nature, objectives, scope, limitations of, and the procedures performed in a System Review as described in the Standards may be found at www.aicpa.org/prsummary. The summary also includes an explanation of how engagements identified as not performed or reported in conformity with applicable professional standards, if any, are evaluated by a peer reviewer to determine a peer review rating.

Firm's Responsibility

The firm is responsible for designing a system of quality control and complying with it to provide the firm with reasonable assurance of performing and reporting in conformity with applicable professional standards in all material respects. The firm is also responsible for evaluating actions to promptly remediate engagements deemed as not performed or reported in conformity with professional standards, when appropriate, and for remediating weaknesses in its system of quality control, if any.

Peer Reviewer's Responsibility

Our responsibility is to express an opinion on the design of the system of quality control and the firm's compliance therewith based on our review.

Required Selections and Considerations

Engagements selected for review included engagements performed under *Government Auditing Standards*, including compliance audits under the Single Audit Act; audits of employee benefit plans; audits performed under FDICIA; audits of broker-dealers; and examinations of service organizations [SOC 2 engagements].

As a part of our peer review, we considered reviews by regulatory entities as communicated by the firm, if applicable, in determining the nature and extent of our procedures.

Opinion

In our opinion, the system of quality control for the accounting and auditing practice of Crowe LLP applicable to engagements not subject to PCAOB permanent inspection in effect for the year ended March 31, 2019, has been suitably designed and complied with to provide the firm with reasonable assurance of performing and reporting in conformity with applicable professional standards in all material respects. Firms can receive a rating of *pass*, *pass with deficiency(ies)* or *fail*. Crowe LLP has received a peer review rating of *pass*.

A handwritten signature in black ink that reads "Cherry Bekaert LLP".

Cherry Bekaert LLP

200 South 10th Street, Suite 900, Richmond, VA 23219 | P 804.673.5700 | cbh.com





American Institute of CPAs
220 Leigh Farm Road
Durham, NC 27707-8110

December 12, 2019

James Powers
Crowe LLP
225 W Wacker DR Ste 2600
Chicago, IL 60606-1228

Dear James Powers:

It is my pleasure to notify you that on December 12, 2019, the National Peer Review Committee accepted the report on the most recent System Review of your firm. The due date for your next review is September 30, 2022. This is the date by which all review documents should be completed and submitted to the administering entity.

As you know, the report had a peer review rating of pass. The Committee asked me to convey its congratulations to the firm.

Thank you for your cooperation.

Sincerely,



Michael Fawley
Chair, National PRC
nprc@aicpa.org
+1.919.402.4502

National Peer Review Committee

cc: Samuel Johnson, Scot Ivey

Firm Number: 900010014904

Review Number: 564789



Crowe LLP
Independent Member Crowe Global
400 Capitol Mall, Suite 1400
Sacramento, CA 95814-4498
Tel 916-441-1000
Fax 916-441-1110
www.crowe.com

July 8, 2020

Ms. Rose F. Ramos
Sacramento City Unified School District
5735 47th Avenue
Sacramento, California 95824

Dear Ms. Ramos:

This letter confirms the arrangements for Crowe LLP ("Crowe" or "us" or "we" or "our") to provide the professional services discussed in this letter to Sacramento City Unified School District ("you", "your" or "Client"). The attached Crowe Engagement Terms, and any attachments thereto, is an integral part of this letter, and its terms are incorporated herein.

FINANCIAL AUDIT SERVICES

Our Responsibilities

We will audit and report on the financial statements of the Client's Measures R and Q General Obligation Bonds for the year ending June 30, 2020.

The objective of the audit is the expression of an opinion on the financial statements. We will plan and perform the audit in accordance with auditing standards generally accepted in the United States of America, and the standards for financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we obtain reasonable, rather than absolute, assurance about whether the financial statements are free of material misstatement whether caused by error or fraud. Because of inherent limitations of an audit, together with the inherent limitations of internal control, an unavoidable risk that some material misstatements may not be detected exists, even though the audit is properly planned and performed in accordance with applicable standards. An audit is not designed to detect error or fraud that is immaterial to the financial statements.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment including the assessment of the risks that the financial statements could be misstated by an amount we believe would influence the financial statement users. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

In making our risk assessments, we consider internal control relevant to the Client's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances but not for the purpose of expressing an opinion on the effectiveness of the Client's internal control. However, we will communicate in writing to those charged with governance and management concerning any significant deficiencies or material weaknesses in internal control relevant to the audit of the financial statements that we have identified during the audit. We will communicate to management other deficiencies in internal control identified during the audit that have not been communicated to management by other parties and that, in our professional judgment, are of sufficient

importance to merit management's attention. We will also communicate certain matters related to the conduct of the audit to those charged with governance, including (1) fraud involving senior management, and fraud (whether caused by senior management or other employees) that causes a material misstatement of the financial statements, (2) illegal acts that come to our attention (unless they are clearly inconsequential) (3) disagreements with management and other significant difficulties encountered in performing the audit and (4) various matters related to the Client's accounting policies and financial statements. Our engagement is not designed to address legal or regulatory matters, which matters should be discussed by you with your legal counsel.

We expect to issue a written report upon completion of our audit of the Client's financial statements. Our report will be addressed to Board of Education of the Client. Circumstances may arise in which it is necessary for us to modify our opinion, add an emphasis of matter or other matter paragraph, or withdraw from the engagement.

In addition to our report on the financial statements and supplemental information, we plan to issue the following reports:

- Independent Auditor's Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with Government Auditing Standards — The purpose of this report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. This report is an integral part of an audit performed in accordance with Government Auditing Standards in considering the Client's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

As part of obtaining reasonable assurance about whether the financial statements are free of material misstatement, we will also perform tests of your compliance with applicable laws, regulations, contracts and grants. However, because of the concept of reasonable assurance and because we will not perform a detailed examination of all transactions, there is a risk that material errors, irregularities, or illegal acts, including fraud or defalcations, may exist and not be detected by us. However, the objective of our audit of compliance relative to the financial statements will not be to provide an opinion on overall compliance with such provisions, and we will not express such an opinion. We will advise you, however, of any matters of that nature that come to our attention, unless they are clearly inconsequential.

PERFORMANCE AUDIT SERVICES

Our Responsibilities

We will conduct a performance audit on the client's Measures R and Q General Obligation Bond Activity for the year ending June 30, 2020. The objective of our Performance Audit will be to determine if the bond funds have been expended only on the specific projects listed in accordance with the requirements of Proposition 39, as specified by Section 1(b)(3)(C) of Article XIII A of the California Constitution.

The objective of a performance audit is to provide assurance or conclusions based on an evaluation of sufficient, appropriate evidence against stated criteria, such as specific requirements, measures, or defined business practices. Performance audits provide objective analysis so that management and those charged with governance and oversight can use the information to improve program performance and operations, reduce costs, facilitate decision making by parties with responsibility to oversee or initiate corrective action, and contribute to public accountability. We will plan and perform the performance audit in accordance with performance audit standards contained in Government Auditing Standards issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain sufficient, appropriate evidence to provide a reasonable basis for our findings and conclusions based on our audit objectives. Because of inherent limitations of an audit, together with the inherent limitations of internal control, an unavoidable risk that some material misstatements or material non-compliance may not be detected exists, even though the audit is properly planned and performed in

accordance with applicable standards. An audit is not designed to detect error or fraud that is immaterial to the performance audit objectives.

In making our risk assessments, we consider internal control that is significant within the context of the audit objectives in order to design audit procedures that are appropriate in the circumstances but not for the purpose of expressing an opinion on the effectiveness of the Client's internal control. However, we will communicate in writing to those charged with governance and management concerning any significant deficiencies or material weaknesses in internal control significant within the context of the audit objectives that we have identified during the audit. Our engagement is not designed to address legal or regulatory matters, which matters should be discussed by you with your legal counsel.

FINANCIAL AND PERFORMANCE AUDIT SERVICES

Our Responsibilities

Our audit and work product are intended for the benefit and use of the Client only. The audit will not be planned or conducted in contemplation of reliance by any other party or with respect to any specific transaction and is not intended to benefit or influence any other party. Therefore, items of possible interest to a third party may not be specifically addressed or matters may exist that could be assessed differently by a third party.

The working papers for this engagement are the property of Crowe and constitute confidential information.

However, we may be requested to make certain working papers available to your oversight agency or grantors pursuant to authority given to them by law, regulation, or contract. If requested, access to such working papers will be provided under the supervision of our personnel. Furthermore, upon request, we may provide photocopies of selected working papers to your oversight agency or grantors. The working papers for this engagement will be retained for a minimum of three years after the date our report is issued or for any additional period requested by the oversight agency or pass-through entity. If we are aware that a federal awarding agency, pass-through entity, or auditee is contesting an audit finding, we will contact the party contesting the audit finding for guidance prior to destroying the working papers.

Government Auditing Standards require that we provide you with a copy of our most recent peer review report, which accompanies this letter.

The Client's Responsibilities

The Client's management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America. Management is also responsible for the design, implementation and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to error or fraud.

The Client's management is also responsible for complying with applicable laws, regulations, contracts and grants and such responsibility extends to identifying the requirements and designing internal control policies and procedures to provide reasonable assurance that compliance is achieved.

Management has the responsibility to adopt sound accounting policies, maintain an adequate and efficient accounting system, to safeguard assets, and to design and implement programs and controls to prevent and detect fraud. Management's judgments are typically based on its knowledge and experience about past and current events and its expected courses of action. Management's responsibility for financial reporting includes establishing a process to prepare the accounting estimates included in the financial statements.

Management is responsible for providing to us, on a timely basis, all information of which management is aware that is relevant to the preparation and fair presentation of the financial statements, such as records, documentation, and other matters. Management is also responsible for providing such other additional information we may request for the purpose of the audit, and unrestricted access to persons within the Client from whom we determine it necessary to obtain audit evidence. Additionally, those charged with governance are responsible for informing us of their views about the risks of fraud within the Client, and their knowledge of any fraud or suspected fraud affecting the Client.

Management is responsible for adjusting the financial statements to correct material misstatements related to accounts or disclosures. As part of our audit process, we will request from management written confirmation concerning representations made to us in connection with the audit, including that the effects of any uncorrected misstatements aggregated by us during the audit are immaterial, both individually and in the aggregate, to the financial statements, and to the Client's compliance with the requirements of its Federal programs. Management acknowledges the importance of management's representations and responses to our inquiries, and that they will be utilized as part of the evidential matter we will rely on in forming our opinion. Because of the importance of such information to our engagement, you agree to waive any claim against Crowe and its personnel for any liability and costs relating to or arising from any inaccuracy or incompleteness of information provided to us for purposes of this engagement.

OTHER SERVICES

Financial Statement Preparation

The Client will provide us with the necessary information to assist in the preparation of the draft financial statements including the notes thereto. We are relying on the Client to provide us with the detailed trial balance, note disclosure information and any other relevant report information in a timely fashion and ensure the data is complete and accurate. Management is solely responsible for the presentation of the financial statements.

Recordkeeping Assistance

The Client will provide us with the necessary information to assist you in your recordkeeping. We will propose year end adjusting entries to management for your review and approval, including cash to accrual conversion entries. We are relying on the Client to provide us with the necessary information in a timely fashion and ensure the data is complete and accurate.

With respect to the above other services, we will perform the services in accordance with applicable professional standards. We, in our sole professional judgment, reserve the right to refuse to do any procedure or take any action that could be construed as making management decisions or assuming management responsibilities. In connection with performing the above other services, you agree to: assume all management responsibilities including making all management decisions; oversee the service by designating an individual, preferably within senior management, who possesses suitable skill, knowledge, and/or experience; evaluate the adequacy and results of the services performed; and accept responsibility for the results of the services.

FEES

Our fees, including out-of-pocket expenses, are outlined below. Our invoices are due and payable upon receipt. Invoices that are not paid within 30 days of receipt are subject to a monthly interest charge of one percent per month or the highest interest rate allowed by law, whichever is less, which we may elect to waive at our sole discretion, plus costs of collection including reasonable attorneys' fees. If any amounts invoiced remain unpaid 30 days after the invoice date, you agree that Crowe may, in its sole discretion, cease work until all such amounts are paid or terminate this engagement.

Description of Services	Fee Amount
Financial Statement and Performance Audit of Measure R General Obligation Bond for the year ending June 30, 2020	\$13,500
Financial Statement and Performance Audit of Measure Q General Obligation Bond for the year ending June 30, 2020	\$13,500
Total	\$27,000

We will invoice you as our services are rendered.

The fees outlined above are based on certain assumptions. Those assumptions may be incorrect due to incomplete or inaccurate information provided, or circumstances may arise under which we must perform additional work, which in either case will require additional billings for our services. Examples of such circumstances include, but are not limited to:

- Changing service requirements
- New professional standards or regulatory requirements
- New financial statement disclosures
- Work caused due to the identification of, and management's correction of, inappropriate application of accounting pronouncements
- Erroneous or incomplete accounting records
- Evidence of material weakness or significant deficiencies in internal controls
- Substantial increases in the number of significant deficiencies in internal controls
- Regulatory examination matters
- Change in your organizational structure or size due to merger and acquisition activity or other events
- Change in your controls
- New or unusual transactions
- Agreed-upon level of preparation and assistance from your personnel not provided
- Numerous revisions to your information
- Lack of availability of appropriate Client personnel during fieldwork.

Additionally, to accommodate requests to reschedule fieldwork without reasonable notice, additional billings for our services could be required, and our assigned staffing and ability to meet agreed upon deadlines could be impacted.

Due to such potential changes in circumstance, we reserve the right to revise our fees. However, if such a change in circumstances arises or if some other significant change occurs that causes our fees to exceed our estimate, we will advise management.

Our fees are exclusive of taxes or similar charges, as well as customs, duties or tariffs, imposed in respect of the Services, any work product or any license, all of which Client agrees to pay if applicable or if they become applicable (other than taxes imposed on Crowe's income generally), without deduction from any fees or expenses invoiced to Client by Crowe.

The Client and Crowe agree that the Client may periodically request Crowe to provide additional services for accounting and reporting advice regarding completed transactions and potential or proposed transactions. The fees for such additional services will be based on Crowe's hourly billing rates plus expenses or as mutually agreed upon between the Client and Crowe.

To facilitate Crowe's presence at Client's premises, Client will provide Crowe with internet access while on Client's premises. Crowe will access the internet using a secure virtual private network. Crowe will be responsible for all internet activity performed by its personnel while on Client's premises. In the event Client does not provide Crowe with internet access while on Client's premises, Client will reimburse Crowe for the cost of internet access through other means while on Client's site.

MISCELLANEOUS

For purposes of this Miscellaneous section, the Acceptance section below, and all of the Crowe Engagement Terms, "Client" will mean the entity(ies) defined in the first paragraph of this letter and will also include all related parents, subsidiaries, and affiliates of Client who may receive or claim reliance upon any Crowe deliverable.

Crowe will provide the services to Client under this Agreement as an independent contractor and not as Client's partner, agent, employee, or joint venturer under this Agreement. Neither Crowe nor Client will have any right, power or authority to bind the other party.

This engagement letter agreement (the "Agreement") reflects the entire agreement between the parties relating to the services (or any reports, deliverables or other work product) covered by this Agreement. The engagement letter and any attachments (including without limitation the attached Crowe Engagement Terms) are to be construed as a single document, with the provisions of each section applicable throughout. This Agreement may not be amended or varied except by a written document signed by each party. It replaces and supersedes any other proposals, correspondence, agreements and understandings, whether written or oral, relating to the services covered by this letter, and each party agrees that in entering this Agreement, it has not relied on any oral or written representations, statements or other information not contained in or incorporated into this Agreement. Any non-disclosure or other confidentiality agreement is replaced and superseded by this Agreement. Each party shall remain obligated to the other party under all provisions of this Agreement that expressly or by their nature extend beyond and survive the expiration or termination of this Agreement. If any provision (in whole or in part) of this Agreement is found unenforceable or invalid, this will not affect the remainder of the provision or any other provisions in this Agreement, all of which will continue in effect as if the stricken portion had not been included. This Agreement may be executed in two or more actual, scanned, emailed, or electronically copied counterparts, each and all of which together are one and the same instrument. Accurate transmitted copies (transmitted copies are reproduced documents that are sent via mail, delivery, scanning, email, photocopy, facsimile or other process) of the executed Agreement or signature pages only (whether handwritten or electronic signature), will be considered and accepted by each party as documents equivalent to original documents and will be deemed valid, binding and enforceable by and against all parties. This Agreement must be construed, governed, and interpreted under the laws of the State of Illinois, without regard for choice of law principles.

* * * * *

We are pleased to have this opportunity to serve you, and we look forward to a continuing relationship. If the terms of this letter and the attached Crowe Engagement Terms are acceptable to you, please sign below and return one copy of this letter at your earliest convenience. Please contact us with any questions or concerns.

(Signature Page Follows)

ACCEPTANCE

I have reviewed the arrangements outlined above and in the attached "Crowe Engagement Terms," and I accept on behalf of the Client the terms and conditions as stated. By signing below, I represent and warrant that I am authorized by Client to accept the terms and conditions as stated.

IN WITNESS WHEREOF, Client and Crowe have duly executed this engagement letter effective the date first written above.

Crowe LLP and the Engagement Authorized Signer below are licensed or otherwise authorized by the California Board of Accountancy.

Sacramento City Unified School District

Crowe LLP

DocuSigned by:
Rose F. Ramos
CC6FE7C204D7402...

DocuSigned by:
Jeffrey Jensen
A4DD146890324EE...

Signature

Signature

Rose F. Ramos

Jeffrey A. Jensen

Printed Name

Printed Name

CBO

Partner

Title

Title

August 19, 2020

August 19, 2020

Date

Date

Crowe Engagement Terms

Crowe wants Client to understand the terms under which Crowe provides its services to Client and the basis under which Crowe determines its fees. These terms are part of the Agreement and apply to all services described in the Agreement as well as all other services provided to Client (collectively, the "Services"), unless and until a separate written agreement is executed by the parties for separate services. Any advice provided by Crowe is not intended to be, and is not, investment advice.

CLIENT'S ASSISTANCE – For Crowe to provide Services effectively and efficiently, Client agrees to provide Crowe timely with information requested and to make available to Crowe any personnel, systems, premises, records, or other information as reasonably requested by Crowe to perform the Services. Access to such personnel and information are key elements for Crowe's successful completion of Services and determination of fees. If for any reason this does not occur, a revised fee to reflect additional time or resources required by Crowe will be mutually agreed. Client agrees Crowe will have no responsibility for any delays related to a delay in providing such information to Crowe. Such information will be accurate and complete, and Client will inform Crowe of all significant tax, accounting and financial reporting matters of which Client is aware.

PROFESSIONAL STANDARDS – As a regulated professional services firm, Crowe must follow professional standards when applicable, including the Code of Professional Conduct of the American Institute of Certified Public Accountants ("AICPA"). Thus, if circumstances arise that, in Crowe's professional judgment, prevent it from completing the engagement, Crowe retains the right to take any course of action permitted by professional standards, including declining to express an opinion or issue other work product or terminating the engagement.

REPORTS – Any information, advice, recommendations or other content of any memoranda, reports, deliverables, work product, presentations, or other communications Crowe provides under this Agreement ("Reports"), other than Client's original information, are for Client's internal use only, consistent with the purpose of the Services. Client will not rely on any draft Report. Unless required by an audit or other attestation professional standard, Crowe will not be required to update any final Report for circumstances of which we become aware or events occurring after delivery.

CONFIDENTIALITY – Except as otherwise permitted by this Agreement or as agreed in writing, neither Crowe nor Client may disclose to third parties the contents of this Agreement or any information provided by or on behalf of the other that ought reasonably to be treated as confidential and/or proprietary. Client use of any Crowe work product will be limited to its stated purpose and to Client business use only. However, Client and Crowe each agree that either party may disclose such information to the extent that it: (i) is or becomes public other than through a breach of this Agreement, (ii) is subsequently received by the recipient from a third party who, to the recipient's knowledge, owes no obligation of confidentiality to the disclosing party with respect to that information, (iii) was known to the recipient at the time of disclosure or is thereafter created independently, (iv) is disclosed as necessary to enforce the recipient's rights under this Agreement, or (v) must be disclosed under applicable law, regulations, legal process or professional standards.

THIRD PARTY PROVIDER – Crowe may use a third-party provider in providing Services to Client, which may require Crowe to share Client confidential information with the provider. If Crowe uses a third-party provider, Crowe will enter into a confidentiality agreement with the provider to require the provider to protect the confidentiality of Client's confidential information, and Crowe will be responsible to Client for maintaining its confidentiality. The limitations on Client's remedies, vis-à-vis Crowe, in this Agreement will also apply to any subcontractors.

CLIENT-REQUIRED CLOUD USAGE – If Client requests that Crowe access files, documents or other information in a cloud-based or web-accessed hosting service or other third-party system accessed via the internet, including, without limitation iCloud, Dropbox, Google Docs, Google Drive, a data room hosted by a third-party, or a similar service or website (collectively, "Cloud Storage"), Client will confirm

with any third-parties assisting with or hosting the Cloud Storage that either such third-party or Client (and not Crowe) is responsible for complying with all applicable laws relating to the Cloud Storage and any information contained in the Cloud Storage, providing Crowe access to the information in the Cloud Storage, and protecting the information in the Cloud Storage from any unauthorized access, including without limitation unauthorized access to the information when in transit to or from the Cloud Storage. Client represents that it has authority to provide Crowe access to information in the Cloud Storage and that providing Crowe with such access complies with all applicable laws, regulations, and duties owed to third-parties.

DATA PROTECTION – If Crowe holds or uses Client information that can be linked to specific individuals who are Client's customers ("Personal Data"), Crowe will treat it as confidential and comply with applicable US state and federal law and professional regulations (including, for financial institution clients, the objectives of the Interagency Guidelines Establishing Information Security Standards) in disclosing or using such information to carry out the Services. The parties acknowledge and understand that while Crowe is a service provider as defined by the California Consumer Privacy Act of 2018 and processes Client information pursuant to this Agreement, Crowe retains its independence as required by applicable law and professional standards for purposes of providing attest services and other services. Crowe will not (1) sell Personal Data to a third party, or (2) retain, use or disclose Personal Data for any purpose other than for (a) performing the Services and its obligations on this Agreement, (b) as otherwise set forth in this Agreement, (c) to detect security incidents and protect against fraud or illegal activity, (d) to enhance and develop our products and services, including through machine learning and other similar methods and (e) as necessary to comply with applicable law or professional standards. Crowe has implemented and will maintain physical, electronic and procedural safeguards reasonably designed to (i) protect the security, confidentiality and integrity of the Personal Data, (ii) prevent unauthorized access to or use of the Personal Data, and (iii) provide proper disposal of the Personal Data (collectively, the "Safeguards"). Client represents (i) that it has the authority to provide the Personal Data to Crowe in connection with the Services, (ii) that Client has processed and provided the Personal Data to Crowe in accordance with applicable law, and (iii) will limit the Personal Data provided to Crowe to Personal Data necessary to perform the Services. To provide the Services, Client may also need to provide Crowe with access to Personal Data consisting of protected health information, financial account numbers, Social Security or other government-issued identification numbers, or other data that, if disclosed without authorization, would trigger notification requirements under applicable law ("Restricted Personal Data"). In the event Client provides Crowe access to Restricted Personal Data, Client will consult with Crowe on appropriate measures (consistent with legal requirements and professional standards applicable to Crowe) to protect the Restricted Personal Data, such as: deleting or masking unnecessary information before making it available to Crowe, using encryption when transferring it to Crowe, or providing it to Crowe only during on-site review on Client's site. Client will provide Crowe with Restricted Personal Data only in accordance with mutually agreed protective measures. Otherwise, Client and Crowe agree each may use unencrypted electronic media to correspond or transmit information and such use will not in itself constitute a breach of any confidentiality obligations under this Agreement. Crowe will reasonably cooperate with Client in responding to or addressing any request from a consumer or data subject, a data privacy authority with jurisdiction, or the Client, as necessary to enable Client to comply with its obligations under applicable data protection laws and to the extent related to Personal Data. Client will reimburse Crowe for any out-of-pocket expenses and professional time (at Crowe's then-current hourly rates) incurred in connection with providing such cooperation. Client will provide prompt written notice to Crowe (with sufficient detailed instructions) of any request or other act that is required to be performed by Crowe. As appropriate, Crowe will promptly delete or procure the deletion of the Personal Data, after the cessation of any Services involving the processing of Client's Personal Data, or otherwise aggregate or de-identify the Personal Data in such a way as to reasonably prevent reidentification. Notwithstanding the forgoing, Crowe may retain a copy of the Personal Data as permitted by applicable law or professional standards, provided that such Personal Data remain subject to the terms of this Agreement. If Crowe uses a third-party provider, Crowe will include terms substantially similar to those set forth in this Data Protection Paragraph in an agreement with such provider.

GENERAL DATA PROTECTION REGULATION COMPLIANCE – If and to the extent that Client provides personal data to Crowe subject to the European Union General Data Protection Regulation ("GDPR"),

then in addition to the requirements of the above Data Protection section, this section will apply to such personal data ("EU Personal Data"). The parties agree that for purposes of processing the EU Personal Data, (a) Client will be the "Data Controller" as defined by the GDPR, meaning the organization that determines the purposes and means of processing the EU Personal Data; (b) Crowe will be the "Data Processor" as defined by GDPR, meaning the organization that processes the EU Personal Data on behalf of and under the instructions of the Data Controller; or (c) the parties will be classified as otherwise designated by a supervisory authority with jurisdiction. Client and Crowe each agree to comply with the GDPR requirements applicable to its respective role. Crowe has implemented and will maintain technical and organizational security safeguards reasonably designed to protect the security, confidentiality and integrity of the EU Personal Data. Client represents it has secured all required rights and authority, including consents and notices, to provide such EU Personal Data to Crowe, including without limitation authority to transfer such EU Personal Data to the U.S. or other applicable Country or otherwise make the EU Personal Data available to Crowe, for the duration of and purpose of Crowe providing the Services. The types of EU Personal Data to be processed include name, contact information, title, and other EU Personal Data that is transferred to Crowe in connection with the Services. The EU Personal Data relates to the data subject categories of individuals connected to Client, Client customers, Client vendors, and Client affiliates or subsidiaries ("Data Subjects"). Crowe will process the EU Personal Data for the following purpose: (x) to provide the Services in accordance with this Agreement, (y) to comply with other documented reasonable instructions provided by Client, and (z) to comply with applicable law. In the event of a Crowe breach incident in connection with EU Personal Data in the custody or control of Crowe, Crowe will promptly notify Client upon knowledge that a breach incident has occurred. Client has instructed Crowe not to contact any Data Subjects directly, unless required by applicable law. In the event that a supervisory authority with jurisdiction makes the determination that Crowe is a data controller, Client will reasonably cooperate with Crowe to enable Crowe to comply with its obligations under GDPR.

INTELLECTUAL PROPERTY - Any Deliverables, Works, Inventions, working papers, or other work product conceived, made or created by Crowe in rendering the Services under this Agreement ("Work Product"), and all intellectual property rights in such Work Product will be owned exclusively by Crowe. Further, Crowe will retain exclusive ownership or control of all intellectual property rights in any ideas, concepts, methodologies, data, software, designs, utilities, tools, models, techniques, systems, Reports, or other know-how that it develops, owns or licenses in connection with this Agreement ("Materials"). The foregoing ownership will be without any duty of accounting.

DATA USAGE AND AGGREGATIONS - Client hereby acknowledges and agrees that Crowe may, in its discretion, use any Client information or data provided to Crowe to improve Crowe services and Materials, including without limitation developing new Crowe services and software or other products. Client also agrees that Crowe may, in its discretion, aggregate Client content and data with content and data from other clients, other sources, or third parties ("Data Aggregations") for purposes including, without limitation, product and service development, commercialization, industry benchmarking, or quality improvement initiatives. Prior to, and as a precondition for, disclosing Data Aggregations to other Crowe customers or prospects, Crowe will anonymize any Client data or information in a manner sufficient to prevent such other customer or prospect from identifying Client or individuals who are Client customers. All Data Aggregations will be the sole and exclusive property of Crowe.

LEGAL AND REGULATORY CHANGE – Crowe may periodically communicate to Client changes in laws, rules or regulations. However, Client has not engaged Crowe, and Crowe does not undertake an obligation, to advise Client of changes in (a) laws, rules, regulations, industry or market conditions, or (b) Client's own business practices or other circumstances (except to the extent required by professional standards). The scope of Services and the fees for Services are based on current laws and regulations. If changes in laws or regulations change Client's requirements or the scope of the Services, Crowe's fees will be modified to a mutually agreed amount to reflect the changed level of Crowe's effort.

PUBLICATION – Client agrees to obtain Crowe's specific permission before using any Report or Crowe work product or Crowe's firm's name in a published document, and Client agrees to submit to Crowe copies of such documents to obtain Crowe's permission before they are filed or published.

CLIENT REFERENCE – From time to time Crowe is requested by prospective clients to provide references for Crowe service offerings. Client agrees that Crowe may use Client's name and generally describe the nature of Crowe's engagement(s) with Client in marketing to prospects, and Crowe may also provide prospects with contact information for Client personnel familiar with Crowe's Services.

NO PUNITIVE OR CONSEQUENTIAL DAMAGES – Any liability of Crowe will not include any consequential, special, incidental, indirect, punitive, or exemplary damages or loss, nor any lost profits, goodwill, savings, or business opportunity, even if Crowe had reason to know of the possibility of such damages.

LIMIT OF LIABILITY – Except where it is judicially determined that Crowe performed its Services with recklessness or willful misconduct, Crowe's liability will not exceed fees paid by Client to Crowe for the portion of the work giving rise to liability. A claim for a return of fees paid is the exclusive remedy for any damages. This limit of liability will apply to the full extent allowed by law, regardless of the grounds or nature of any claim asserted, including, without limitation, to claims based on principles of contract, negligence or other tort, fiduciary duty, warranty, indemnity, statute or common law. This limit of liability will also apply after this Agreement.

INDEMNIFICATION FOR THIRD-PARTY CLAIMS – In the event of a legal proceeding or other claim brought against Crowe by a third party, except where it is judicially determined that Crowe performed Services with recklessness or willful misconduct, Client agrees to indemnify and hold harmless Crowe and its personnel against all costs, fees, expenses, damages and liabilities, including attorney fees and any other fees or defense costs, associated with such third-party claim, relating to or arising from any Services performed or work product provided by Crowe that Client uses or discloses to others or this engagement generally. This indemnification is intended to apply to the full extent allowed by law, regardless of the grounds or nature of any claim, liability, or damages asserted, including, without limitation, to claims, liability or damages based on principles of contract, negligence or other tort, fiduciary duty, warranty, indemnity, statute or common law. This indemnification will also apply after termination of this Agreement.

NO TRANSFER OR ASSIGNMENT OF CLAIMS – No claim against Crowe, or any recovery from or against Crowe, may be sold, assigned or otherwise transferred, in whole or in part.

TIME LIMIT ON CLAIMS – In no event will any action against Crowe, arising from or relating to this engagement letter or the Services provided by Crowe relating to this engagement, be brought after the earlier of 1) two (2) years after the date on which occurred the act or omission alleged to have been the cause of the injury alleged; or 2) the expiration of the applicable statute of limitations or repose.

RESPONSE TO LEGAL PROCESS – If Crowe is requested by subpoena, request for information, or through some other legal process to produce documents or testimony pertaining to Client or Crowe's Services, and Crowe is not named as a party in the applicable proceeding, then Client will reimburse Crowe for its professional time, plus out-of-pocket expenses, as well as reasonable attorney fees, Crowe incurs in responding to such request.

MEDIATION – If a dispute arises, in whole or in part, out of or related to this engagement, or after the date of this agreement, between Client or any of Client's affiliates or principals and Crowe, and if the dispute cannot be settled through negotiation, Client and Crowe agree first to try, in good faith, to settle the dispute by mediation administered by the American Arbitration Association, under its mediation rules for professional accounting and related services disputes, before resorting to litigation or any other dispute-resolution procedure. The results of mediation will be binding only upon agreement of each party to be bound. Costs of any mediation will be shared equally by both parties. Any mediation will be held in Chicago, Illinois.

JURY TRIAL WAIVER – FOR ALL DISPUTES RELATING TO OR ARISING BETWEEN THE PARTIES, THE PARTIES AGREE TO WAIVE A TRIAL BY JURY TO FACILITATE JUDICIAL RESOLUTION AND TO SAVE TIME AND EXPENSE. EACH PARTY AGREES IT HAS HAD THE OPPORTUNITY TO HAVE

ITS LEGAL COUNSEL REVIEW THIS WAIVER. THIS WAIVER IS IRREVOCABLE, MAY NOT BE MODIFIED EITHER ORALLY OR IN WRITING, AND APPLIES TO ANY SUBSEQUENT AMENDMENTS, RENEWALS, OR MODIFICATIONS TO THIS AGREEMENT. IN THE EVENT OF LITIGATION, THIS AGREEMENT MAY BE FILED AS WRITTEN CONSENT TO A BENCH TRIAL WITHOUT A JURY. HOWEVER, AND NOTWITHSTANDING THE FOREGOING, IF ANY COURT RULES OR FINDS THIS JURY TRIAL WAIVER TO BE UNENFORCEABLE AND INEFFECTIVE IN WAIVING A JURY, THEN ANY DISPUTE RELATING TO OR ARISING FROM THIS ENGAGEMENT OR THE PARTIES' RELATIONSHIP GENERALLY WILL BE RESOLVED BY ARBITRATION AS SET FORTH IN THE PARAGRAPH BELOW REGARDING "ARBITRATION."

ARBITRATION – If any court rules or finds that the JURY TRIAL WAIVER section is not enforceable, then any dispute between the parties relating to or arising from this Agreement or the parties' relationship generally will be settled by binding arbitration in Chicago, Illinois (or a location agreed in writing by the parties). Any issues concerning the extent to which any dispute is subject to arbitration, or concerning the applicability, interpretation, or enforceability of any of this Section, will be governed by the Federal Arbitration Act and resolved by the arbitrator(s). The arbitration will be governed by the Federal Arbitration Act and resolved by the arbitrator(s). Regardless of the amount in controversy, the arbitration will be administered by JAMS, Inc. ("JAMS"), pursuant to its Streamlined Arbitration Rules & Procedures or such other rules or procedures as the parties may agree in writing. In the event of a conflict between those rules and this Agreement, this Agreement will control. The parties may alter each of these rules by written agreement. If a party has a basis for injunctive relief, this paragraph will not preclude a party seeking and obtaining injunctive relief in a court of proper jurisdiction. The parties will agree within a reasonable period of time after notice is made of initiating the arbitration process whether to use one or three arbitrators, and if the parties cannot agree within fifteen (15) business days, the parties will use a single arbitrator. In any event the arbitrator(s) must be retired federal judges or attorneys with at least 15 years commercial law experience and no arbitrator may be appointed unless he or she has agreed to these procedures. If the parties cannot agree upon arbitrator(s) within an additional fifteen (15) business days, the arbitrator(s) will be selected by JAMS. Discovery will be permitted only as authorized by the arbitrator(s), and as a rule, the arbitrator(s) will not permit discovery except upon a showing of substantial need by a party. To the extent the arbitrator(s) permit discovery as to liability, the arbitrator(s) will also permit discovery as to causation, reliance, and damages. The arbitrator(s) will not permit a party to take more than six depositions, and no depositions may exceed five hours. The arbitrator(s) will have no power to make an award inconsistent with this Agreement. The arbitrator(s) will rule on a summary basis where possible, including without limitation on a motion to dismiss basis or on a summary judgment basis. The arbitrator(s) may enter such prehearing orders as may be appropriate to ensure a fair hearing. The hearing will be held within one year of the initiation of arbitration, or less, and the hearing must be held on continuous business days until concluded. The hearing must be concluded within ten (10) business days absent written agreement by the parties to the contrary. The time limits in this section are not jurisdictional. The arbitrator(s) will apply substantive law and may award injunctive relief or any other remedy available from a judge. The arbitrator(s) may award attorney fees and costs to the prevailing party, and in the event of a split or partial award, the arbitrator(s) may award costs or attorney fees in an equitable manner. Any award by the arbitrator(s) will be accompanied by a reasoned opinion describing the basis of the award. Any prior agreement regarding arbitration entered by the parties is replaced and superseded by this agreement. The arbitration will be governed by the Federal Arbitration Act, 9 U.S.C. §§ 1 et seq., and judgment upon the award rendered by the arbitrator(s) may be entered by any court having jurisdiction thereof. All aspects of the arbitration will be treated by the parties and the arbitrator(s) as confidential.

NOTIFICATION OF NON-LICENSEE OWNERSHIP (For California Engagements) – Crowe ("the Firm") and certain owners of the Firm are licensed by the California State Board of Accountancy. However, the Firm has owners not licensed by the California State Board of Accountancy who may provide Services under this agreement. If Client has any questions regarding licensure of the personnel performing Services under this engagement, please do not hesitate to contact Crowe.

NON-SOLICITATION – Each party acknowledges that it has invested substantially in recruiting, training and developing the personnel who render services with respect to the material aspects of the

engagement (“Key Personnel”). The parties acknowledge that Key Personnel have knowledge of trade secrets or confidential information of their employers that may be of substantial benefit to the other party. The parties acknowledge that each business would be materially harmed if the other party was able to directly employ Key Personnel. Therefore, the parties agree that during the period of this Agreement and for one (1) year after its expiration or termination, neither party will solicit Key Personnel of the other party for employment or hire the Key Personnel of the other party without that party’s written consent unless hiring or engaging party pays to the other party a fee equal to the hired or engaged Key Personnel’s compensation for the prior twelve-month period with the other party.

CROWE AND EQUAL OPPORTUNITY – Crowe abides by the principles of equal employment opportunity, including without limitation the requirements of 41 CFR 60-741.5(a) and 41 CFR 60-300.5(a). These regulations prohibit discrimination against qualified individuals based on their status as protected veterans or individuals with disabilities, and prohibit discrimination against all individuals based on their race, color, religion, sex, or national origin. Moreover, these regulations require that covered prime contractors and subcontractors take affirmative action to employ and advance in employment individuals without regard to race, color, religion, sex, national origin, protected veteran status or disability. Crowe also abides by 29 CFR Part 471, Appendix A to Subpart A. The parties agree that the notice in this paragraph does not create any enforceable rights for any firm, organization, or individual.

CROWE GLOBAL NETWORK – Crowe LLP and its subsidiaries are independent members of Crowe Global, a Swiss organization. “Crowe” is the brand used by the Crowe Global network and its member firms, but it is not a worldwide partnership. Crowe Global and each of its members are separate and independent legal entities and do not obligate each other. Crowe LLP and its subsidiaries are not responsible or liable for any acts or omissions of Crowe Global or any other Crowe Global members, and Crowe LLP and its subsidiaries specifically disclaim any and all responsibility or liability for acts or omissions of Crowe Global or any other Crowe Global member. Crowe Global does not render any professional services and does not have an ownership or partnership interest in Crowe LLP or any other member. Crowe Global and its other members are not responsible or liable for any acts or omissions of Crowe LLP and its subsidiaries and specifically disclaim any and all responsibility or liability for acts or omissions of Crowe LLP and its subsidiaries. Visit www.crowe.com/disclosure for more information about Crowe LLP, its subsidiaries, and Crowe Global.



American Institute of CPAs
220 Leigh Farm Road
Durham, NC 27707-8110

December 12, 2019

James Powers
Crowe LLP
225 W Wacker DR Ste 2600
Chicago, IL 60606-1228

Dear James Powers:

It is my pleasure to notify you that on December 12, 2019, the National Peer Review Committee accepted the report on the most recent System Review of your firm. The due date for your next review is September 30, 2022. This is the date by which all review documents should be completed and submitted to the administering entity.

As you know, the report had a peer review rating of pass. The Committee asked me to convey its congratulations to the firm.

Thank you for your cooperation.

Sincerely,

A handwritten signature in black ink that reads "Michael Fawley". The signature is written in a cursive style.

Michael Fawley
Chair, National PRC
nprc@aicpa.org
+1.919.402.4502

National Peer Review Committee

cc: Samuel Johnson, Scot Ivey

Firm Number: 900010014904

Review Number: 564789



Report on the Firm's System of Quality Control

December 5, 2019

To the Partners of Crowe LLP
and the National Peer Review Committee

We have reviewed the system of quality control for the accounting and auditing practice of Crowe LLP (the firm) applicable to engagements not subject to PCAOB permanent inspection in effect for the year ended March 31, 2019. Our peer review was conducted in accordance with the Standards for Performing and Reporting on Peer Reviews established by the Peer Review Board of the American Institute of Certified Public Accountants (Standards).

A summary of the nature, objectives, scope, limitations of, and the procedures performed in a System Review as described in the Standards may be found at www.aicpa.org/prsummary. The summary also includes an explanation of how engagements identified as not performed or reported in conformity with applicable professional standards, if any, are evaluated by a peer reviewer to determine a peer review rating.

Firm's Responsibility

The firm is responsible for designing a system of quality control and complying with it to provide the firm with reasonable assurance of performing and reporting in conformity with applicable professional standards in all material respects. The firm is also responsible for evaluating actions to promptly remediate engagements deemed as not performed or reported in conformity with professional standards, when appropriate, and for remediating weaknesses in its system of quality control, if any.

Peer Reviewer's Responsibility

Our responsibility is to express an opinion on the design of the system of quality control and the firm's compliance therewith based on our review.

Required Selections and Considerations

Engagements selected for review included engagements performed under *Government Auditing Standards*, including compliance audits under the Single Audit Act; audits of employee benefit plans; audits performed under FDICIA; audits of broker-dealers; and examinations of service organizations [SOC 2 engagements].

As a part of our peer review, we considered reviews by regulatory entities as communicated by the firm, if applicable, in determining the nature and extent of our procedures.

Opinion

In our opinion, the system of quality control for the accounting and auditing practice of Crowe LLP applicable to engagements not subject to PCAOB permanent inspection in effect for the year ended March 31, 2019, has been suitably designed and complied with to provide the firm with reasonable assurance of performing and reporting in conformity with applicable professional standards in all material respects. Firms can receive a rating of *pass*, *pass with deficiency(ies)* or *fail*. Crowe LLP has received a peer review rating of *pass*.

A handwritten signature in black ink that reads "Cherry Bekaert LLP".

Cherry Bekaert LLP

200 South 10th Street, Suite 900, Richmond, VA 23219 | P 804.673.5700 | cbh.com



**FOURTH AMENDMENT
TO
MASTER SERVICES AND LICENSE AGREEMENT**

This FOURTH AMENDMENT TO MASTER SERVICES AND LICENSE AGREEMENT (this "4th Amendment") dated July 28, 2020 between Accelerate Education Incorporated and Sacramento City USD.

RECITALS

Whereas, ACCELERATE and Customer entered into a Master Services and License Agreement effective as of August 15, 2016 ("Effective Date"); and Whereas, each of the parties now desire to amend the terms of that Agreement.

Now, therefore, the parties hereto hereby agree as follows.

AGREEMENT

1. Amendments to the Agreement

Exhibit B of the Agreement is hereby amended and restated to read in its entirety as follows:

**Exhibit B
Pricing and Payment Schedule**

1200	Credit Recovery Seat with Instruction	User Seat License is one enrolled student with up to 4 Credit Recovery courses at any point in time within the year. Price is per Block of 10 Seats. Includes Content, Hosting, Support, and Instruction from CA Cert HQ Teachers. Bio/Chem/Physics included virtual labs.	\$179.90	\$215,880.00
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Additional Information	Subtotal	\$215,880.00
- Once a student completes or drops from a Seat, License is open for another student - Physical Materials not Included	Tax	\$0.00
	Total	\$215,880.00

Detailed catalogs and course descriptions of the Licensed Materials listed on this quote can be accessed at www.Accelerate.Education within the catalogs section of the web site.

2. Miscellaneous

(a) The headings contained in this Amendment are for reference purposes only and shall not affect in any way the meaning or interpretation of this Amendment.

(b) Except as expressly amended and modified by this Amendment, the Agreement shall continue in full force and effect and is hereby ratified and confirmed in all respects.

IN WITNESS WHEREOF, the parties hereto have entered into and signed this Amendment as of the date and year first above written.

**ACCELERATE EDUCATION
INCORPORATED**

By _____
Name: Michael Axtman
Title: President/CEO
Date:

SACRAMENTO CITY USD

By _____
Name: Rose Ramos
Title: Chief Business Officer
Date:

**Master Services and License Agreement
Between
Sacramento City USD
and
Accelerate Education**

Sacramento City USD ("**Customer**") and Accelerate Education Incorporated, a Nevada corporation ("**Accelerate**") enter into this Master Services and License Agreement (the "**Agreement**") as of the 15th day of August, 2016.

1) Products and Services

Subject to the terms and conditions set forth in this Agreement, Accelerate agrees to provide the products and perform the services described in the attached Exhibits. Accelerate reserves the right, from time to time, to add, change or discontinue any of its products or services.

2) Title to Licensed Materials

Customer acknowledges and agrees that Accelerate shall retain all right, title and interest in and to the all products licensed to Customer hereunder, including without limitation all content, curriculum, delivery systems, documentation, including releases and code bases, which Accelerate may from time to time provide to Customer hereunder (the "**Licensed Materials**") and which Customer and Accelerate agree shall be added to Exhibit A. Nothing herein transfers or conveys to Customer any ownership right, title or interest in or to the Licensed Materials or to any copy thereof or any Accelerate Intellectual Property therein.

"Accelerate Intellectual Property" includes everything which Accelerate makes, conceives, develops, discovers, reduces to practice or fixes in a tangible medium of expression, alone or with others, pursuant to the terms of this Agreement, including without limitation any courses created by Accelerate, and all intellectual property that Accelerate has or will develop, including developments, concepts, ideas, procedures, and original works of authorship, including but not limited to interim work product, outlines, modifications and derivative works, and all similar matters, whether or not copyrightable, and also includes all records and expressions of those matters.

3) Grant of License

License Terms. Accelerate hereby grants Customer a non-transferable, non-exclusive, royalty-free license to access and use the Licensed Materials listed in Exhibit A during the term of this Agreement. All such access and use of the Licensed Materials shall be subject to the terms and conditions hereof.

Customer shall use its best efforts to prevent any improper use of the Licensed Materials or any violation of Accelerate's rights in the Accelerate Intellectual Property, and shall, under no circumstances, sell, lease, assign, sublicense or otherwise transfer the Licensed Materials except as provided herein. Customer shall not remove any proprietary, copyright, patent, trademark, design right, trade secret, or any other proprietary rights legends from the Licensed Materials. Customer agrees not to disassemble, decompile, translate into human readable form or into another computer language, reconstruct or decrypt, or reverse engineer, all or any part of the Licensed Materials. Further, Customer shall not write or develop any derivative works or computer programs based upon any part of the Licensed Materials.

4) Term and Termination

Initial Term. The initial term of this Agreement ("**Initial Term**") shall commence on the date of the Agreement and shall continue for a three (3) year period. At the end of the Initial Term, this Agreement will automatically renew for succeeding 12-month periods (each, a "**Renewal Term**") unless either party notifies the other at least thirty (30) days prior to the end of such relevant Initial Term or Renewal Term that it does not intend to renew.

Termination. Either party may terminate this Agreement on written notice if the other party materially breaches any term or condition of this Agreement and fails to cure such breach within ten (10) days in after the date of written notice to cure.

5) Fees, Invoices; Late Fees; Interest

Current pricing for the Licensed Materials is set forth in the Exhibit B attached hereto.

Accelerate shall invoice Customer for Licensed Materials in Exhibit A. Customer shall pay all invoices within thirty (30) days of the date of the invoice. In the event that any invoice for fees is not paid in full within 30 days of the invoice date, Customer shall pay an additional late payment fee equal to 2.0% of the unpaid amount, plus simple interest on the balance owing at the rate of 18% per annum beginning 60 days after the date of the invoice as well as any costs incurred by Accelerate in collecting the unpaid amount.

6) Accelerate Representations and Warranties

Delivery. Accelerate represents and warrants that (a) it has full power and authority to enter into, and to perform its obligations under, this Agreement; (b) it has all registrations, licenses and approvals necessary to conduct its business and to enter into and perform its obligations under this Agreement.

Functionality. Accelerate represents and warrants that it will use its best efforts to make the Licensed Materials function in a manner satisfactory to Customer and as outlined in this Agreement, and according to published documentation; however, the parties acknowledge that the technology employed has limitations beyond the control of Accelerate.

Intellectual Property. Accelerate represents and warrants that neither Accelerate, in connection with performing the Services, nor the Licensed Materials will knowingly infringe any patent, copyright, trademark or trade secret or other proprietary right of any person.

7) Customer Warranties and Representations

Customer represents and warrants that (a) it has full power and authority to enter into, and to perform its obligations under, this Agreement; (b) it has all registrations, licenses and approvals necessary to conduct its business and to enter into and perform its obligations under this Agreement. Customer will not knowingly infringe any patent, copyright, trademark or trade secret or other proprietary right of any person. Customer further represents and warrants that it shall have in force valid agreements with any of its employees, subcontractors or other third parties who may have access to the Licensed Materials sufficient to ensure such parties' compliance with the terms of this Agreement regarding the use and protection of the Licensed Materials and Accelerate Intellectual Property.

8) Limited Liability

ASIDE FROM THE WARRANTIES PROVIDED HEREIN, THE LICENSED MATERIALS ARE PROVIDED "AS IS," WITHOUT WARRANTY, EITHER EXPRESS OR IMPLIED, INCLUDING ANY IMPLIED WARRANTY OF MERCHANTABILITY, QUALITY, PERFORMANCE OR FITNESS FOR A PARTICULAR PURPOSE. ACCELERATE'S MAXIMUM LIABILITY UNDER THIS AGREEMENT SHALL BE FOR DIRECT DAMAGES AND SHALL BE LIMITED TO THE REFUND OF ALL FEES PAID BY CUSTOMER UNDER THIS AGREEMENT. ACCELERATE WILL NOT BE LIABLE FOR ANY PROPERTY DAMAGE, PERSONAL INJURY, LOSS OF USE, INTERRUPTION OF BUSINESS, LOSS OF PROFITS, OR OTHER SPECIAL, INCIDENTAL OR CONSEQUENTIAL DAMAGES, HOWEVER CAUSED, WHETHER FOR BREACH OF WARRANTY, CONTRACT, TORT (INCLUDING NEGLIGENCE), STRICT LIABILITY OR OTHERWISE.

9) FERPA

Accelerate warrants to Customer that it will not make available or distribute any student information in violation of the Family Educational Rights and Privacy Act ("The Buckley Amendment" or "FERPA").

10) Confidentiality

Each party agrees that during the existence of this Agreement and for two (2) years thereafter it will hold in strictest confidence, and will not use or disclose to any third party, any Confidential Information of the other party. The term "Confidential Information" shall mean all non-public information, whether business or technical in nature that the other party designates as being confidential, or which under the circumstances of disclosure ought to be treated as confidential. If any party has any questions as to what comprises Confidential Information of the other party, it agrees to consult with such other party prior to any disclosure. Confidential Information shall not include information that was known to the receiving party prior to disclosure, information that is independently developed by the receiving party who had no access to the other party's Confidential Information, or information that becomes publicly available through no fault of the receiving party. The restrictions on disclosure imposed by this Section shall not apply to information that is required by law or order of a court, administrative agency or other governmental body to be disclosed by the receiving party.

11) Notice

All notices, requests, demands and other communications under this Agreement shall be in writing and shall be effective upon receipt.

Notice to Customer. Unless hereinafter changed by written notice, any notice to Accelerate or Customer, other than invoices and notice with respect to invoices, shall be delivered or mailed to:

Sacramento City USD	Accelerate Education
5735 47th Avenue	3655 W Anthem Way Suite A-109237
Sacramento, CA 95824	Anthem, AZ 85086
Tel: (916) 643-7400	Tel: 866-705-5575
Fax:	Fax: 866-716-0880

12) Force Majeure

Neither party shall be considered to be in default as a result of its delay or failure to perform its obligations herein when such delay or failure arises out of causes beyond the reasonable control of the party.

13) Indemnification

Each party shall indemnify, defend, and hold the other harmless from and against any and all third party claims, liabilities, damages, losses, costs and expenses (including reasonable attorneys' fees) arising out of or relating to any breach or alleged breach of this Agreement by the indemnifying party. This is upon the condition that the party seeking indemnification shall give the other party prompt written notice of such suit and full right and opportunity to conduct the defense thereof, together with full information and all reasonable cooperation. No costs or expenses shall be incurred for the account of the other party without its written consent.

14) Dispute Resolution & Mediation

Except for any claims seeking injunctive relief, in the event of any dispute, claim or controversy arising out of or relating to this Agreement or the breach thereof (a "Dispute"), the parties shall first attempt to resolve the Dispute, without formal proceedings, through a telephone conference between Accelerate's CEO or other designated representative and Customer's CEO or other designated representative. If the parties are unable to resolve the Dispute within ten (10) business days of receipt of a written notice from the other that

details the Dispute, then upon notice by either party to the other, the Dispute shall be finally determined and settled by arbitration in accordance with the Commercial Arbitration Rules of the American Arbitration Association ("AAA"). Unless otherwise agreed by the parties, the arbitration panel shall consist of one arbitrator chosen in accordance with the AAA. Any such arbitrator shall be knowledgeable in the subject area in which the Dispute arises. Each party shall be entitled to representation by counsel, to appear and present written and oral evidence and argument and to cross-examine witnesses presented by the other party. The arbitration award shall be in writing and the arbitrator shall provide written reasons for the award. The award of the arbitrator shall be final and binding on the parties hereto and may be enforced in any court of competent jurisdiction. The prevailing party in any action or proceeding to enforce its rights hereunder shall be entitled to recover reasonable attorneys' fees and other reasonable costs, including fees of the arbitrator and the AAA, incurred in the action or proceedings. This Agreement shall be governed by the laws of the State of Arizona. The parties agree that all facts and other information relating to any arbitration arising under this Agreement shall be kept confidential to the fullest extent permitted by law.

15) Binding Effect

This Agreement shall be binding upon and inure to the benefit of the parties hereto and their respective successors and affiliates.

16) Entire Agreement; Assignment

This Agreement (including the Exhibits) sets forth the entire understanding of the parties with respect to the subject matter of this Agreement and supersedes any and all prior understandings and agreements, whether written or oral, between the parties with respect to such subject matter. Neither party may assign this Agreement, in whole or in part, without the other party's written consent; provided, however, that either party may assign this Agreement without such consent in connection with any merger, consolidation, any sale of all or substantially all of such party's assets.

17) Severability

If any provision of this Agreement shall be invalid or unenforceable in any respect for any reason, the validity and enforceability of any such provision in any other respect and of the remaining provisions of this Agreement shall not be in any way impaired; provided, however, that the parties will attempt to agree upon a valid and enforceable provision which shall be a reasonable substitute for each invalid provision or unenforceable provision in light of the tenor of this Agreement and, upon so agreeing, shall incorporate such substitute provision into this Agreement.

IN WITNESS WHEREOF, the Parties hereto have executed this Agreement on the day first above written.

Accelerate Education

Sacramento City USD

By: _____
Michael Axtman, President/CEO

By:  _____
Printed Name: Gerardo Castillo _____
Title: Chief Business Officer _____

**Exhibit A
Licensed Materials**

Credit Recovery Course Catalog



High School

MATH

Algebra 1 A&B
Algebra 2 A&B
Consumer Math A&B
Integrated Math 1 A&B
Integrated Math 2 A&B
Geometry A&B
Pre-Algebra A&B

LANGUAGE ARTS

Language Arts 9 A&B
Language Arts 10 A&B
Language Arts 11 A&B
Language Arts 12 A&B

SOCIAL STUDIES

American Government
American History A&B
Civics
Economics
World Geography and Cultures A&B
World History A&B

SCIENCE

Biology A&B
Chemistry A&B
Earth Science A&B
Physical Science A&B
Physics A&B

WORLD LANGUAGES

Spanish 1 A&B
Spanish 2 A&B
Spanish 3 A&B
French 1 A&B
French 2 A&B

HEALTH & P.E.

Health A&B
Physical Education

ELECTIVES

Art Appreciation
Character Education
Child Development
Entomology (Jan 2017)
Marine Science
Music Appreciation
Paleontology
Psychology
Relationships (Jan 2017)
Renewable Energy
Theater Studies
Seven Habits for Success
Sociology A&B
Space Exploration
World Religions

CAREER ELECTIVES

Computer Basics
Hospitality and Tourism
Media & Communication
Medicine
Retailing

Original Credit Course Catalog

High School

MATH

Algebra 1 A&B
Algebra 2 A&B
Consumer Math A&B
Geometry A&B
Honors Algebra 1 A&B
Honors Algebra 2 A&B
Honors Geometry A&B
Integrated Math 1 A&B
Integrated Math 2 A&B
Integrated Math 3 A&B
Pre-Algebra A&B
Pre-Calculus
Trigonometry

LANGUAGE ARTS

Creative Writing
Language Arts 9 A&B
Language Arts 10 A&B
Language Arts 11 A&B
Language Arts 12 A&B
Honors Language Arts 9 A&B
Honors Language Arts 10 A&B
Honors Language Arts 11 A&B
Honors Language Arts 12 A&B
English Language Development A&B
Reading Skills
Speech

SOCIAL STUDIES

American Government
American History A&B
Anthropology
Civics
Economics
Honors American Government
Honors American History A&B
Honors Economics
Honors World History A&B
World Geography and Cultures A&B
World History A&B

SCIENCE

Anatomy and Physiology
Biology A&B
Botany and Zoology
Chemistry A&B
Earth Science A&B
Entomology (1/2017)
Environmental Science
Honors Biology A&B
Honors Chemistry A&B
Honors Physics A&B
Marine Science
Paleontology
Physical Science A&B
Physics A&B
Renewable Energy
Space Exploration

WORLD LANGUAGES

Spanish 1 A&B
Spanish 2 A&B
Spanish 3 A&B
French 1 A&B
French 2 A&B
Chinese 1 A&B
Chinese 2 A&B

HEALTH & P.E.

Alcohol, Tobacco and other
Drugs (1/2017)
Health A&B
Individual and Team Sports
(1/2017)
Physical Education A&B

ELECTIVES

Advanced Drawing (1/2017)
Calligraphy (1/2017)
Art Appreciation
Basic Drawing
Beginning Painting (1/2017)
Career Planning
Character Education
Child Development
Graphic Design
Life Management Skills
Music Appreciation
Psychology
Relationships (1/2017)
Research
Seven Habits
Sociology A&B
Study Skills and Strategies
Theater Studies
World Religions

CAREER ELECTIVES

Basic Web Design
Business Communication
Computer Basics
Digital Arts
Essentials of Business
Financial Literacy
Hospitality and Tourism
JavaScript
Law and Ethics
Media and Communication
Medicine
Retailing
Work Environment

ADVANCED PLACEMENT

AP Calculus AB A&B
AP Calculus BC A&B
AP English Literature and Composition A&B
AP Physics 1, 2 A&B
AP Physics C A&B

**Exhibit B
Pricing and Payment Schedule**

Credit Recovery Online Courses

Annual User Seat Subscription Fees

Grades 9-12	Curriculum/Hosting/Instructional Support
Block of 10 User Seats	\$1850

- Seats include any Course, Hosting, Support and CA HQ Instruction in the Credit Recovery catalog in Exhibit A.
- Seats also include enrollment in a Course, Hosting and Support (no Instruction) in an Original Credit Catalog in Exhibit A.
- Students can be enrolled in up 4 Semester courses at once.
- When a student is enrolled in a course the seat is occupied. When they complete or drop, the seat is open again for another student.
- Physical Materials not Included
- IDEAL Learning Library is included
- Mentor Training is required

High School Online Courses

User License Fees

Grades 9-12	Individual Course
Accelerate Online Academy Content, Hosting, Support and Instruction	285
Instruction for Annual User Seat	155

- Individual Course Fees are Per Student / Per Semester / Per Course
- Physical Materials not Included
- IDEAL Learning Library is included

Training

Online Admin/Mentor Training	1 Day Onsite	\$2,500
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- Includes Expenses

Online Course License and Training Purchase

Qty	Description	Unit Price	Line Total
1	Onsite Admin/Mentor Training for as many staff members as needed	\$2,500	\$2,500
30	Block of 10 Annual Credit Recovery Seats	\$1,850	\$55,500
300	Instruction Fee for a 1 semester course to one student in an Original Credit Course	\$155	\$46,500
50	Single Semester Enrollments into the Accelerate Online Academy	\$285	\$14,250
		Total	\$118,750

Payment Terms Net 30 from Invoice Date

**Exhibit C to
Master Services and License Agreement between
Customer and Accelerate Education**

This Exhibit is part of the Agreement between Customer and Accelerate with respect to additional responsibilities as provided herein. Except as otherwise defined in this Exhibit, all capitalized terms shall have the meanings given to them in the Agreement.

Customer shall ensure that all authorized users of the fitness courses licensed to Customer by Accelerate ("Fitness Courses") agree in writing to be bound by and to comply with the consent and release terms of use ("Terms of Use") set forth below, and the code of conduct ("Code of Conduct") set forth below, if any. If an authorized user is a minor, Customer shall require that the Terms of Use and Code of Conduct (if any) be executed by the parent or other legal guardian of each such minor, granting the parent's permission for such minor to access and use the Fitness Courses, acknowledging the risks of participation in the Fitness Courses and releasing Accelerate and its licensors from all liability related to such participation. Customer shall provide Accelerate with a copy of each and all of the signed consents. The Terms of Use shall be worded in substantially the same manner as provided below.

Terms of Use

The following waiver must be signed by any authorized user over the age of 18 or by the parents of any authorized users who are under the age of 18.

1. I understand that my participation, or the participation of my child (if applicable), in Fitness Courses involves risks of serious injury or death, and for myself, and for my heirs, legal representatives, and successors in interest, I fully assume all of the risks of such participation, including, but not limited to, the following: dangers arising from equipment failure and inadequate safety equipment, health risks of extreme or rigorous physical activity, pre-existing medical conditions, and risks arising from the negligence of Accelerate Education Inc., its licensors and their respective principals, instructors, employees, and heirs (the "Releasees"). Further, for myself, and for my heirs, legal representatives, and successors in interest, I hereby release the Releasees, and agree to defend, indemnify and hold the harmless the Releasees, from and against any and all claims, losses, damages, costs, liabilities and expenses of whatever kind or character, on account of any actual or alleged loss, injury or damage (including, but not limited to, any loss, injury or damage arising from the Releasee's own negligence) to any person or to any property arising out of or in connection with my participation in the Fitness Courses.

2. Accelerate Education Inc. grants you, the participant in the Fitness Courses, the right to use the Fitness Courses solely as necessary for the purpose of participating in such Fitness Courses through your educational institution. Your participation in such Fitness Courses is made possible only by license agreement between Accelerate Education Inc. and your educational institution. You are not acquiring any right, title or interest of any nature whatsoever in the Fitness Courses, or any part thereof, or any logo or trade name by your participation in such Fitness Courses. Further, you hereby agree that you will not use or copy any part of the Fitness Courses for any reason whatsoever, except as necessary to participate in such Fitness Courses through your educational institution. All Fitness Courses are protected by copyright and other laws.

Signed: _____ 

Gerardo Castillo
Chief Business Officer

Print Name: _____

Date: _____ 6/28/16

IN WITNESS WHEREOF, the parties have executed this Exhibit to be effective as of the effective date of the Agreement.

Accelerate Education

Customer

By: _____

By:  _____

Title: _____

Title: Gerardo Castillo, Chief Business Officer



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 12.1b

Meeting Date: September 3, 2020

Subject: Approve Personnel Transactions

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

Division: Human Resources Services

Recommendation: Approve Personnel Transactions

Background/Rationale: N/A

Financial Considerations: N/A

LCAP Goal(s): Safe, Clean and Healthy Schools

Documents Attached:

1. Certificated Personnel Transactions Dated September 3, 2020
2. Classified Personnel Transactions Dated September 3, 2020

<p>Estimated Time of Presentation: N/A Submitted by: Cancy McArn, Chief Human Resources Officer Approved by: Jorge A. Aguilar, Superintendent</p>
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Attachment 1: CERTIFICATED 9/3/2020

NameLast	NameFirst	JobPerm	JobClass	PrimeSite	BegDate	EndDate	Comment
EMPLOY-REEMPLY							
ALVA	CHRISTINA	A	Teacher, Parent/Preschool Ed	CHILD DEVELOPMENT PROGRAMS	9/3/2020	6/30/2021	REEMPL 9/3/20
ANDERSON	WILLIE	A	Teacher, Child Development	CHILD DEVELOPMENT PROGRAMS	9/3/2020	6/30/2021	REEMPL 9/3/20
AUSTIN	ELIASON	B	Teacher, Middle School	WILL C. WOOD MIDDLE SCHOOL	9/3/2020	6/30/2021	EMPLOY PROB 9/3/20
BABBY	PAUL	B	Teacher, Spec Ed	C. K. McCLATCHY HIGH SCHOOL	9/3/2020	6/30/2021	EMPLOY PROB 9/3/20
BENNETT	JOSHUA	B	Teacher, High School, Contin.	AMERICAN LEGION HIGH SCHOOL	9/3/2020	6/30/2021	EMPLOY PROB 9/3/20
BERNARDINO	ANGELA	B	Teacher, High School	HIRAM W. JOHNSON HIGH SCHOOL	9/3/2020	6/30/2021	EMPLOY PROB 9/3/20
BILLINGS	MARY	B	Teacher, High School	HIRAM W. JOHNSON HIGH SCHOOL	9/3/2020	6/30/2021	EMPLOY PROB 9/3/20
CHAPMAN	AMANDA	E	Teacher, Parent/Preschool Ad	A.WARREN McCLASKEY ADULT	8/12/2020	6/30/2021	REEMPL TC 8/12/20-6/30/21
CHUDZINSKI	DANIELLA	B	Teacher, Resource	JOHN BIDWELL ELEMENTARY	9/3/2020	6/30/2021	EMPLOY PROB 9/3/20
CRUZ	JORJE	A	Teacher, Elementary	CESAR CHAVEZ INTERMEDIATE	9/3/2020	6/30/2021	REEMPL 9/3/20
DAMIANO	RACHEL	B	Teacher, Resource, Special Ed.	ENGINEERING AND SCIENCES HS	9/3/2020	6/30/2021	EMPLOY PROB 9/3/20
DAMIANO	RACHEL	B	Teacher, Resource, Special Ed.	THE MET	9/3/2020	6/30/2021	EMPLOY PROB 9/3/20
DANKMAN	AARON	B	Teacher, High School	C. K. McCLATCHY HIGH SCHOOL	9/3/2020	6/30/2021	EMPLOY PROB 9/3/20
FASSIOTTO	LEIGH-ANN	B	Teacher, K-8	GENEVIEVE DIDION ELEMENTARY	9/3/2020	6/30/2021	EMPLOY PROB 9/3/20
FIELDS	JACQUELINE	0	Teacher, Spec Ed	CESAR CHAVEZ INTERMEDIATE	9/3/2020	6/30/2021	EMPLOY PROB 9/3/20
HEW LEN	JOSEPH	B	Teacher, Middle School	WILL C. WOOD MIDDLE SCHOOL	9/3/2020	6/30/2021	EMPLOY PROB 9/3/20
JOHNSON	LYNETTE	0	Teacher, Spec Ed	CAROLINE WENZEL ELEMENTARY	9/3/2020	6/30/2021	EMPLOY PROB 9/3/20
MAGREEVY	PHILIP	0	Teacher, ROTC	C. K. McCLATCHY HIGH SCHOOL	8/3/2020	6/30/2021	EMPLOY PROB 8/3/20
ROWAN	DANIEL	B	Teacher, Spec Ed	HIRAM W. JOHNSON HIGH SCHOOL	9/3/2020	6/30/2021	EMPLOY PROB 9/3/20
ROY	DIANA	0	Teacher, Resource, Special Ed.	ABRAHAM LINCOLN ELEMENTARY	9/3/2020	6/30/2021	EMPLOY PROB 9/3/20
SHAVER	SARAH	0	Teacher, Elementary	A. M. WINN - K-8	9/3/2020	6/30/2021	EMPLOY PROB 9/3/20
SINGER	SCOTT	R	Teacher, High School	CAREER & TECHNICAL PREPARATION	7/1/2020	6/30/2021	EXT PERM LTA 7/1/20-6/30/21
VIVAS RODRIGUEZ	SANTIAGO	B	Teacher, Resource, Special Ed.	LUTHER BURBANK HIGH SCHOOL	9/3/2020	6/30/2021	EMPLOY PROB 9/3/20
VIVAS RODRIGUEZ	SANTIAGO	B	Teacher, Resource, Special Ed.	ROSA PARKS MIDDLE SCHOOL	9/3/2020	6/30/2021	EMPLOY PROB 9/3/20
WHITEHEAD	SANDRA	B	Teacher, Middle School	KIT CARSON INTL ACADEMY	9/3/2020	6/30/2021	EMPLOY PROB 9/3/20
ZARAGOZA-VENTURA	VERONICA	B	Teacher, Elementary	PACIFIC ELEMENTARY SCHOOL	9/3/2020	6/30/2021	EMPLOY PROB 9/3/20
LEAVES							
DHAH	SARAH	B	Supervisor, Special Education	SPECIAL EDUCATION DEPARTMENT	8/10/2020	6/30/2021	LOA RTN 8/10/20
FOX	STEPHANIE	A	School Nurse	HEALTH SERVICES	7/1/2020	10/5/2020	AMEND EXT LOA (PD) 7/1/20-10/5/20
LAMB ROSSI	MICHELE	A	Training Specialist	CURRICULUM & PROF DEVELOP	7/1/2020	6/30/2021	LOA RTN 7/1/20
TUTT	TYLER	0	Teacher, Spec Ed	ETHEL PHILLIPS ELEMENTARY	8/7/2020	6/30/2021	ADMIN LOA (UNPD) 8/7/20
RE-ASSIGN/STATUS CHANGE							
ALFARO	CLAUDIA	B	Principal, Elementary School	JOHN D SLOAT BASIC ELEMENTARY	8/3/2020	6/30/2021	REA/STCHG 8/3/20
ANDREWS	KRYSTLE	B	Principal, Elementary School	PARKWAY ELEMENTARY SCHOOL	8/3/2020	6/30/2021	REA/STCHG 8/3/20
GRAY	JANESSA	Q	Teacher, Elementary	CAROLINE WENZEL ELEMENTARY	7/1/2020	6/30/2021	STCHG 7/1/20
LIOW	JOE	A	Teacher, Elementary	NICHOLAS ELEMENTARY SCHOOL	7/1/2020	6/30/2021	REA 7/1/20
MARTIN	JESSICA	C	Prncpl, New Innovative Sm HS	NEW TECH	7/1/2020	6/30/2021	REA/STCHG 7/1/20
NOSSARDI	KENNETH	A	Teacher, Elementary Spec Subj	DAVID LUBIN ELEMENTARY SCHOOL	7/1/2020	6/30/2021	REA 7/1/20
SAECHAO	MELANIE	C	Teacher, Elementary	O. W. ERLEWINE ELEMENTARY	7/1/2020	6/30/2021	STCHG 7/1/20
SHINTAKU	VANESSA	A	Teacher, Resource, Special Ed.	HIRAM W. JOHNSON HIGH SCHOOL	7/1/2020	6/30/2021	REA 7/1/20
STOCKDALE	LUTISHA	A	Teacher, Elementary Spec Subj	OAK RIDGE ELEMENTARY SCHOOL	7/1/2020	6/30/2021	REA 7/1/20
WALTERS	ROBERT	A	Teacher, Elementary	GOLDEN EMPIRE ELEMENTARY	7/1/2020	6/30/2021	REA 7/1/20
XIONG	KELLY	A	Teacher, Child Development	CHILD DEVELOPMENT PROGRAMS	7/1/2020	6/30/2021	REA 7/1/20
SEPARATE / RESIGN / RETIRE							
AASEN	TINA	A	Teacher, Resource, Elementary	JOHN H. STILL - K-8	7/1/2019	6/12/2020	SEP/RETIRE 6/12/20
AH-YUN	BRITTNEY	0	Teacher, Elementary	TAHOE ELEMENTARY SCHOOL	7/1/2020	8/14/2020	SEP/RESIGN 8/14/20
ALLEN	SANDRA	A	Teacher, K-8	ALICE BIRNEY WALDORF - K-8	7/1/2020	7/1/2020	SEP/RETIRE 7/1/20
AWAN	SARA	A	Teacher, Elementary	PACIFIC ELEMENTARY SCHOOL	9/27/2019	6/11/2020	SEP/RESIGN 6/11/20
CALDWELL	STACEY	A	Teacher, Elementary	ETHEL I. BAKER ELEMENTARY	7/1/2020	8/1/2020	SEP/RETIRE 8/1/20
FLOREZ	JULIE	A	Teacher, K-8	JOHN H. STILL - K-8	7/1/2020	7/17/2020	SEP/RESIGN 7/17/20
KUSHNER	JERRY	A	Teacher, Middle School	WILL C. WOOD MIDDLE SCHOOL	7/1/2020	7/30/2020	SEP/RETIRE 7/30/20

NameLast	NameFirst	JobPerm	JobClass	PrimeSite	BegDate	EndDate	Comment
NELSON	DENISE	A	Teacher, Elementary Spec Subj	O. W. ERLEWINE ELEMENTARY	11/13/2019	6/16/2020	SEP/RETIRE 6/16/20
RIDEOUT	MICHAEL	0	Teacher, Elementary Spec Subj	JOHN MORSE THERAPEUTIC	1/14/2020	6/30/2020	SEP/RESIGN 6/30/20
RIDEOUT	MICHAEL	0	Teacher, Elementary Spec Subj	SUCCESS ACADEMY	1/14/2020	6/30/2020	SEP/RESIGN 6/30/20
RODRIGUEZ	KIMBERLY	C	Teacher, Resource, Special Ed.	LUTHER BURBANK HIGH SCHOOL	7/1/2020	7/17/2020	SEP/RESIGN 7/17/20
VAN BEEK	CINDY	A	Teacher, K-8	GENEVIEVE DIDION ELEMENTARY	7/1/2019	6/12/2020	SEP/RETIRE 6/12/20
TRANSFERED							
DUNCAN	ANGELA	A	Teacher, Elementary Spec Subj	H.W. HARKNESS ELEMENTARY	7/1/2020	6/30/2021	TR 7/1/20
GALLAGHER	JOANNA	A	Teacher, Elementary	A. M. WINN - K-8	9/3/2020	6/30/2021	TR 9/3/20
McCOY	MONICA	A	Teacher, K-8	ROSA PARKS MIDDLE SCHOOL	7/1/2020	6/30/2021	TR 7/1/20
MEANS	DALE	A	Teacher, High School	ROSEMONT HIGH SCHOOL	7/1/2020	6/30/2021	TR 7/1/20
MILLER	ROBERT	A	Teacher, High School	C. K. McCLATCHY HIGH SCHOOL	7/1/2020	6/30/2021	TR 7/1/20
MULKEY	MICAELA	A	Teacher, Resource, Special Ed.	C. K. McCLATCHY HIGH SCHOOL	7/1/2020	6/30/2021	TR 7/1/20
ROYBAL III	THOMAS	A	Teacher, Elementary Spec Subj	PETER BURNETT ELEMENTARY	7/1/2020	6/30/2021	TR 7/1/20
WEST-NAWROCKI	CARLENA	A	Teacher, High School	HIRAM W. JOHNSON HIGH SCHOOL	7/1/2020	6/30/2021	TR 7/1/20

NameLast	NameFirst	JobPerm	JobClass	PrimeSite	BegDate	EndDate	Comment



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item # 12.1c

Meeting Date: September 3, 2020

Subject: Approve COVID-19 Expenditure Report

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

Division: Business Services

Recommendation: Receive information on the District's COVID-19 Expenditure Report.

Background/Rationale: The COVID-19 Expenditure Report that is being presented at tonight's Board meeting reflects the District's costs incurred for COVID-19 related expenses for distance learning, supplemental services for students, and health & safety as of August 25, 2020.

Financial Considerations: \$8,651,827 as of August 25, 2020.

LCAP Goal(s): Family and Community Empowerment; Operational Excellence

Documents Attached:

1. COVID-19 Expenditure Report

<p>Estimated Time: N/A Submitted by: Rose Ramos, Chief Business Officer Approved by: Jorge A. Aguilar, Superintendent</p>
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**Sacramento City Unified School District
COVID-19 Expenditures as of 8/25/20**

Expenditures for Distance Learning and Supplemental Support for Students

Date	Req# (PO#)	Category	Description	Total	School Site/Department
6/3/20	P20-02779	Distance Learning	Amazon - Pens for computers - Distance Learning	\$90.73	Academic Office
7/30/20	R21-00840	Distance Learning	Amazon - Distance Learning Playbook Digital Orders	\$2,910.00	Academic Office
4/15/20	P20-02786	Distance Learning	Office Depot - Distance Learning Supplies - paper, index cards, envelopes, etc.	\$661.58	Alice Birney Waldorf
6/22/20	DR21-00030	Distance Learning	Printing Teacher Materials for July	\$1,000.00	Bowling Green Chacon
6/22/20	DR21-00035	Distance Learning	Printing Teacher Materials for August	\$1,000.00	Bowling Green Chacon
6/22/20	DR21-00036	Distance Learning	Printing Teacher Materials for September	\$1,000.00	Bowling Green Chacon
6/22/20	P21-00031	Distance Learning	Learning A-Z - Software Licenses Renewal 2020-21	\$346.35	Bowling Green Chacon
6/30/20	P21-00037	Distance Learning	Imagination Station Inc. - I-Station Renewal en español	\$4,380.00	Bowling Green Chacon
6/30/20	P21-00227	Distance Learning	Curriculum Associates - i-Ready Math/Reading License Renewal	\$17,490.00	Bowling Green Chacon
7/2/20	P21-00039	Distance Learning	Benchmark Education - K-2 Materials (2021 English & Spanish)	\$904.62	Bowling Green Chacon
7/6/20	P21-00216	Distance Learning	Great Minds - Great Minds Math Materials	\$7,830.02	Bowling Green Chacon
7/13/20	P21-00059	Distance Learning	SAVVAS - Spelling Books (Campa)	\$874.30	Bowling Green Chacon
4/15/20	CS20-00366	Distance Learning	Language World Interpreting Services through June 30, 2020	\$200.00	Bowling Green McCoy
4/14/20	P20-03446	Distance Learning	CDW - Chromebooks for distance learning	\$27,385.93	Bowling Green McCoy
8/3/20	R21-00848	Distance Learning	Learning A-Z License	\$6,096.75	Bowling Green McCoy
8/5/20	R21-00871	Distance Learning	Edgenuity Inc. - Edgenuty Webinar Training/License	\$11,500.00	Bowling Green McCoy
8/7/20	R21-00883	Distance Learning	Rosetta Stone - Language Learning Suite to online access to the English language learning solution.	\$13,000.00	Bowling Green McCoy
8/10/20	P21-00169	Distance Learning	NWN Corp. - Laptops for classroom & distant learning	\$6,692.26	California Middle
7/6/20	P21-00180	Distance Learning	CDW - Carts	\$5,611.72	California Middle
5/18/20	C20-00678	Distance Learning	Reimbursement for materials for distance learning	\$18.21	Children Centers
5/18/20	C20-00677	Distance Learning	Reimbursement for materials to support parents with distance learning	\$98.97	Children Centers
6/9/20	C20-00716	Distance Learning	Reimbursement for Arts and crafts for Parent Activity Fund	\$58.80	Children Centers
6/29/20	C20-00787	Distance Learning	Reimbursement for school supplies for students	\$109.79	Children Centers
7/1/20	CH21-00087	Distance Learning	Office Depot Blanket Order- COVID-19 Non-Instructional Supplies for 2020-21 school year	\$15,000.00	Children Centers
7/1/20	CH21-00097	Distance Learning	Instructional Supplies for 2020-21 school year	\$35,000.00	Children Centers
7/1/20	CH21-00098	Distance Learning	Instructional Supplies for 2020-21 school year	\$30,000.00	Children Centers
7/1/20	CH21-00099	Distance Learning	Home Depot Blanket Order - COVID-19 Supplies for 2020-21 school year	\$20,000.00	Children Centers
8/18/20	CHB21-00186	Distance Learning	Instructional Supplies for 2020-21 school year	\$4,900.00	Children Centers
8/18/20	CHB21-00187	Distance Learning	Non-Instructional Supplies for 2020-21 school year	\$4,200.00	Children Centers
8/20/20	CHB21-00257	Distance Learning	19 support supplies for 2020-21 school year	\$4,900.00	Children Centers
8/20/20	CHB21-00258	Distance Learning	Lakeshore Learning Blanket Order - COVID-19 Non-Instructional supplies	\$4,900.00	Children Centers

**Sacramento City Unified School District
COVID-19 Expenditures as of 8/25/20**

Date	Req# (PO#)	Category	Description	Total	School Site/Department
7/1/20	P21-00142	Distance Learning	Amazon - Instructional Supplies	\$834.95	Children Centers
7/1/20	P21-00170	Distance Learning	Amazon - Instructional Supplies	\$556.45	Children Centers
7/21/20	DR21-00058	Distance Learning	Printing of PBS AT+Home Learning Flyer	\$543.51	Communications Office
7/21/20	DR21-00059	Distance Learning	Printing of P-EBT Flyer	\$845.40	Communications Office
4/15/20	P20-03132	Distance Learning	CDW - fees for additional labor to set up distance learning	\$35,260.50	District Wide
4/1/20	P20-03042	Distance Learning	CDW - Chromebooks for Staff	\$275.91	Earl Warren
4/14/20	SA20-00461	Distance Learning	Excel Interpreting Services - Excel Interpreting Services	\$21,000.00	Equity, Access, & Excellence
4/17/20	P20-02787	Distance Learning	Office Depot -Teacher supplies for distance learning COVID- 19	\$1,287.22	Ethel I. Baker
4/13/20	P20-03079	Distance Learning	Office Depot - Paper & Supplies	\$380.52	Hubert Bancroft
7/30/20	R21-00827	Distance Learning	CDW -Purchasing two laptops for staff distance learning	\$2,188.05	Isador Cohen
3/20/20	P20-03235	Distance Learning	Inthinking IB software - Biology	\$270.00	Kit Carson International Academy
3/20/20	P20-03236	Distance Learning	Inthinking IB software - Visual Arts	\$270.00	Kit Carson International Academy
3/20/20	P20-03237	Distance Learning	Inthinking IB software - Spanish Dept.	\$270.00	Kit Carson International Academy
March-June 2020	SA20-00109	Distance Learning	Lozano Smith - COVID-19 related legal/negotiation fees 2019-20	\$101,106.84	Legal Office
March-June 2020	SA20-00109	Distance Learning	Lozano Smith - COVID-19 related legal/negotiation fees 2020-19	\$42,006.62	Legal Office
6/29/20	CS21-00034	Distance Learning	Pamela Manwiller - COVID-19 related consultant/negotiations 2020-21	\$63,000.00	Legal Office
March-June 2020	CS20-00081	Distance Learning	Pamela Manwiller - COVID-19 related consultant/negotiations 2019-20	\$30,687.50	Legal Office
3/16/20-6/30/20	Salary/Benefits	Distance Learning	COVID-19-Instructional Overtime	\$4,585.86	Library Services
4/24/20	C20-00636	Distance Learning	Gale Cengage Learning ebook	\$50.00	Luther Burbank
4/13/20	C20-00603	Distance Learning	Reimbursement for Headsets for Distance Learning	\$134.84	Luther Burbank
4/14/20	C20-00616	Distance Learning	Reimbursement - Amazon Wireless Headset for Distance Learning	\$151.54	Luther Burbank
5/4/20	C20-00648	Distance Learning	Reimbursement for Amazon Wireless Headset for Distance Learning	\$167.41	Luther Burbank
5/1/20	C20-00649	Distance Learning	Reimbursement for Costco Wireless Headset for Distance Learning	\$217.45	Luther Burbank
6/29/20	C20-00779	Distance Learning	Reimbursement to staff for Headset and LSJ books	\$187.29	Luther Burbank
7/1/20	P21-00173	Distance Learning	Cogent Solutions & Supplies- boxes and clipboards	\$5,000.00	Materials Development Lab
8/12/20	C21-00021	Distance Learning	McKesson Medical - Medical Assistant Program - COVID-19 Supplies	\$326.10	New Skills & Business Education Center
4/14/20	P20-02870	Distance Learning	Office Depot - Distance Learning support materials	\$4,429.25	Oak Ridge
4/15/20	P20-02971	Distance Learning	Rosetta Stone - Online program for English Learners	\$29,240.00	Oak Ridge
4/15/20	CHB20-00433	Distance Learning	Office Depot - Blanket for COVID-19 supplies	\$1,123.13	Pacific
8/14/20	CH21-00314	Distance Learning	Office Depot - Care packages for students (school supplies)	\$3,842.90	Phoebe A. Hearst
8/14/20	R21-00963	Distance Learning	CDW - Distance Learning technology for teachers	\$15,671.24	Phoebe A. Hearst
8/16/20	R21-00966	Distance Learning	CDW - Distance Learning technology for teachers	\$1,277.76	Phoebe A. Hearst
8/17/20	R21-00970	Distance Learning	Office Depot - Care packages for students (school supplies)	\$3,903.91	Phoebe A. Hearst

**Sacramento City Unified School District
COVID-19 Expenditures as of 8/25/20**

Date	Req# (PO#)	Category	Description	Total	School Site/Department
8/13/20	R21-00934	Distance Learning	School Specialty Ed - Student Whiteboards	\$1,753.13	Pony Express
8/4/20	P21-00117	Distance Learning	Perfection Learning Corp - EBook AP World History	\$1,719.69	Rosemont High
4/14/20	P20-03375	Distance Learning	iLearn INC - iLearn online subscription	\$460.00	Sam Brannan
4/2/20	B20-00525	Distance Learning	Sonova USA Inc. - Audiology materials & repairs	\$393.47	Special Education
4/2/20	B20-00526	Distance Learning	Weststone Laboratories - Audiology supplies	\$500.00	Special Education
7/21/20	B21-00385	Distance Learning	SONOVA USA Inc. Audiology materials & repairs	\$500.00	Special Education
7/21/20	B21-00386	Distance Learning	Weststone Laboratories - Audiology supplies	\$500.00	Special Education
7/7/20	C20-00796	Distance Learning	Reimbursement for class supplies/materials	\$84.81	Special Education
4/14/20	P20-02953	Distance Learning	Independent Living Aids - Keypads for visually impaired	\$120.66	Special Education
4/14/20	P20-03308	Distance Learning	CDW - Chromebooks for students	\$1,584.86	Special Education
4/14/20	P20-03273	Distance Learning	Apple - Ipad, Special Ed Assistive Technology	\$1,759.16	Special Education
4/14/20	P20-03124	Distance Learning	Amazon - Low incidence assist tech	\$86.99	Special Education
4/14/20	P20-03323	Distance Learning	Apple - Ipad, Special Ed Assistive Technology	\$1,516.91	Special Education
4/15/20	P20-03100	Distance Learning	Office Depot - Instructional support supplies	\$125.97	Susan B. Anthony
4/15/20	P20-03103	Distance Learning	Lakeshore Learning - Instructional COVID-19 support supplies	\$613.97	Susan B. Anthony
7/7/20	P21-00065	Distance Learning	CDW - Lightspeed web filter - Renewal 7/30/20-7/30/21	\$20,400.00	Technology Services
8/18/20	Agreement approved & signed - pending req#	Distance Learning	Comcast Agreement for 6 months - an estimate of 5000 accounts at \$9.95 + tax per account per month with the first 2 months free	\$240,000.00	Technology Services
7/15/20	P21-00091	Distance Learning	ZOOM Video Communications, Inc. - ZOOM K-12/Distance Learning 2020-21	\$45,000.00	Technology Services
6/29/20	P21-00132	Distance Learning	VIMEO Inc. - Live Streaming Renewal 7/30/20-7/30/21	\$11,506.00	Technology Services
8/5/20	R21-00862	Distance Learning	Infinite Campus Inc. - Campus Learning Support & Implementation	\$38,100.00	Technology Services
8/10/20	R21-00897	Distance Learning	Image One Corp. - Online LCFF Support and Maintenance	\$9,061.00	Technology Services
3/20/20	P20-02697	Distance Learning	Chromebooks for Students for Distance Learning	\$5,110,200.00	Technology Services
3/23/20	P20-02704	Distance Learning	Asset tags for Chromebooks	\$2,528.75	Technology Services
8/19/20	R21-01013	Distance Learning	POSMICRO.COM - Barcode Scanner	\$80.48	The MET
8/12/20	P21-00176	Distance Learning	School Specialty Ed. - Care Packages for students (school supplies)	\$4,470.71	Will C. Wood
8/24/20	R21-01046	Distance Learning	School Specialty Ed - History Dept Resources for Distance Learning	\$6,800.00	Will C. Wood
8/25/20	R21-01067	Student Nutrition	Signs By Tomorrow Inc. - Curbside Feeding/Safety A-Frame Signs	\$8,720.01	Nutrition Services
8/19/20	R21-01008	Student Nutrition	Graphic Promotions - Maskupsac uniform shirts for NS staff	\$18,999.50	Nutrition Services
3/24/20	B20-00688	Student Nutrition	Individual Food Service - Paper bags/foil sheets	\$2,758.00	Nutrition Services
4/1/20	B20-00688	Student Nutrition	Individual Food Service - Bags/food service towels	\$5,937.50	Nutrition Services
4/7/20	B20-00810	Student Nutrition	Diversified Foods - Milk for students	\$27,588.00	Nutrition Services

**Sacramento City Unified School District
COVID-19 Expenditures as of 8/25/20**

Date	Req# (PO#)	Category	Description	Total	School Site/Department
7/22/20	B21-00279	Student Nutrition	Fastenal Co - Nitrile gloves for NS staff COVID 19	\$3,000.00	Nutrition Services
7/22/20	B21-00321	Student Nutrition	US Cold Storage - Freezer Storage 2020-21	\$5,000.00	Nutrition Services
7/22/20	P21-00076	Student Nutrition	Amazon - Canopies for curbside feeding	\$3,511.54	Nutrition Services
7/30/20	P21-00103	Student Nutrition	Trimark Economy - Insulated food carriers for curbside food	\$6,394.50	Nutrition Services
7/16/20	R21-00734	Student Nutrition	East Bay - Kiosk for Grab-N-Go Student Meals	\$48,570.34	Nutrition Services
7/31/20	Y21-00012	Student Nutrition	Cal Card payment for face mask, disposable face mask, and air purifier	\$736.92	Nutrition Services
4/17/20	B20-00054	Student Nutrition	Home Depot - 10x10 pop up canopies	\$4,842.12	Nutrition Services
4/15/20	B20-00308	Student Nutrition	US Cold Storage - Frozen food storage & handling thru 4/15	\$2,362.64	Nutrition Services
4/30/20	B20-00308	Student Nutrition	US Cold Storage - Frozen food storage & handling thru 4/30	\$1,502.52	Nutrition Services
3/26/20	B20-00468	Student Nutrition	Sysco T-shirt bags	\$167.52	Nutrition Services
4/16/20	B20-00468	Student Nutrition	Sysco T-shirt bags	\$401.83	Nutrition Services
3/25/20	B20-00687	Student Nutrition	P&R Paper Supply - T-shirt/Foil bags	\$6,111.45	Nutrition Services
4/21/20	B20-00687	Student Nutrition	P&R Paper Supply - Foil sandbags/foil hot dog bags	\$6,964.00	Nutrition Services
3/28/20	B20-00688	Student Nutrition	Perrin Berand - Individual Food Service - Brown paper bag 8#	\$1,720.00	Nutrition Services
3/26/20	B20-00797	Student Nutrition	Producers Dairy Foods - Fresh milk for open sites - COVID-19 closures	\$18,700.41	Nutrition Services
4/1/20	B20-00806	Student Nutrition	Sun Maid Growers - Raisins for student lunches	\$85,665.00	Nutrition Services
4/7/20	B20-00808	Student Nutrition	Bongards Creameries - Cheese sticks for student lunches	\$30,536.58	Nutrition Services
4/7/20	B20-00809	Student Nutrition	Del Monte Foods - Applesauce for student lunches	\$29,912.40	Nutrition Services
3/31/20	CHB20-00100	Student Nutrition	Office Depot - Box labels	\$255.95	Nutrition Services
3/24/20	P20-02719	Student Nutrition	Trimark - Insulated food carriers	\$12,789.00	Nutrition Services
5/6/20	P20-03359	Student Nutrition	Transport Refrigeration - Transit Van Refrigeration Conversion (COVID-19)	\$36,092.80	Nutrition Services
3/16/20-6/30/20	Salary/Benefits	Student Nutrition	COVID-19 - Nutrition Temp, OT, Sub	\$15,500.87	Nutrition Services
4/16/20	DR20-00655	Student Nutrition	COVID-19 Drive Thru Meal Serving Signs	\$6,703.32	Nutrition Services
3/16/20-6/30/20	Salary/Benefits	Student Nutrition	COVID-19 - Nutrition Temp, OT, Sub	\$153,448.15	Nutrition Services
3/23/20	B20-00514	Student Nutrition	Volunteer lunches - Panera Bread Co	\$516.46	Nutrition Services
3/16/20	Petty Cash	Student Nutrition	Allowable earned Pizza for Crew first day no staff (Receipt)	\$259.38	Nutrition Services
3/27/20	Petty Cash	Student Nutrition	Gatorades for evening crew on vans (Receipt)	\$22.82	Nutrition Services
3/16/20	B20-00818	Student Nutrition	Veritiv Operating Company - Boxes/Packaging for COVID -19/Summer Programs	\$1,620.38	Nutrition Services
3/16/20	B20-00819	Student Nutrition	Ekon-O-Pac LLC - Packaging supplies for COVID-19	\$43,582.50	Nutrition Services
3/16/20	B20-00820	Student Nutrition	Del Monte Foods - Fruit Cups for COVID-19	\$29,988.00	Nutrition Services
3/16/20	B20-00821	Student Nutrition	Gold Star Foods - Food for COVID-19/Summer Programs	\$29,428.80	Nutrition Services
3/16/20	B20-00822	Student Nutrition	Sysco Foods - Food/Packaging Supplies for COVID-19/Summer Programs	\$7,497.47	Nutrition Services
3/16/20	B20-00823	Student Nutrition	Gregory Packaging - Aseptic Apple Juice for COVID -19/Summer Programs	\$48,688.80	Nutrition Services
3/16/20	B20-00824	Student Nutrition	P & R Paper - Packaging Supplies for COVID -19/Summer Programs	\$13,557.38	Nutrition Services

**Sacramento City Unified School District
COVID-19 Expenditures as of 8/25/20**

Date	Req# (PO#)	Category	Description	Total	School Site/Department
3/16/20	B20-00825	Student Nutrition	Eastside Entrees Inc. - Shelf stable meals for COVID -19	\$165,667.04	Nutrition Services
3/16/20	B20-00826	Student Nutrition	FATCAT Scones - Breakfast bars/scones for COVID -19/Summer Programs	\$27,552.00	Nutrition Services
3/16/20	B20-00827	Student Nutrition	Fresh Innovations - Fresh apple slices for COVID -19/Summer Programs	\$8,525.00	Nutrition Services
3/16/20	B20-00828	Student Nutrition	General Mills - Cereal for COVID -19/Summer Programs	\$100,667.63	Nutrition Services
3/16/20	B20-00829	Student Nutrition	Perrin Berand - Packaging for COVID -19/Summer Programs	\$5,339.50	Nutrition Services
3/16/20	B20-00830	Student Nutrition	National Food Group Inc. - Sunflower kernels for COVID -19/Summer Programs	\$21,221.69	Nutrition Services
3/16/20	B20-00831	Student Nutrition	WN Bolthouse Farms - Bagged Carrots for COVID -19/Summer Programs	\$7,474.50	Nutrition Services
6/8/20	B21-00087	Student Nutrition	Fatcat Scones - Breakfast bars/scones for COVID -19/Summer Programs	\$35,000.00	Nutrition Services
6/8/20	B21-00088	Student Nutrition	Ernest Packaging - Packaging for COVID -19/Summer Programs	\$25,000.00	Nutrition Services
6/25/20	B21-00112	Student Nutrition	Sun-Maid Growers - Raisins for Summer Program 2020-21	\$83,000.00	Nutrition Services
6/8/20	DR20-00740	Student Nutrition	Printing of Summer Meal Flyer-June 15, 2020	\$1,542.00	Nutrition Services
8/12/20	DR21-00086	Student Nutrition	Printing of COVID-19 Site Signs	\$2,153.13	Nutrition Services
2020-21	Salary/Benefits	Student Nutrition	COVID-19 Nutrition Substitute/Temporary	\$102,126.75	Nutrition Services
4/7/20	V20-01122	Student Nutrition	COVID-19 Mileage Reimbursement	\$59.57	Nutrition Services
4/7/20	V20-01123	Student Nutrition	COVID-19 Related Mileage Reimbursement - March	\$28.11	Nutrition Services
4/7/20	V20-01124	Student Nutrition	COVID-19 Related Mileage Reimbursement - March	\$77.63	Nutrition Services
4/7/20	V20-01125	Student Nutrition	COVID-19 Related Mileage Reimbursement- March	\$16.68	Nutrition Services
5/5/20	V20-01129	Student Nutrition	COVID-19 Related Mileage Reimbursement - March	\$146.86	Nutrition Services
5/5/20	V20-01146	Student Nutrition	COVID-19 Related Mileage Reimbursement - April	\$110.75	Nutrition Services
5/5/20	V20-01147	Student Nutrition	COVID-19 Related Mileage Reimbursement - April	\$97.34	Nutrition Services
5/11/20	V20-01158	Student Nutrition	COVID-19 Related Mileage Reimbursement- April	\$76.99	Nutrition Services
5/11/20	V20-01159	Student Nutrition	COVID-19 Related Mileage Reimbursement- April	\$136.10	Nutrition Services
6/3/20	V20-01178	Student Nutrition	COVID-19 Related Mileage Reimbursement	\$81.77	Nutrition Services
6/4/20	V20-01179	Student Nutrition	COVID-19 Related Mileage Reimbursement for March	\$77.86	Nutrition Services
6/4/20	V20-01180	Student Nutrition	COVID-19 Related Mileage Reimbursement - April	\$46.92	Nutrition Services
6/4/20	V20-01181	Student Nutrition	COVID-19 Related Mileage Reimbursement - May	\$51.35	Nutrition Services
6/4/20	V20-01182	Student Nutrition	COVID-19 Related Mileage Reimbursement - May	\$61.12	Nutrition Services
6/4/20	V20-01183	Student Nutrition	COVID-19 Related Mileage Reimbursement - May	\$98.10	Nutrition Services
6/4/20	V20-01184	Student Nutrition	COVID-19 Related Mileage Reimbursement - May	\$15.04	Nutrition Services
6/15/20	V20-01197	Student Nutrition	COVID -19 Related Mileage Reimbursement - June	\$50.54	Nutrition Services

**Sacramento City Unified School District
COVID-19 Expenditures as of 8/25/20**

Date	Req# (PO#)	Category	Description	Total	School Site/Department
6/15/20	V20-01198	Student Nutrition	COVID-19 Related Mileage Reimbursement - May/June	\$86.42	Nutrition Services
6/15/20	V20-01199	Student Nutrition	COVID-19 Related Mileage Reimbursement- June	\$32.94	Nutrition Services
6/15/20	V20-01200	Student Nutrition	COVID-19 Related Mileage Reimbursement - June	\$41.11	Nutrition Services
6/18/20	V20-01223	Student Nutrition	COVID-19 Related Mileage Reimbursement - June	\$28.87	Nutrition Services
4/17/20	Petty Cash	Student Nutrition	Jamba Juice-last day of evening van services staff (receipt)	\$238.03	Nutrition Services
3/16/20-6/30/20	Salary/Benefits	Student Support Services	COVID-19-Clerical Temp	\$34.44	Admin Services
3/16/20-6/30/20	Salary/Benefits	Student Support Services	COVID-19- Clerical Overtime	\$263.32	Cesar E. Chavez
8/18/20	DR21-00118	Student Support Services	Printing LCA Plan Documents	\$17.00	Continuous Improvement & Accountability
3/16/20-6/30/20	Salary/Benefits	Student Support Services	COVID-19-Operations/Clerical Overtime	\$379.58	Edward Kemble
8/10/20	P21-00144	Student Support Services	Office Depot - COVID-19 Office Supplies	\$4,848.08	Enrollment Center
8/20/20	P21-00174	Student Support Services	Office Depot - Office supplies	\$1,386.73	Enrollment Center
2020/21	Salary/Benefits	Student Support Services	COVID-19 Clerical Overtime	\$6,038.01	Enrollment Center
3/16/20-6/30/20	Salary/Benefits	Student Support Services	COVID-19-Clerical/Other Overtime	\$6,913.78	Enrollment Center
2020-21	Salary/Benefits	Student Support Services	COVID-19 Physical/Mental Health Salary - Temporary	\$6,185.32	Health Services
2020-21	Salary/Benefits	Student Support Services	COVID-19 Physical/Mental Health - Temporary	\$4,815.16	Health Services
3/16/20-6/30/20	Salary/Benefits	Student Support Services	COVID-19-Clerical Overtime	\$273.32	Hubert Bancroft
3/16/20-6/30/20	Salary/Benefits	Student Support Services	COVID-19-Clerical/Other Overtime	\$808.23	Isador Cohen
6/17/20	Y20-00245	Student Support Services	Petty Cash reimbursement - waters for staff working on site 4/30/20	\$31.29	Luther Burbank
3/16/20-6/30/20	Salary/Benefits	Student Support Services	COVID-19-Operations Overtime	\$196.50	Mark Twain
3/16/20-6/30/20	Salary/Benefits	Student Support Services	COVID-19-Operations Sub	\$3,179.01	Nicholas
2020-21	Salary/Benefits	Student Support Services	COVID-19 Teacher Temp./Other Temp.	\$228,606.95	Special Education
2020-21	Salary/Benefits	Student Support Services	COVID-19-Clerical Overtime	\$2,115.79	Technology Services
8/25/20	R21-01068	Student Nutrition	Lifetime.com- ADJ Height Tables for Take Home Meal Prep COVID	\$2,818.58	Nutrition Services
Sub-total Distance Learning and Supplemental Services for Students Expenditures				\$7,675,014.03	

**Sacramento City Unified School District
COVID-19 Expenditures as of 8/25/20**

Date	Req# (PO#)	Category	Description	Total	School Site/Department
Expenditures for Health and Safety (COVID-19 Mitigation)					
3/16/20-6/30/20	Salary/Benefits	Mitigate COVID-19	COVID-19-Operations Sub	\$130.84	Albert Einstein
3/16/20-6/30/20	Salary/Benefits	Mitigate COVID-19	COVID-19-Operations Sub/Temp	\$24,640.28	Building & Grounds
3/16/20-6/30/20	Salary/Benefits	Mitigate COVID-19	COVID-19-Operations Overtime	\$122.82	C.K. McClatchy
4/13/20	Direct pay invoice	Mitigate COVID-19	COVID-19 School Signage- Signature Graphics invoice #00002906666	\$5,872.50	Central Printing
3/16/20-6/30/20	Salary/Benefits	Mitigate COVID-19	COVID-19 -Operations Temp/Classified	\$4,697.78	Distribution
2020-21	Salary/Benefits	Mitigate COVID-19	COVID-19-Operations Temporary	\$798.25	Distribution
3/16/20-6/30/20	Salary/Benefits	Mitigate COVID-19	COVID-19-Operations Sub	\$1,221.73	Ethel I. Baker
3/16/20-6/30/20	Salary/Benefits	Mitigate COVID-19	COVID-19-Operations Overtime	\$230.16	Genevieve Didion
2020-21	Salary/Benefits	Mitigate COVID-19	COVID-19-Overtime Ops Sub	\$387.02	Genevieve Didion
2020/21	Salary/Benefits	Mitigate COVID-19	COVID-19 Operation Overtime	\$138.67	H. W. Harkness
4/1/20	P20-02821	Mitigate COVID-19	Home Depot - Custodial supplies	\$2,880.18	Hiram Johnson
3/16/20-6/30/20	Salary/Benefits	Mitigate COVID-19	COVID-19-Operations Overtime	\$266.72	Hiram Johnson
3/12/20	P20-02681	Mitigate COVID-19	Supplies	\$81.74	John D. Sloat
4/20/20	CHB20-00100	Mitigate COVID-19	Office Depot Blue painters tape	\$213.67	Nutrition Services
3/26/20	Cal Card - Operations	Mitigate COVID-19	"No Public Access" Signs (Pacific West Sing)	\$1,848.75	Operation Support Services
4/8/20	Cal Card - Operations	Mitigate COVID-19	Painters tape and caution tape for crowd control (Bargain Smart)	\$1,185.25	Operation Support Services
4/8/20	Cal Card - Operations	Mitigate COVID-19	"No Public Access" Signs (Pacific West Sing)	\$2,828.13	Operation Support Services
4/17/20	Cal Card - Operations	Mitigate COVID-19	"No Public Access" Signs (Pacific West Sing)	\$4,666.88	Operation Support Services
2020-21	Salary/Benefits	Mitigate COVID-19	COVID-19 Operations Temp	\$86.70	Operations Services
3/16/20-6/30/20	Salary/Benefits	Mitigate COVID-19	COVID-19-Operations Temp, Sub	\$2,130.19	Operations Services
8/24/20	R21-01064	Mitigate COVID-19	HALO Branded Solutions - COVID-19 Floor Decals	\$7,494.63	Risk Management
7/29/20	P21-00090	Mitigate COVID-19	Halo Branded Solutions - COVID-19 Floor Decals	\$7,370.63	Risk Management
7/24/20	P21-00123	Mitigate COVID-19	Grainger Inc. - COVID-19 Signage (Not Custom)	\$80,000.00	Risk Management
5/11/20	DR20-00669	Mitigate COVID-19	Printing of Social Distancing Posters	\$407.58	Risk Management
7/1/20	P21-00010	Mitigate COVID-19	HALO Branded Solutions - Social Distancing Floor Stickers	\$1,490.77	Risk Management
7/6/20	P21-00040	Mitigate COVID-19	Access Display Group, Inc. - Display Poster Frames for COVID-19	\$4,702.16	Risk Management
5/28/20	P20-03346	Mitigate COVID-19	HALO Branded Solutions - COVID-19 Floor Decals in English and Bilingual	\$1,513.13	Risk Management
3/16/20-6/30/20	Salary/Benefits	Mitigate COVID-19	COVID-19-Other Temp Overtime	\$1,765.84	Rosa Parks
8/4/20	R21-00857	Mitigate COVID-19	BI- JAMAR Inc. - Serna Sound Masking System Replacement	\$22,000.00	Serna Center
5/15/20	P20-02963	Mitigate COVID-19	Home Depot - Custodial supplies - COVID	\$845.16	Susan B. Anthony
3/16/20-6/30/20	Salary/Benefits	Mitigate COVID-19	COVID-19-Operations Sub	\$3,453.17	Sutter Middle
3/16/20-6/30/20	Salary/Benefits	Mitigate COVID-19	COVID-19-Operations Sub	\$876.54	Technology Services
3/16/20-6/30/20	Salary/Benefits	Mitigate COVID-19	COVID-19-Operations Sub	\$11,629.15	Technology Services
3/16/20-6/30/20	Salary/Benefits	Mitigate COVID-19	COVID-19-Operation Sub	\$1,466.03	West Campus
3/16/20-6/30/20	Salary/Benefits	Mitigate COVID-19	COVID-19 Operations Sub	\$456.87	Woodbine
7/9/20	R21-00699	Personal Protective Equipment	Cintas First Aid & Safety - COVID supplies for facilities	\$30,000.00	Facilities Maintenance
8/19/20	R21-01006	Personal Protective Equipment	Johnson Controls Inc. - Configure virus mode to run fans	\$5,956.80	Facilities Maintenance

**Sacramento City Unified School District
COVID-19 Expenditures as of 8/25/20**

Date	Req# (PO#)	Category	Description	Total	School Site/Department
7/21/20	R21-00752	Personal Protective Equipment	N Glantz & Son - Paint Shop printer/cutter	\$15,263.31	Facilities Maintenance
8/12/20	P21-00248	Personal Protective Equipment	Sierra Office - Protective Guards for Office - COVID-19	\$365.40	Fern Bacon Middle
8/17/20	R21-00971	Personal Protective Equipment	Moore Medical Corp - COVID Thermometers and Pulse Oximeters	\$6,211.80	Health Services
3/25/20	DR20-00607	Personal Protective Equipment	Printing of Health Posters	\$4,072.05	Health Services
7/24/20	B21-00324	Personal Protective Equipment	Home Depot - Safety supplies 2020-21	\$3,500.00	Nutrition Services
7/8/20	R21-00690	Personal Protective Equipment	SYMN Industries - Sanitizer for 2020-21	\$30,000.00	Nutrition Services
4/2/20	B20-00468	Personal Protective Equipment	Sysco - Gloves	\$120.55	Nutrition Services
4/17/20	B20-00671	Personal Protective Equipment	Danielsen - Gloves	\$748.00	Nutrition Services
4/13/20	P20-03034	Personal Protective Equipment	Cal Card - Hand Sanitizer for staff at serving sites	\$649.24	Nutrition Services
4/7/20	Y21-00013	Personal Protective Equipment	Cal Card -Face coverings, social distancing safety buttons, masks, hand sanitizers	\$5,094.26	Nutrition Services
5/4/20	Cal Card	Personal Protective Equipment	Cal Card -Hand Sanitizer for staff (receipt)	\$1,620.32	Nutrition Services
5/19/20	B20-00814	Personal Protective Equipment	Fastenal - Hand Sanitizer for staff (COVID-19)	\$13,702.50	Nutrition Services
4/13/20	P20-03281	Personal Protective Equipment	Reimbursement to staff for clorox wipes, face coverings, purifier	\$618.85	Nutrition Services
3/25/20	Cal Card - Operations	Personal Protective Equipment	Hudson Sprayers for disinfecting schools (Home Depot)	\$60.08	Operation Support Services
4/2/20	Cal Card - Operations	Personal Protective Equipment	Bandanas for face coverings (Action Military Surplus)	\$724.08	Operation Support Services
4/7/20	Cal Card - Operations	Personal Protective Equipment	PPEs (Bargain Smart)	\$4,980.00	Operation Support Services
4/17/20	Cal Card - Operations	Personal Protective Equipment	Cloth face covering bands (Walmart)	\$21.23	Operation Support Services
4/17/20	Cal Card - Operations	Personal Protective Equipment	Cloth face coverings bands (Target)	\$7.59	Operation Support Services
8/18/20	R21-00436	Personal Protective Equipment	Grainger Inc. - Cleaning Equipment for Sites COVID	\$8,358.31	Operations Services
3/27-4/15/20	B20-00104	Personal Protective Equipment	Grainger -parts/supplies	\$2,451.34	Operations Services
4/14/20	B20-00816	Personal Protective Equipment	Grainger -Chemicals/Materials/Supplies COVID	\$2,451.34	Operations Services
4/14/20	B20-00817	Personal Protective Equipment	Home Depot - Chemicals/Materials/Supplies COVID	\$11,810.96	Operations Services
4/6-4/16/20	CHB20-00196	Personal Protective Equipment	Home Depot - Custodial supplies (Ops)	\$8,305.62	Operations Services
4/6-4/9/20	CHB20-00197	Personal Protective Equipment	Home Depot - Custodial supplies (Serna)	\$4,374.55	Operations Services
7/7/20	P21-00019	Personal Protective Equipment	COMECO - COVID-19 Face Masks	\$32,625.50	Risk Management
8/24/20	R21-01063	Personal Protective Equipment	HALO Branded Solutions - Face Masks	\$10,005.00	Risk Management
7/23/20	P21-00122	Personal Protective Equipment	COMEO - Face Masks - COVID-19	\$33,125.00	Risk Management
7/30/20	P21-00165	Personal Protective Equipment	HALO Branded Solutions, Inc. - Face Masks - COVID-19	\$10,005.00	Risk Management
8/13/20	P21-00160	Personal Protective Equipment	CINTAS Corp - COVID -19 Contactless Thermometers	\$5,655.00	Risk Management
7/6/20	P21-00017	Personal Protective Equipment	HALO Branded Solutions - COVID-19 Face Masks	\$10,005.00	Risk Management

**Sacramento City Unified School District
COVID-19 Expenditures as of 8/25/20**

Date	Req# (PO#)	Category	Description	Total	School Site/Department
7/6/20	P21-00018	Personal Protective Equipment	Cintas Corp - Contactless Thermometer-COVID-19	\$5,655.00	Risk Management
5/29/20	P20-03347	Personal Protective Equipment	HALO Branded Solutions - COVID-19 Masks	\$3,311.63	Risk Management
6/5/20	P20-03407	Personal Protective Equipment	Comeco Inc. - COVID-19 Masks	\$31,842.00	Risk Management
6/9/20	P20-03410	Personal Protective Equipment	HALO Branded Solutions - COVID-19 Masks - 2nd order	\$6,544.50	Risk Management
6/26/20	P21-00099	Personal Protective Equipment	BSN Sports - Masks/Face coverings for staff	\$376.19	School Of Engineering and Sciences
5/18/20	C20-00675	Personal Protective Equipment	Reimbursement - Masks for staff	\$251.44	Sutter Middle
5/18/20	C20-00676	Personal Protective Equipment	Reimbursement - Masks for staff	\$251.44	Sutter Middle
5/12/20	P20-02705	Personal Protective Equipment	Home Depot - CT Extra supplies hand soap, paper towels, hand sanitizer	\$429.50	Woodbine
5/13/20	C20-00665	Remote Access	Reimbursement staff for file boxes due to COVID-19 stay at home order	\$35.17	C.K. McClatchy
8/11/20	P21-00230	Remote Access	CDW - HP Notebooks for staff to work remotely	\$15,594.26	Children Centers
8/3/20	P21-00114	Remote Access	CDW - Laptops/Technology Equipment for Serna Staff remote work	\$73,100.53	District Wide
8/5/20	P21-00115	Remote Access	CDW - Laptops/Technology for Serna Staff remote work	\$2,263.91	District Wide
8/7/20	P21-00153	Remote Access	CDW - Laptops/Technology Equipment for Nutrition staff remote work	\$86,262.58	District Wide
8/13/20	R21-00938	Remote Access	CDW - Laptops/Technology Equipment for Transportation staff remote work	\$5,719.89	District Wide
8/13/20	R21-00939	Remote Access	CDW - Laptops/Technology Equipment for Accounting Staff remote work	\$6,687.01	District Wide
8/6/20	P21-00159	Remote Access	CDW - Laptops/Technology Equipment for Enrollment Center staff remote work	\$3,198.47	District Wide
7/17/20	R21-00742	Remote Access	CDW - COVID-19 Logitech USB headset for remote work	\$624.66	Human Resources
8/10/20	P21-00154	Remote Access	CDW - Laptops/Technology Equipment for Nutrition staff remote work	\$2,240.07	Nutrition Services
6/25/20	R21-00564	Remote Access	CDW - Tablets for NS Admin remote work	\$41,450.13	Nutrition Services
3/23/20	Petty Cash	Remote Access	Headphones for Zoom calls (Receipt)	\$21.54	Nutrition Services
8/14/20	R21-00954	Remote Access	CDW - Laptops for staff remote work	\$56,912.03	Special Education
7/17/20	CS21-00017	Remote Access	ESCAPE - Create custom PO original and PO copy reports for remote work	\$500.00	Technology Services
7/8/20	B20-00489	Remote Access	Sprint - cellular services for staff remote work	\$23,320.00	Technology Services
Sub-total Health & Safety Expenditures				\$829,380.55	

TOTAL EXPENDITURES as of 8/25/2020			\$8,504,395	Funded with CARES Awards
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**Sacramento City Unified School District
COVID-19 Expenditures as of 8/25/20**

Date	Req# (PO#)	Category	Description	Total	School Site/Department
Other COVID-19 Expenditures Funded with *Local Grants for the Purpose of Continuing Meal Services to Students					
2020-21	Salary/Benefits	Student Nutrition	Pay for Staff to Continue Meal Services to Students	\$600.89	Nutrition Services
3/16-4/10/20	Salary/Benefits	Student Nutrition	Pay for Staff to Continue Meal Services to Students	\$106,694.05	Nutrition Services
3/16-4/10/20	Salary/Benefits	Student Nutrition	Pay for Staff to Continue Meal Services to Students	\$24,035.00	Operations
3/16-4/10/20	Salary/Benefits	Student Nutrition	Pay for Staff to Continue Meal Services to Students	\$16,101.99	Operations
Total Other COVID-19 Expenditures				\$147,432	Funded with *Local Grants

*
No Kid Hungry
City Of Sacramento Mayor's Office
Sierra Health Foundation

TOTAL COMBINED EXPENDITURES	\$8,651,827	Funded with CARES and Local Grants
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SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 12.1d

Meeting Date: September 3, 2020

Subject: Approve Staff Recommendations for Expulsion Re-Entry of Expulsion #19, 2018-19, as Determined by the Board

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

Division: Student Hearing and Placement Department

Recommendation: Approve staff recommendation for Re-Entry of Expulsion #19, 2018-19.

Background/Rationale: None

Financial Considerations: None

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

Documents Attached:

None

<p>Estimated Time of Presentation: N/A</p> <p>Submitted by: Doug Huscher, Assistant Superintendent, Student Support Services Stephan Brown, Director II</p> <p>Approved by: Jorge A. Aguilar, Superintendent</p>



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 12.1e

Meeting Date: September 3, 2020

Subject: Approve Resolution No.3162: Project Approval and Notice of Exemption

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

Division: Facilities Support Services

Recommendation: Approve Resolution No.3162, directing staff to file the California Environmental Quality Act (CEQA) Notice(s) of Exemption application with the County Clerk of Sacramento.

Background/Rationale: The school district is the lead agency for the following project: Lisbon (Yav Pem Suab Academy) Dry Rot/Roof Replacement. Pursuant to Guideline 15062 of CEQA, the school district may file a Notice(s) of Exemption application with the County Clerk of Sacramento after approval of the project(s).

The project is exempt from CEQA pursuant to CEQA Guideline 15301, Class 1 as depicted in the Notice(s) of Exemption applications attached. Therefore, is not subject to CEQA.

Financial Considerations: None.

LCAP Goal(s): Operational Excellence

Documents Attached:

1. Resolution No.3162
2. Lisbon (Yav Pem Suab Academy) Dry Rot/Roof Replacement Notice of Exemption application

<p>Estimated Time of Presentation: N/A</p> <p>Submitted by: Rose F. Ramos, Chief Business Officer Nathaniel Browning, Interim Director of Facilities</p> <p>Approved by: Jorge A. Aguilar, Superintendent</p>
--

**SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION**

RESOLUTION NO. 3162

**RESOLUTION RE PROJECT APPROVAL
AND NOTICE OF EXEMPTION**

WHEREAS, the California Environmental Quality Act (“CEQA”) requires a public agency to approve or to determine to carry out a project subject to CEQA before filing a Notice of Exemption; and

WHEREAS, the Board of Education (“Board”), by this Resolution, approves the Project(s) described below.

NOW, THEREFORE, BE IT RESOLVED by the Sacramento City Unified School District Board of Education which finds and determines as follows:

1. Approves the Project(s) described as follows:
 - a. Project Title: Lisbon (Yav Pem Suab Academy) Dry Rot/Roof Replacement
2. Finds that the Project(s) is (are) exempt from CEQA pursuant to the Notice(s) of Exemption attached and incorporated herein by this reference. No Project(s) is (are) subject to CEQA Guideline 15300.2.
3. Directs staff to file the Notice(s) of Exemption pursuant to 15062 of the CEQA Guidelines.

PASSED AND ADOPTED by the Sacramento City Unified School District Board of Education on this 3rd day of September, 2020, by the following vote:

AYES: _____
NOES: _____
ABSTAIN: _____
ABSENT: _____

Jessie Ryan
President of the Board of Education

ATTESTED TO:

Jorge A. Aguilar
Secretary of the Board of Education

Notice of Exemption**Appendix E**

To: Office of Planning and Research
P.O. Box 3044, Room 113
Sacramento, CA 95812-3044

County Clerk
County of: Sacramento

From: (Public Agency): Sacramento City Unif. School Dis
425 1st Ave.
Sacramento, CA 95818

(Address)

Project Title: Lisbon (Yav Pem Suab Academy) Dry Rot/Roof Replacement

Project Applicant: Sacramento City Unified School District

Project Location - Specific:

7555 S. Land Park Dr. Sacramento, CA 95831

Project Location - City: Sacramento Project Location - County: Sacramento

Description of Nature, Purpose and Beneficiaries of Project:

Extensive dry-rot was found in the roof overhangs and soffits of portable classrooms 12-13, 16-27, and Pre-School at the Yav Pem Suab Academy Charter School creating an imminent safety concern. This project will replace the soffits and roofs of the portable classrooms, along with ADA upgrades for a safe path of travel.

Name of Public Agency Approving Project: Sacramento City Unified School District

Name of Person or Agency Carrying Out Project: Amna Javed, GIS/Facilities Manager

Exempt Status: **(check one):**

- Ministerial (Sec. 21080(b)(1); 15268);
- Declared Emergency (Sec. 21080(b)(3); 15269(a));
- Emergency Project (Sec. 21080(b)(4); 15269(b)(c));
- Categorical Exemption. State type and section number: Class 1, Section 15301
- Statutory Exemptions. State code number: _____

Reasons why project is exempt:

This project is exempt pursuant to Class 1 of Section 15301 because it is an existing facility. Extensive dry-rot was found in the roof overhangs and soffits of portable classrooms 12-13, 16-27, and Preschool on the school site creating an imminent safety concern. An emergency project was completed to remove the damaged overhangs and to temporarily waterproof the building. This project will replace the soffits and roofs.

Lead Agency
Contact Person: Amna Javed Area Code/Telephone/Extension: 916-395-3980

If filed by applicant:

1. Attach certified document of exemption finding.
2. Has a Notice of Exemption been filed by the public agency approving the project? Yes No

Signature: _____ Date: _____ Title: _____

Signed by Lead Agency Signed by Applicant

Authority cited: Sections 21083 and 21110, Public Resources Code.
Reference: Sections 21108, 21152, and 21152.1, Public Resources Code.

Date Received for filing at OPR: _____



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 12.1f

Meeting Date: September 3, 2020

Subject: **Approve Resolution No. 3163: Naming District Representative for School Facilities Program and Division of State Architect**

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

Division: Facilities Support Services

Recommendation: Approve and adopt Resolution No. 3163 Naming District Representative for School Facilities Program and Division of State Architect

Background/Rationale: Sacramento City Unified School District participates in various School Facility Programs offered through the Office of Public School Construction (OPSC), The State Allocation Board (SAB), and submits construction plans to the Division of State Architect (DSA) for approval and certification. These programs require the submission of various data, certifications, forms, and applications which require the signature of an authorized "District Representative." Many of the OPSC/SAB programs are funded on a first come/first serve basis; therefore time is of the essence.

Facilities Support Services is seeking the approval of four "District Representatives" to ensure the timely filing of funding applications.

Financial Considerations: Potential State School Facility Program funding

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

Documents Attached:

1. Resolution No.3163

<p>Estimated Time of Presentation: N/A</p> <p>Submitted by: Rose F. Ramos, Chief Business Officer Nathaniel Browning, Interim Director of Facilities</p> <p>Approved by: Jorge A. Aguilar, Superintendent</p>
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SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

RESOLUTION NO. 3163

**District Representatives for Office of Public School Construction
and Division of the State Architect**

BE IT RESOLVED, by the Board of Education (“Board”) of the Sacramento City Unified School District (“District”) and hereby ordered that:

WHEREAS, the Board of the District, 5735 47th Avenue, Sacramento, California, County of Sacramento, desires to authorize individuals to act as “District Representatives” as that term is defined in section 1859.2 of title 2 of the California Code of Regulations.

NOW, THEREFORE, BE IT RESOLVED that, until further action of the Board, or their cessation of employment with the District, the following individuals are authorized to act individually as a District Representative or District Representatives as that term is defined in section 1859.2 of title 2 of the California Code of Regulations on behalf of the District, except as to those matters requiring action by the Board:

AUTHORIZED SIGNATURES:

Jorge A. Aguilar, Superintendent

Rose F. Ramos, Chief Business Officer

Nathaniel Browning, Interim Director

Amna Javed, Manager

This RESOLUTION is effective on date of adoption until revoked or superseded.
PASSED AND ADOPTED this 3rd day of September, 2020 by the Board of Education of the Sacramento City Unified School District, by the following vote:

AYES: _____

NOES: _____

ABSTAIN: _____

ABSENT: _____

ATTESTED TO:

Jessie Ryan, President of the Board of Education

Jorge A. Aguilar, Superintendent



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 12.1g

Meeting Date: September 3, 2020

Subject: Approve Minutes of the August 11, 2020, Board of Education Town Hall Meeting

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

Division: Superintendent's Office

Recommendation: Approve Minutes of the August 11, 2020, Board of Education Town Hall Meeting.

Background/Rationale: None

Financial Considerations: None

LCAP Goal(s): Family and Community Empowerment

Documents Attached:

1. Minutes of the August 11, 2020, Board of Education Town Hall Meeting

<p>Estimated Time of Presentation: N/A Submitted by: Jorge A. Aguilar, Superintendent Approved by: N/A</p>



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Sacramento City Unified School District BOARD OF EDUCATION SPECIAL MEETING

Board of Education Members

Jessie Ryan, President (Trustee Area 7)
Christina Pritchett, Vice President (Trustee Area 3)
Michael Minnick, 2nd Vice President (Trustee Area 4)
Lisa Murawski (Trustee Area 1)
Leticia Garcia (Trustee Area 2)
Mai Vang (Trustee Area 5)
Darrel Woo (Trustee Area 6)
Isa Sheikh, Student Member

Tuesday, August 11, 2020

5:30 p.m.

Serna Center

Community Conference Rooms
5735 47th Avenue

Sacramento, CA 95824

(See Notice to the Public Below)

MINUTES

2020/21-3

1.0 OPEN SESSION / CALL TO ORDER / ROLL CALL

The meeting was called to order at 5:31 p.m. by President Ryan, and roll was taken.

Members Present:

*President Jessie Ryan
Vice President Christina Pritchett
Second Vice President Michael Minnick
Leticia Garcia
Lisa Murawski
Mai Vang
Darrel Woo
Student Member Isa Sheikh*

Introduction

Event format

Guests

Remarks from Superintendent Aguilar and President Ryan

Health and Safety

State Laws Related to Distance Learning

Board Member Question and Answer

Audience Question and Answer

Closing Remarks

2.0 VIRTUAL TOWN HALL MEETING ON DISTANCE LEARNING AND RETURN TOGETHER PLAN

NOTICE OF PUBLIC ATTENDANCE BY LIVESTREAM

Members of the public who wish to attend the meeting may do so by livestream at: <https://www.scusd.edu/distance-learning-virtual-town-hall>. No physical location of the meeting will be provided to the public.

NOTICE OF PUBLIC COMMENT AND DEADLINE FOR SUBMISSION:

Public comment will only be submitted in writing, identifying the name of the public member through <https://tinyurl.com/SCUSDComentAugust11> or e-mailed to publiccomment@scusd.edu. The public comment deadline for submission shall be no later than noon, August 11. Individual written public comment shall be no more than two minutes in length. The Board President may increase or decrease the length of time allowed for public comment, depending on the number of written public comments.

3.0 ADJOURNMENT

The meeting was adjourned at 7:00 p.m.

Jorge A. Aguilar, Superintendent and Board Secretary

NOTE: The Sacramento City Unified School District encourages those with disabilities to participate fully in the public meeting process. If you need a disability-related modification or accommodation, including auxiliary aids or services, to participate in the public portion of the special Board meeting, please contact the Board of Education Office at (916) 643-9314 at least 8 hours before the scheduled Board of Education special meeting so that we may make every reasonable effort to accommodate you. [Government Code § 54954.2; Americans with Disabilities Act of 1990, § 202 (42 U.S.C. §12132)]



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 12.1h

Meeting Date: September 3, 2020

Subject: Approve Minutes of the August 20, 2020, Board of Education Meeting

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

Division: Superintendent's Office

Recommendation: Approve Minutes of the August 20, 2020, Board of Education Meeting.

Background/Rationale: None

Financial Considerations: None

LCAP Goal(s): Family and Community Empowerment

Documents Attached:

1. Minutes of the August 20, 2020, Board of Education Regular Meeting

<p>Estimated Time of Presentation: N/A Submitted by: Jorge A. Aguilar, Superintendent Approved by: N/A</p>



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BOARD OF EDUCATION MEETING AND WORKSHOP

Board of Education Members

Jessie Ryan, President (Trustee Area 7)
Christina Pritchett, Vice President (Trustee Area 3)
Michael Minnick, 2nd Vice President (Trustee Area 4)
Lisa Murawski (Trustee Area 1)
Leticia Garcia (Trustee Area 2)
Mai Vang (Trustee Area 5)
Darrel Woo (Trustee Area 6)
Isa Sheikh, Student Member

Thursday, August 20, 2020

4:30 p.m. Closed Session

6:00 p.m. Open Session

Serna Center

Community Conference Rooms
5735 47th Avenue
Sacramento, CA 95824
(See Notice to the Public Below)

MINUTES

2020/21-4

1.0 OPEN SESSION / CALL TO ORDER / ROLL CALL

NOTICE OF PUBLIC ATTENDANCE BY LIVESTREAM

Members of the public who wish to attend the meeting may do so by livestream at: <https://www.scusd.edu/post/watch-meeting-live>. No physical location of the meeting will be provided to the public.

The meeting was called to order at 4:30 p.m. by President Ryan, and roll was taken.

Members Present:

*President Jessie Ryan
Vice President Christina Pritchett
Second Vice President Michael Minnick
Leticia Garcia
Lisa Murawski
Mai Vang
Darrel Woo*

Members Absent:

Student Member Isa Sheikh (arrived at 6:30 p.m.)

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

NOTICE OF PUBLIC COMMENT AND DEADLINE FOR SUBMISSION:

Public comment may be (1) emailed to publiccomment@scusd.edu; (2) submitted in

writing, identifying the matter number and the name of the public member at the URL <https://tinyurl.com/SCUSDcommentAugust20>; or (3) using the same URL, submitting a request for oral comment only when the matter is called, instead of written comment. Regardless of the method by which public comment is submitted, the submission deadline for closed and open session items shall be no later than noon, August 20. Individual written public comment shall be no more than two minutes in length on each agenda or nonagenda item. The Board shall limit the total time for public comment on each agenda item, including communications and organizational reports, to 15 minutes in length. With Board consent, the President may increase or decrease the length of time allowed for public comment, depending on the topic and the number of written public comments.

Public Comment: Monica Harvey

3.0 CLOSED SESSION

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

- 3.1 Government Code 54956.9 - Conference with Legal Counsel:
 - a) Existing litigation pursuant to subdivision (d)(1) of Government Code section 54956.9 (OAH Case No. 2020040567 and OAH Case No. 2020040288)*
 - b) Significant exposure to litigation pursuant to subdivision (d)(2) of Government Code section 54956.9 (One Potential Case)*
 - c) Initiation of litigation pursuant to subdivision (d)(4) of Government Code section 54956.9 (One Potential Case)**
- 3.2 Government Code 54957.6 (a) and (b) Negotiations/Collective Bargaining TCS, SCTA Government Code 54957.6 (a) and (b) Negotiations/Collective Bargaining SCTA, SEIU, TCS, Teamsters, UPE, Non-Represented/Confidential Management (District Representative Pam Manwiller)*
- 3.3 Government Code 54957 – Public Employee Discipline/Dismissal/Release/Reassignment*
- 3.4 Government Code 54957 – Public Employee Performance Evaluation
 - a) Superintendent**
- 3.5 Student Record Appeal (AR 5125.3; Education Code 49070)*
- 3.6 Education Code 35146 – The Board will hear staff recommendations on the following student expulsion re-entry:
 - a) Expulsion #19, 2018-19**

4.0 CALL BACK TO ORDER/PLEDGE OF ALLEGIANCE

- 4.1 The Pledge of Allegiance*

4.2 Broadcast Statement

5.0 ANNOUNCEMENT OF ACTION TAKEN IN CLOSED SESSION

Counsel Jerry Behrens announced that Special Education OAH Case 2020040567 was approved by a vote of 6-0 with President Ryan abstaining due to an inability to be present during deliberations. Also Special Education OAH Case 2020040288 was approved by a unanimous 7-0 vote. Finally, regarding Item 3.5, Student Record Appeal, the Board voted unanimously 7-0 to sustain the allegations challenging the content of the student record presented to the Board.

6.0 AGENDA ADOPTION

President Ryan asked for a motion to adopt the agenda. A motion was made to approve by Member Murawski and seconded by Member Woo. The Board voted unanimously to adopt the agenda.

7.0 SPECIAL PRESENTATION

7.1 Opening of Schools Update (Various District Departments)

- **Potential Key Themes for August 20th Board Meeting**
 - *Public Health Measures (Victoria Flores)*
 - *Distance Learning Instructional Practices (Christine Baeta, IASs)*
 - *Assessments/Professional Development (Matt Turkie, C&I)*
 - *Teacher Hiring (Human Resources)*
 - *Student Schedules (Christina Espinosa/Linda Kingston)*
 - *Safety Mitigation and Cleaning Practices (Keyshun Marshall, Nathaniel Browning)*
 - *Chromebook Distribution/Internet Access (Chad Sweitzer/Tu Moua)*
 - *Student and Family Engagement (Jennifer Kretschman/Sean Alexander)*
 - *Student Enrollment (Ken McPeters)*
 - *Meal Delivery and Access (Diana Flores/Kelsey Nederveld)*
 - *Culture/Climate/Capacity to address racial inequities/anti-racism (Mai Xi Lee/Mark Carnero)*
 - *Risks???*

The presentation was begun by Chief Continuous Improvement and Accountability Officer Vincent Harris, and the team went over the following: Vision/Guiding Principles, Health and Safety, Nutrition, Learning Options, Human Capital, Student and Family Supports, Enrollment Management, Expanded Learning, Student Scheduling, Expected Guidance, Academic Supports, and next steps.

Public Comment:

Monica Harvey

Sacramento ACT (Grace Clark, Lamaia Coleman, Liz Guillen, Donielle Prince, Lauren Wolkov, Jason Weiner, Bina Lefkovitz, Sheri Rickman-Patrick)

DELAC (Llova Ayala-Santamaria, Leana Sanchez, Velia Mercado)

Teresa Flores

Junior Goris

Liz Guillen

Board Comments:

Vice President Pritchett asked what resources have been used to find students not yet reached. She asked if the Parent Teacher Home Visit program had been contacted to help with this. Ms. Kretschmann said they have not been working directly with the program yet, but they have reached out to other partners, and she gave a timeline of plans. Vice President Pritchett asked if we have targeted support systems in place for teachers. Ms. Baeta answered that a lot of time has been spent training principals this month so that they can support their teachers. The District Training Specialists also support teachers and schools. The target support also includes information technology.

Member Garcia asked what is the lag time between the County moving in the right direction and in-person education. Ms. Flores answered that there must be two weeks of being off the County list before they will even consider in-person education, and then we still have to work with them. Superintendent Aguilar also shared that it also depends on the amount of waivers that come in and how much time it takes to process them. Member Garcia then asked how we will close the technology gap for about 20% affected. Superintendent Aguilar answered that we have a process in place with principals so that we are not relying only on survey information. Mr. Sweitzer shared additional information.

Member Murawski thanked the staff and said she wants to make sure we concentrate on the most vulnerable students. She is excited to see information on a parent resource page and the point about language accessibility. She also said that we are not going to be able to get back to school unless we fight as a community to get numbers down to a point where it will be safe to do so. She asked what is the status of the negotiations. Superintendent Aguilar said we are very committed to continue the process of negotiations.

Member Vang said there is a large concern from parents about language accessibility and asked what is our current capacity to be able to communicate to non-English speaking parents. She asked if there is a number parents can call for translation. Superintendent Aguilar said that last week a new effort was launched in an initial step for families to contact our office and access somebody who speaks their language. Mr. McPeters gave some additional information. Member Vang asked for the phone number, and Mr. McPeters said he would get back to her. Regarding the parent resource page, Member Vang noted that non-English speaking parents may not be able to read in their language. As a result, she feels it is important to have virtual community spaces specifically for the Hmong community or the Latino community. She hopes that we have staff that speak those languages so that we can meet the needs of students. Superintendent Aguilar reiterated that although school will feel differently, school will be in session, so he encourages our community to access their actual school sites where a lot of those supports happen in the local context.

President Ryan asked, in addition to the parent resource page, what are we specifically doing to support our parents through parent university trainings and other mechanisms. Superintendent Aguilar said that we have begun the process of laying out some additional trainings prior to September 3. Mr. Harris went over the dates and the topics.

7.2 *California Collaborative for Educational Excellence: Engaging in the Systemic Instructional Review Process (Karla Estrada, Deputy Executive Director of Systems Improvement and Innovation)*

The Executive Director and Deputy Executive Officer of California Collaboration for Educational Excellence Thomas Armelino and Karla Estrada, respectively, presented. They went over the CA System of Support working together to support SCUSD, which includes the CCEE and SCOE partnership, partnership with SCUSD, and criteria for support; the Systemic Instructional Review (SIR) support, which includes comprehensive instructional assessment, SWOT approach and action plan, and coordination of support and progress updates; and general timelines and questions.

Public Comment:

None

Board Comments:

Member Garcia asked if the SIR will only relate to the three student subgroups that essentially trigger differentiated assistance. Ms. Estrada said they do examine that in particular, but they actually look at the entire system in the instructional strategy. Member Garcia also asked if the Board will hear a follow up presentation. Ms. Estrada said they would be happy to work with Superintendent Aguilar to arrange that. Member Garcia asked what the role of the LCAP/PAC will be. Ms. Estrada said they will work with the District to help identify work groups that help form the data and that DELAC, CAC, and the African American Task force have already been identified.

President Ryan asked how they also make sure to engage the broader stakeholder community. Ms. Estrada said they will continue, as they engage in the interview system, to identify additional partners. President Ryan then asked if the CCEE work will include multi-tiered systems of support as a parallel track or is that work ended. Ms. Estrada said it is a parallel process, informs the work, and is a part of ongoing support.

Member Murawski thanked the team for working with the District.

8.0 PUBLIC COMMENT

Public comment may be (1) emailed to publiccomment@scusd.edu; (2) submitted in writing, identifying the matter number and the name of the public member at the URL <https://tinyurl.com/SCUSDcommentAugust20>; or (3) using the same URL, submitting a request for oral comment only when the matter is called, instead of written comment. Regardless of the method by which public comment is submitted, the submission deadline shall be no later than noon, August 20 for any agenda item. Individual written public comment shall be no more than two minutes in length on each agenda or nonagenda item. The Board shall limit the total time for public comment on each agenda item to 15 minutes in length. With Board consent, the President may increase or decrease the length of time allowed for public comment. By law, the Board is allowed to take action only on items on the agenda. The Board may, at its discretion, refer a matter to district staff or calendar the issue for future discussion.

Public Comment:

*Toni Colley-Perry
Emma Snuggs
Alexander Tamaso
Alexander (Sana) Tamaso
Rich Vasquez
Michael Hunsaker
Susan Morla
Annaleis Michel
Cindy La Marr
Britta Guerro
Virginia Hedrick
Al Osorio
Calvin Hedrick
Jim Keddy
David Heitstuman
Yahmonee Hedrick
Leah Hawkins
Taweah Garcia
Dahlton Brown
Emily Mizokami*

9.0 COMMUNICATIONS

9.1 Employee Organization Reports:

Information

- *SCTA – David Fisher reported on behalf of SCTA*
- *SEIU – No report given*
- *TCS – No report given*
- *Teamsters – No report given*
- *UPE – No report given*

9.2 District Parent Advisory Committees:

Information

- *Community Advisory Committee – No report given*
- *District English Learner Advisory Committee – Llova Ayala-Santamaria, Leana Sanchez, and Velia Mercado reported on behalf of DELAC*
- *Local Control Accountability Plan/Parent Advisory Committee – No report given*

9.3 Superintendent’s Report (Jorge A. Aguilar)

Information

Superintendent Aguilar thanked the community for their patience as the District figures out the technical aspects of virtual meetings and distance

learning in the Fall. He reminded that the start of school is just two weeks away and thanked Board members that participated in the recent Town Hall meeting on school reopening. He also thanked Liz Guillen from Public Advocates, Dr. Kasirye of Sacramento County Public Health, and District staff. He went over what should be expected of the District in the Fall, including communication, accountability, and first rate instruction with any learning loss from the Spring being made up. He added that we must assess student progress on a regular basis. He went over ways the District has been proactive in planning for instruction in the Fall.

9.4 President's Report (Jessie Ryan)

Information

President Ryan spoke about challenges being faced currently on every level. She said that the system is inequitable by design and therefore does not meet the needs of the most vulnerable students. She hopes we have the courage and commitment to change this at this moment in time.

9.5 Student Member Report (Isa Sheikh)

Information

Student Member Sheikh introduced himself and said it is an honor to serve his peers and the District as a student board member. He said he is and will work hard to reach out to all District students. He reported on an Instagram survey that went out to students and on findings from that which illustrated challenges and short comings regarding distance learning. He also spoke about mental health and a lack of counselors for students. He said that, now more than ever, he feels our attention needs to be pointed towards this.

9.6 Information Sharing by Board Members

Information

Member Vang thanked her LCAP representatives for their work to help organize three town halls that happened in Area 5. She also thanked the parents, staff, and community members that attended. She reported on those town halls. She thanked Member Garcia and the Superintendent for attending the Spanish town hall. She reported that she will be holding virtual community office hours every Wednesday from 7:00 to 9:00 p.m. or by appointment on Zoom. She shared her phone number publically for calls or text at (916) 245-0519 and also stated that her Facebook page has a drop-in Zoom link.

President Ryan gave the District parent hotline, 916-643-7400.

Member Garcia welcome the new student board member and thanked Member Vang for inviting her to participate in the DELAC town hall meeting. She said she borrowed that idea to list her own listening session earlier in the week and will hold more as the school year begins. She shared that from her listening session she learned that live instruction is a must, pre-recorded and clear lessons without the inclusion of students in the recordings are a must, special education student needs must be met, class schedules need to be available as soon as possible, enrichment activities are necessary, outdoor learning is encouraged, tech training for parents is mandatory, quick response time from teachers is appreciated, a help hotline for parents is needed, child care and after school care is critical for all essential workers, an increase in communication is a must,

social/emotional and mental health needs must be addressed, and working with teachers to make sure all gets rolled out as smoothly as possible is essential. Member Garcia said thank you for the update on advisory groups at the District level and asked to look at having a conversation to look at schools to be renamed.

Second Vice President Minnick welcomed Student Board Member Isa Sheikh, and said he is excited to have someone that is representing a small, alternative high school this year.

Member Murawski also welcomed Student Board Member Sheikh. She reported that she was also able to have meetings in July, and that there was a lot of interest in outdoor learning. She has been working on outdoor learning with a group and gave an update on that. Member Vang said she would like to be included. Member Murawski said anyone else interested can send her an email. She said there is also a Facebook group called "Learn Outside Sacramento" which is an information sharing group.

10.0 BOARD WORKSHOP/STRATEGIC PLAN AND OTHER INITIATIVES

10.1 DASS Application Submission (Steven Ramirez Fong and Vincent Harris)

**Action
(Roll Call Vote)**

The Item was presented by LCAP/SPSA Coordinator Steven Ramirez Fong and Chief Continuous Improvement and Accountability Officer Vincent Harris. The purpose of the Item was to certify that Capital City School and John Morse Therapeutic Center meet the eligibility criteria to reapply for Dashboard Alternative School Status (DASS).

Public Comment:

None

Board Comments:

Member Garcia asked how this distance learning model might impact Capital City School. Capital City School Principal Darrel Amerine responded that they are looking at distance learning as very similar to what they already do.

Second Vice President Minnick made a motion to approve the Item, and Member Woo seconded. The motion was approved unanimously.

10.2 2020-2021 Budget Revision (Rose Ramos)

**Action
(Roll Call Vote)**

Chief Business Officer Rose Ramos began the presentation which went over three key items from the state budget signed on June 29, 2020: 0% COLA for LCFF funds, additional cash deferrals and projected cash flow, and Federal funds. Budget Director Kami Kalay also presented. The presenters also covered multi-year projections, and fiscal status. The next budget update will be in September.

Public Comment:

None

Board Comments:

Member Garcia thanked Ms. Ramos for the presentation. She asked what the criteria is for the exemption available to districts. Ms. Ramos explained what is known about the process to apply for the waiver so far. Member Garcia asked if the District anticipates using some of the one-time dollars for textbook purchase. Chief Academic Officer Christine Baeta responded that they are asking secondary students if they want a hard copy of textbooks, because all textbooks are available on-line. Textbooks are being distributed to elementary students.

Second Vice President Minnick asked, if for some reason we do not qualify for some opportunities, is it now February we are identifying as the point where we run out of cash. Ms. Ramos said yes, that is correct. Second Vice President Minnick asked then if this is the date to be working toward to resolve all of our issues around negotiations related to cost savings. Ms. Ramos said yes, that is correct as of today.

Member Murawski thanked Ms. Ramos and noted that we are in a very bad place right now with this budget report. She noted that the CARES Act funds are a good amount of money but said she wanted to make clear that these are not a bail-out or something that is helpful for the District's bottom line, because these are restricted funds for new expenses. Ms. Ramos said yes, that is correct and that it is all reimbursement, so the other challenge is that we have to put the money out front first and then get reimbursed. Member Murawski stated the desire to have the CARES Act funding allocation be brought to the Board. She requested that cash flow be included in the Board packets. She also stated that we are in big fiscal trouble and looking at a budget update without any expenditure reductions proposed. She asked Ms. Ramos for her perspective on any plan for making cuts. Ms. Ramos said action was taken to implement cuts last spring. Superintendent Aguilar added that we are still committed to providing updates to the Board on savings that have been identified as part of the negotiations process; however, we will have to start looking at that more deeply and engaging the Board in this discussion. Superintendent Aguilar also noted that information in the presentation had to be gone through and vetted by the Sacramento County Office of Education. The information is not anything that is any different from what has been presented except that we are getting closer to that date where we run out of cash, and we will have to bring back difficult discussions. Member Murawski asked that we do that as soon as possible because the sooner we act the more options we have.

President Ryan spoke about having the Superintendent of the Sacramento County Office of Education David Gordon and District fiscal advisor Terri Ryland come and speak with the Board again, because the options before us will decimate our student services. She noted that (regarding reductions) we have negotiated options, and then there is everything else, and that those choices are dire. She

said that we want a menu of options, but then when things like parent participation preschool are talked about being eliminated, it is a catastrophe, and if we value services that are not subpar and on par with what is seen in neighboring districts, then we have very few options that are not painful. President Ryan asked Ms. Ramos to respond to the criticism for the narrative that is in the public that the District consistently projects a deficit and then ends up with a surplus. Ms. Ramos said that a lot of this is that we are not necessarily always in control of our budget based on what we plan to spend and what we plan to receive from the state. We have seen that this year, as there was fluctuation in the projected revenue that we thought we would get from the state in January; due to the pandemic it changed, and then it changed again. Three scenarios were given, and that can be very confusing and could also create some kind of distrust on the public, but it is because we really do not know what the state will give us. The other factor that plays a role in this is that one can plan the year to spend a certain amount of dollars on staffing, but things do not always work out according to plan; one may have delayed hiring, and then there is some savings there. Another reason is that when funding is received from grantors, sometimes the funds do not come at the beginning of the year to take effect July 1, but come mid-year, so there is a scramble to hurry up and implement something. Therefore, one may end up with swings, but it is then explained in detail why it happened; it was not that it was improper budgeting, it was just that some items are not within the District's control. This is true for many districts, and that is why most districts have carryover. President Ryan noted that if we were to budget down to the dollar, it would potentially be disastrous if revenue does not materialize at projected levels as adjustments are made throughout the budget process. Ms. Ramos replied yes.

President Ryan asked for an extension to the meeting to 11:00 p.m. Second Vice President Minnick motioned and Member Murawski seconded. The motion passed unanimously. Vice President Pritchett moved to approve Item 10.2. Member Woo seconded, and the motion passed unanimously.

10.3 Approve Submission of a Credential Waivers Application to the California Commission on Teacher Credentialing (Cancy McArn)

Action
2 minute presentation
5 minute discussion
(Roll Call Vote)

Chief Human Resources Officer Cancy McArn began the presentation and introduced Credential Auditor Tami Mora. Ms. Mora explained the waiver, presented a graph of past waiver requests, and stated that staff recommends the waiver request.

Public Comment:

None

Board Comments:

Member Garcia noted that the number of waivers on the graph were somewhat different from years 2019-20 to 2020-21; she felt there would have been more waiver requests due to the pandemic. Ms. Mora replied that Human Resources has been working really hard with educators that in previous years had waivers that were utilized in order to support, encourage, and work them through the process on meeting requirements. Many this past year have completed their requirements.

Member Woo made a motion to approve, and Vice President Pritchett seconded. The motion passed unanimously.

10.4 Approve the Declaration of Need for Fully Qualified Educators for the 2020-2021 School Year (Cancy McArn)

Action
2 minute presentation
5 minute discussion
(Roll Call Vote)

Credential Auditor Tami Mora presented. She explained the Declaration of Need, presented a graph of past areas of need, explained those areas.

Public Comment:

*Ric Vasquez
Liz Guillen*

Board Comments:

President Ryan noted that we are at a level consistent with last year in terms of a necessity for this permit, but she asked what are the hiring practices that make it difficult to recruit early enough in order to fill these position with fully credentialed teachers.

Ms. McArn replied that this Declaration of Need is for the entire year, just in case it is needed to be able to fill vacancies. The California Commission on Teacher Credentialing does not allow districts to request any permits for credentials noted unless the Board publically approves. Without this, the department would be bringing it to the Board for approval every time before the District could hire a teacher that just needed a little extra time.

Ms. McArn also explained how credential waivers relates to this and the hiring process throughout the year.

Member Garcia asked how we compare to other districts. Ms. McArn answered that taking a Declaration of Need before a board to start the year is not an unusual practice, especially for hard to fill positions such as special education. She gave examples of situations in which a Declaration of Need would be needed. Member Garcia asked how we compare with other districts in terms of numbers shared in the presentation. Ms. McArn said she would need to follow up and provide this information at a later time.

Vice President Pritchett made a motion to approve this Item, and Member Woo seconded. The motion was unanimously approved.

11.0 CONSENT AGENDA (Roll Call Vote)

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

11.1 Items Subject or Not Subject to Closed Session:

- 11.1a Approve Grants, Entitlements and Other Income Agreements, Ratification of Other Agreements, Approval of Bid Awards, Approval of Declared Surplus Materials and Equipment, Change Notices and Notices of Completion (Rose F. Ramos)*
- 11.1b Approve Personnel Transactions (Cancy McArn)*
- 11.1c Approve Mandatory Reporting to the Sacramento County Office of Education – Uniform Complaints Regarding the Williams Settlement Processed for the Period of April 2020 through June 2020 (Cancy McArn)*
- 11.1d Approve Resolution No. 3159: Approve Temporary Interfund Transfers of Special or Restricted Fund Moneys (Rose Ramos)*
- 11.1e Approve Business and Financial Report: Warrants, Checks and Electronic Transfers Issued for the Period of June 2020 (Rose F. Ramos)*
- 11.1f Approve Donations for the Period of June 1-30, 2020 (Rose F. Ramos)*
- 11.1g Approve Resolution No. 3160: Authorizing Execution of the Workforce Innovation and Opportunity Act, Title I, Adult and Dislocated Worker SETA Grant (Rose F. Ramos)*
- 11.1h Approve Annual Charter Facilities Usage Agreements (Jesse Ramos)*
- 11.1i Approve Consolidated Application (Kelley Odipo)*
- 11.1j Approve the Operational Memorandum of Understanding and the Amendment Extending Term of Special Education Memorandum of Understanding with Yav Pem Suab Academy – Preparing for the Future Charter (Jesse Ramos)*
- 11.1k Approve Resolution No. 3158: Approving the Sacramento City Unified School District Community Facilities District No. 2 Tax Report for Fiscal Year 2020-2021 and Levying and Apportioning the Special Tax as Provided Therein (Nathaniel Browning)*

- 11.1l Approve Minutes of the June 18, 2020, Board of Education Meeting (Jorge A. Aguilar)*
- 11.1m Approve Minutes of the June 25, 2020, Board of Education Meeting (Jorge A. Aguilar)*
- 11.1n Approve Minutes of the July 16, 2020, Board of Education Meeting (Jorge A. Aguilar)*
- 11.1o Approve Adoption of New Courses of Study (Christine Baeta and Matt Turkie)*
- 11.1p Approve Staff Recommendations for Expulsion Re-Entry of Expulsions #19, 2018-19, as Determined by the Board (Stephan Brown)*
- 11.1q Approve Resolution No. 3161: Authorization of Personnel to Sign Orders on District Funds (Rose Ramos)*

Public Comment on Item 11.1i: Llova Ayala-Santamaria, Leana Sanchez, Velia Mercado

President Ryan noted that Item 11.1p had not been finalized in Closed Session and asked for a motion to adopt the Consent Agenda with an amendment to pull that item.

Member Garcia made a comment on Item 11.1c. She said that if these types of items will be in the Consent Agenda, the Board will need more background in terms in what the issue was for the complaint and how it was resolved.

A motion was made to pull Item 11.1p and approve as amended by Vice President Pritchett and seconded by Member Murawski. The Board voted unanimously to adopt the agenda as amended.

12.0 BUSINESS AND FINANCIAL INFORMATION/REPORTS

12.1 Business and Financial Information:

- Purchase Order Board Report for the Period of May 15, 2020, through June 14, 2020*
- Purchase Order Board Report for the Period of June 15, 2020, through July 14, 2020*

President Ryan received the business and financial information. She also asked that we add the monthly cash flow statements to the receipt of Business and Financial Reports.

13.0 FUTURE BOARD MEETING DATES / LOCATIONS

- ✓ *September 3, 2020 4:30 p.m. Closed Session, 6:00 p.m. Open Session, Serna Center, 5735 47th Avenue, Community Room, Regular Workshop Meeting*
- ✓ *September 17, 2020 4:30 p.m. Closed Session, 6:00 p.m. Open Session, Serna Center, 5735 47th Avenue, Community Room, Regular Workshop Meeting*

14.0 ADJOURNMENT

President Ryan asked for a motion to adjourn the meeting; a motion was made by Student Member Sheikh and seconded by Vice President Pritchett. The motion was passed unanimously, and the meeting adjourned at 10:46 p.m.

Jorge A. Aguilar, Superintendent and Board Secretary

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