



BOARD OF EDUCATION MEETING AND WORKSHOP

Board of Education Members

Christina Pritchett, President (Trustee Area 3)
Lisa Murawski, Vice President (Trustee Area 1)
Darrel Woo, Second Vice President (Trustee Area 6)
Leticia Garcia (Trustee Area 2)
Jamee Villa (Trustee Area 4)
Chinua Rhodes (Trustee Area 5)
Lavinia Grace Phillips (Trustee Area 7)
Isa Sheikh, Student Member

Thursday, February 4, 2021

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

2020/21-20

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/SCUSDcommentFebruary4> 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, including a request for oral comment, the submission deadline for closed and open session items shall be no later than noon, February 4. Individual public comment shall be no more than two minutes in length on each agenda 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 agenda item and the number of 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) *Existing litigation pursuant to subdivision (d)(1) of Government Code section 54956.9 (OAH Case No. 2020090500)*
 - 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 SCTA SEIU, TCS, Teamsters, UPE, Non-Represented/Confidential Management (District Representative Pam Manwiller)*

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

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

- 4.1 *The Pledge of Allegiance*
- 4.2 *Broadcast Statement*
- 4.3 *Stellar Student – Dominic Zavala, a Kindergarten student attending the Oak Ridge Learning Hub*

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 *Board Policy 4033, Lactation Accommodation (Raoul Bozio)* **Action**
5 minutes
(Roll Call Vote)

- 7.2 *Revised Board Policy 6173, Education for Homeless Children (Raoul Bozio)* **Action**
5 minutes
(Roll Call Vote)

6:25 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/SCUSDcommentFebruary4> 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, including a request for oral comment, the submission deadline shall be no later than noon, February 4 for any agenda item. Individual written public comment shall be no more than two minutes in length on each agenda 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, depending on the agenda item and the number of public comments. The Board is allowed to take action only on items specifically described on the agenda as action items, unless added to the agenda as allowed by law. The Board may, in its discretion, refer a matter to district staff or calendar an agenda item for future action.

6:55 p.m. **9.0 COMMUNICATIONS**

9.1 Employee Organization Reports:

Information
3 minutes each

- SCTA
- SEIU
- TCS
- Teamsters
- UPE

7:10 p.m.

9.2 District Advisory Committees:

Information
3 minutes each

- Community Advisory Committee
- District English Learner Advisory Committee
- Local Control Accountability Plan/Parent Advisory Committee
- Student Advisory Council

7:22 p.m.

9.3 Superintendent's Report (Jorge A. Aguilar)

Information
5 minutes

7:27 p.m.

9.4 President's Report (Christina Pritchett)

Information
5 minutes

7:32 p.m.

9.5 Student Member Report (Isa Sheikh)

Information
5 minutes

7:37 p.m.

9.6 Information Sharing By Board Members

Information
10 minutes

10.0 BOARD WORKSHOP/STRATEGIC PLAN AND OTHER INITIATIVES

7:47 p.m.

10.1 Local Control Accountability Plan (LCAP) Mid-Year Update (Vincent Harris and Steven Ramirez-Fong)

Information
20 minute presentation
10 minute discussion

- 8:17 p.m. 10.2 *Resolution No. 3180: Recognition of District Structural Deficit (President Christina Pritchett)* **Action**
 15 minute presentation
 15 minute discussion
(Roll Call Vote)
- 8:47 p.m. 10.3 *Fiscal Recovery Plan (Rose Ramos)* **Action**
 10 minute presentation
 30 minute discussion
(Roll Call Vote)
- 9:27 p.m. **11.0 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.

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 Appointment of Bond Oversight Committee Member for Measures Q and R (Nathaniel Browning)

11.1d Approve Memorandum of Understanding with Food Literacy Center for Floyd Farms (Nathaniel Browning)

11.1e Approve COVID-19 CARES Act Expenditures (Rose Ramos)

11.1f Approve Minutes of the January 14, 2021, Board of Education Meeting (Jorge A. Aguilar)

11.1g Approve the Commission on Professional Competence Decision in the Matter of the Dismissal Against Jonathan Hubbard, OAH case No. 2019120095 (Raoul Bozio)

9:29 p.m. **12.0 BUSINESS AND FINANCIAL INFORMATION/REPORTS** **Receive Information**

12.1 Business and Financial Information:

- *Enrollment and Attendance Report, Month 4 Ending Friday, December 18, 2020 (Rose Ramos)*

9:32 p.m. **13.0 FUTURE BOARD MEETING DATES / LOCATIONS**

- ✓ February 18, 2021 4:30 p.m. Closed Session, 6:00 p.m. Open Session, Serna Center, 5735 47th Avenue, Community Room, Regular Workshop Meeting
- ✓ March 4, 2021 4:30 p.m. Closed Session, 6:00 p.m. Open Session, Serna Center, 5735 47th Avenue, Community Room, Regular Workshop Meeting

9:35 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: February 4, 2021

Subject: Public Hearing: Second Reading of Proposed Board Policy 4033,
Lactation Accommodation

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

Division: Legal Services

Recommendation: Approve adoption of Board Policy 4033.

Background/Rationale: The District has not adopted an employee lactation accommodation policy. Under California Labor Code sections 1030-1033, all California employers, including schools, are required to provide specific lactation accommodations to employees. Such proposed policy includes language in the CSBA Gamut model policy.

Documents Attached:

1. Executive Summary
2. BP 4033 (Proposed)

<p>Estimated Time of Presentation: 5 Minutes Submitted by: Raoul Bozio, In House Counsel Approved by: Jorge A. Aguilar, Superintendent</p>

Board of Education Executive Summary

Department

Board Policy (BP) 4033: Lactation Accommodation

February 4, 2021



I. Overview/History of Department or Program

The District must provide a workplace in compliance with applicable labor laws, including those that provide rights to employees. Pursuant to Labor Code Section 1030, every employer, including schools, must provide a reasonable amount of break time to accommodate an employee desiring to express breast milk for the employee's infant child. The employer shall make reasonable efforts to provide the employee with the use of a room or other location, other than a toilet stall, in close proximity to the employee's work area, for the employee to express milk in private. The room or location may include the place where the employee normally works if it otherwise meets the requirements of this section.

Labor Code section 1034 requires employers to develop and implement a policy regarding lactation accommodation.

II. Driving Governance:

Pursuant to Labor Code section 1030, "[e]very employer, including the state and any political subdivision, shall provide a reasonable amount of break time to accommodate an employee desiring to express breast milk for the employee's infant child each time the employee has need to express milk. The break time shall, if possible, run concurrently with any break time already provided to the employee. Break time for an employee that does not run concurrently with the rest time authorized for the employee by the applicable wage order of the Industrial Welfare Commission shall be unpaid."

Under Labor Code section 1034, employers are required to develop and implement a policy regarding lactation accommodation that includes the following:

- (1) A statement about an employee's right to request lactation accommodation.
- (2) The process by which the employee makes the request described in paragraph (1).
- (3) An employer's obligation to respond to the request described in paragraph (1) as outlined in subdivision (d).
- (4) A statement about an employee's right to file a complaint with the Labor Commissioner for any violation of a right under this chapter.
 - (b) The employer shall include the policy described in subdivision (a) in an employee handbook or set of policies that the employer makes available to employees.
 - (c) The employer shall distribute the policy described in subdivision (a) to new employees upon hiring and when an employee makes an inquiry about or requests parental leave.
 - (d) If an employer cannot provide break time or a location that complies with the policy described in subdivision (a), the employer shall provide a written response

Board of Education Executive Summary

Department

Board Policy (BP) 4033: Lactation Accommodation

February 4, 2021



to the employee.

Pursuant to Board Policy 4030, District employees shall not be subject to unlawful discrimination, intimidation, bullying against, and/or harassment “on the basis of actual or perceived race, color, national origin, nationality, ancestry, ethnicity, ethnic group identification, religious creed, religion, age, marital status, pregnancy, physical or mental disability, disability, medical condition, veteran status, gender, gender identity, gender expression, sex, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics at any district site and/or activity. The Board also prohibits retaliation against any district employee or job applicant who complains, testifies or in any way participates in the district's complaint procedures instituted pursuant to this policy.”

III. Budget:

The proposed policy is intended to create practices that ensure compliance with all state and federal laws.

IV. Goals, Objectives and Measures:

The goal is to provide lactation accommodations free from discrimination, intimidation, bullying, and/or harassment of employees on – among other protected characteristics – the basis of actual or perceived pregnancy, physical or mental disability, gender identity, gender expression, sex, or sexual orientation.

V. Major Initiatives:

This lactation accommodation policy is critical to provide compliant workplace ensuring employees’ rights.

VI. Results:

Adoption of an employee lactation accommodation policy. Ensure compliance with Labor Code section 1030 *et seq.* in the workplace.

VII. Lessons Learned/Next Steps:

Next Steps include adopting an employee lactation accommodation policy. Information and correspondences concerning this matter have previously been shared with the District. Further updates will be provided as necessary.

Sacramento City USD

Board Policy

Lactation Accommodation

BP 4033

Board Policy

The Governing Board recognizes the immediate and long-term health advantages of breastfeeding for infants and desires to provide a supportive environment for any district employee to express milk for her infant child upon her return to work following the birth of the child. The Board prohibits discrimination, harassment, and/or retaliation against any district employee who chooses to express breast milk for her infant child while at work.

(cf. 4030 – Nondiscrimination in Employment)

(cf. 4031 – Complaints Concerning Discrimination in Employment)

The district shall provide a reasonable amount of break time to accommodate an employee each time she has a need to express breast milk for her infant child. (Labor Code 1030)

To the extent possible, such break time shall run concurrently with the break time already provided to the employee. Any additional break time used by a non-exempt employee for this purpose shall be unpaid. (Labor Code 1030; 29 USC 207)

The employee shall be provided a private location, other than a restroom, which is in close proximity to her work area and meets the requirements of Labor Code 1031 and 29 USC 207, as applicable.

Employees are encouraged to notify their supervisor or other appropriate personnel in advance of their intent to make use of the accommodations offered for employees who are nursing persons. As needed, the supervisor shall work with the employee to address arrangements and scheduling in order to ensure that the employees' essential job duties are covered during the break time.

Lactation accommodations may be denied only in limited circumstances in accordance with law. (Labor Code 1032; 29 USC 207)

Before an employee's supervisor makes a determination to deny lactation accommodations, he/she shall consult the Superintendent or designee. In any case in which lactation accommodations are denied, the Superintendent or designee shall document the options that were considered and the reasons for denying the accommodations.

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination on the basis of sex CIVIL CODE

43.3 Right of mothers to breastfeed in any public or private location GOVERNMENT CODE

12940 Discriminatory employment practices

12945 Discrimination based on pregnancy, childbirth, or related medical conditions LABOR CODE

1030-1033 Lactation accommodation CODE OF REGULATIONS, TITLE 2

7291.2-7291.16 Sex discrimination; pregnancy and related medical conditions UNITED STATES CODE, TITLE 29

207 Fair Labor Standards Act; lactation accommodation

FAIR EMPLOYMENT AND HOUSING COMMISSION DECISIONS

Department of Fair Employment and Housing v. Acosta Tacos (Chavez), FEHC Precedential Decision 09-03P, 2009

Management Resources:

CALIFORNIA DEPARTMENT OF INDUSTRIAL RELATIONS PUBLICATIONS

Rest Periods/Lactation Accommodation, Frequently Asked Questions CALIFORNIA

DEPARTMENT OF PUBLIC HEALTH PUBLICATIONS

Minimum Requirements of the California Lactation Accommodation Law CENTERS FOR DISEASE CONTROL AND PREVENTION PUBLICATIONS

Lactation Support Program Toolkit FEDERAL REGISTER

Reasonable Break Time for Nursing Mothers, December 21, 2010, Vol. 75, No. 244, pages 80073-

80079

OFFICE OF THE SURGEON GENERAL PUBLICATIONS

The Surgeon General's Call to Action to Support Breastfeeding, 2011 HEALTH

RESOURCES AND SERVICES ADMINISTRATION PUBLICATIONS

The Business Case for Breastfeeding: Steps for Creating a Breastfeeding Friendly Worksite, Toolkit, 2008

U.S. DEPARTMENT OF LABOR, WAGE AND HOUR DIVISION, PUBLICATIONS

Fact Sheet #3: Break Time for Nursing Mothers under the FLSA, rev. December 2010 WEB SITES

California Department of Industrial Relations, Division of Labor and Standards Enforcement: <http://www.dir.ca.gov/dlse>

California Department of Public Health: <http://www.cdph.ca.gov> California Women, Infants and Children: <http://www.wicworks.ca.gov> Centers for Disease Control and Prevention:

<http://www.cdc.gov> Health Resources and Services Administration: <http://www.hrsa.gov> Office of the Surgeon General: <http://www.surgeongeneral.gov>

U.S. Department of Labor, Wage and Hour Division, Break Time for Nursing Mothers: <http://www.dol.gov/whd/nursingmothers>

Policy SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

adopted:

Sacramento, California



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 7.2

Meeting Date: February 4, 2021

Subject: Public Hearing: Second Reading of Revised Board Policy 6173,
Education for Homeless Children

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

Division: Legal Services

Recommendation: Approve revision to Board Policy 6173.

Background/Rationale: Section 11432(g)(1)(I-J) of the McKinney-Vento Homeless Assistance Act as reauthorized by the Every Student Succeeds Act (ESSA) states that LEAs are required to have developed, reviewed, and revised policies to remove barriers to the identification, enrollment, and retention of homeless children and youths. As provided by a letter from the California Department of Education, revisions to the policies concerning education for homeless children are necessary. No prior updates to BP 6173 have occurred since its adoption in 2007. Such updates and enactment include language in the CSBA Gamut model policies. The District plans to adopt AR 6173, which includes language in the CSBA Gamut model regulations.

Documents Attached:

1. Executive Summary
2. BP 6173 (Redlines)
3. November 30, 2020 Letter from the California Department of Education
4. AR 6173

<p>Estimated Time of Presentation: 5 Minutes Submitted by: Raoul Bozio, In House Counsel Approved by: Jorge A. Aguilar, Superintendent</p>

Board of Education Executive Summary

Legal Department

Revision to Board Policy (BP) 6173 and Adoption of Administrative Regulation (AR) 6173: Education for Homeless Children
February 4, 2021



I. Overview/History of Department or Program

Section 11432(g)(1)(I-J) of the McKinney-Vento Homeless Assistance Act, as reauthorized by the Every Student Succeeds Act (ESSA), states that LEAs are required to have developed, reviewed, and revised policies to remove barriers to the identification, enrollment, and retention of homeless children and youths.

The current version of Board Policy 6173 was adopted in 2007 and has not yet since been revised. The proposed revisions to Board Policy 6173 are based on the updates provided by the California School Boards Association (CSBA). Further, the revised board policy now complies with the language reauthorized by the ESSA. For example, the McKinney-Vento Act includes, among other things, requirements focused on removing enrollment barriers. Accordingly, the revised board policy reflects that each homeless student shall be provided comparable services offered to other students in the school, like transportation and school nutrition programs.

The District plans upon the adoption of Board Policy 6173 to adopt the enclosed administrative regulation concerning education for homeless children. AR 6173 is based on the updates provided by the CSBA and follows the McKinney-Vento Act. For example, the District liaison has duties specified in 42 U.S.C. 11432 to assist in identifying and supporting homeless students to succeed in school and AR 6173 outlines such responsibilities, including concerning enrollment and transportation issues and resources to be provided to each homeless student. AR 6173 furthermore addresses staff training requirements and the detailed rights for which homeless students are entitled to under the law, including but not limited to enrollment (including consideration of remaining at the homeless student's school of origin), transportation, transfer of credits, and applicability of graduation requirements.

II. Driving Governance:

Pursuant to 42 U.S. Code section 11432, LEAs are required to “[s]ubmit . . . a plan to provide for the education of homeless children and youths.” Plans must include the following:

(I) A demonstration that the State educational agency and local educational agencies in the State have developed, and shall review and revise, policies to remove barriers to the identification of homeless children and youths, and the enrollment and retention of homeless children and youths in schools in the State, including barriers to enrollment and retention due to outstanding fees or fines, or absences.

(J) Assurances that the following will be carried out:

(i) The State educational agency and local educational agencies in the State will adopt policies and practices to ensure that homeless children and youths are not stigmatized or segregated on the basis of their status as homeless.

Board of Education Executive Summary

Legal Department

Revision to Board Policy (BP) 6173 and Adoption of Administrative Regulation (AR) 6173: Education for Homeless Children
February 4, 2021



(ii) The local educational agencies will designate an appropriate staff person, able to carry out the duties described in paragraph (6)(A), who may also be a coordinator for other Federal programs, as a local educational agency liaison for homeless children and youths.

(iii) The State and the local educational agencies in the State will adopt policies and practices to ensure that transportation is provided, at the request of the parent or guardian (or in the case of an unaccompanied youth, the liaison), to and from the school (as determined under paragraph (3)), in accordance with the following, as applicable:

- (i) If the child or youth continues to live in the area served by the local educational agency in which the school of origin is located, the child's or youth's transportation to and from the school of origin shall be provided or arranged by the local educational agency in which the school of origin is located.
- (ii) If the child's or youth's living arrangements in the area served by the local educational agency of origin terminate and the child or youth, though continuing the child's or youth's education in the school of origin, begins living in an area served by another local educational agency, the local educational agency of origin and the local educational agency in which the child or youth is living shall agree upon a method to apportion the responsibility and costs for providing the child or youth with transportation to and from the school of origin. If the local educational agencies are unable to agree upon such method, the responsibility and costs for transportation shall be shared equally.

(iv) The State and the local educational agencies in the State will adopt policies and practices to ensure participation by liaisons described in clause (ii) in professional development and other technical assistance activities provided pursuant to paragraphs (5) and (6) of subsection (f), as determined appropriate by the Office of the Coordinator.

III. Budget:

The proposed policy is intended to create practices that ensure homeless children have access to the same free and appropriate public education provided to other students within the District.

IV. Goals, Objectives and Measures:

Pursuant to the District's core beliefs under Board Policy 0100, the District believes "ALL STUDENTS WILL LEARN AT HIGH LEVELS when instruction meets their needs." As such, the goal is for the District to establish sound policy that ensures homeless children are provided with access to education and other services necessary for them to meet the same challenging academic standards as other students.

Board of Education Executive Summary

Legal Department

Revision to Board Policy (BP) 6173 and Adoption of Administrative Regulation (AR) 6173: Education for Homeless Children
February 4, 2021



V. Major Initiatives:

This homeless children policy is critical to prepare students to succeed and to fully meet their instructional needs.

VI. Results:

Approval of revision to Board Policy 6173 and adopt Administrative Regulation 6173. Ensure compliance with the McKinney-Vento Homeless Assistance Act.

VII. Lessons Learned/Next Steps:

Next Steps following adoption of revised Board Policy 6173 concerning homeless children include adopting Administrative Regulation 6173. Information and correspondences concerning this matter have previously been shared with the District. Further updates will be provided as necessary.

Sacramento City USD
Board Policy
BP 6173
Instruction

Education For Homeless Children

The Governing Board ~~recognizes its obligation will to~~ ensure that homeless students have access to the same, free, and appropriate public education provided to ~~all~~ other students within the district. -The district shall provide homeless students with access to education and other services necessary, ~~including full access to before and after school and extra-curricular activities,~~ for ~~these students~~ them to meet the same challenging ~~performance~~ academic standards as other students.

(cf. 6011 - Academic Standards)

~~The~~ Students shall not be segregated into a separate school or program based on their status as Superintendent or designee shall identify and remove any barriers to the identification and enrollment of homeless, nor shall students and to the retention of homeless students due to absences or outstanding fees or fines. (42 USC 11432)

(cf. 3250 - Transportation Fees) ~~be stigmatized~~
(cf. 3260 - Fees and Charges)
(cf. 5113.1 - Chronic Absence and Truancy)

When there are at least 15 homeless students in any way the district or a district school, the district's local control and accountability plan (LCAP) shall include goals and specific actions to improve student achievement and other outcomes of homeless students. (Education Code 52052, 52060)

(cf. 3553 - Free 0460 - Local Control and Reduced Price Meals) Accountability Plan)

The Superintendent or designee shall designate an appropriate staff person to serve as a liaison for homeless children and youths. The district liaison shall fulfill the duties specified in 42 USC 11432 to assist in identifying and supporting homeless students to succeed in school.

In order to identify district students who are homeless, the Superintendent or designee shall may give a housing questionnaire to all parents/guardians during school registration, make referral forms readily available, include the district liaison's contact information on the district and school web sites, provide materials in a language easily understood by families and students, provide school staff with professional development on the definition and signs of homelessness, and contact appropriate local agencies to coordinate referrals for homeless children and youth and unaccompanied youth.

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(cf. 1113 - District and School Web Sites)

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

Information about a homeless student's living situation shall be considered part of a student's educational record, subject to the Family Educational Rights and Privacy Act and shall not be deemed to be directory information as defined in 20 USC 1232g. (42 USC 11432)

(cf. 5125 - Student Records)

(cf. 5125.1 - Release of Directory Information)

The Superintendent or designee shall ensure that placement decisions for homeless students are based on the student's best interest as defined in law and administrative regulation.

Each

~~(cf. 5111.13 - Residency for Homeless Children)~~

~~Transportation-homeless student shall be provided services that are comparable to services offered to other students in the school, including, but not limited to, transportation, educational programs for which the student meets the eligibility criteria (such as federal Title I services or similar state or local programs, programs for students with disabilities, and educational programs for English learners), career and technical education programs, programs for gifted and talented students, and school nutrition programs. (42 USC 11432)~~

~~The district shall provide transportation for a homeless student to and from his/her school of origin when the student is residing within the district. If the student moves outside of district boundaries, but continues to attend his/her school of origin within this district, the Superintendent or designee shall consult with the superintendent of the district in which the student is now residing to agree upon a method to apportion the responsibility and costs of the transportation. (42 USC 11432)~~

~~(cf. 3550 - Food Service/Child Nutrition Program)~~
~~(cf. 3553 - Free and Reduced Price Meals)~~
~~3250 - Transportation Fees)~~
~~(cf. 3541 - Transportation Routes and 5148.2 - Before/After School Programs)~~
~~(cf. 5148.3 - Preschool/Early Childhood Education)~~
~~(cf. 6159 - Individualized Education Program)~~
~~(cf. 6164.2 - Guidance/Counseling Services)~~

Legal Reference:

EDUCATION CODE

~~1980-1986 County community schools~~
~~2558.2 Use of revenue limits to determine average daily attendance of homeless children~~
39807.5 Payment of transportation costs by parents
48850 Educational rights of homeless and foster youth
48852.5 Notice of educational rights of homeless students
48852.7 Enrollment of homeless students
48915.5 Recommended expulsion, homeless student with disabilities
48918.1 Notice of recommended expulsion
51225.1-51225.3 Graduation requirements
52052 Accountability; numerically significant student subgroups
52060-52077 Local control and accountability plan
CODE OF REGULATIONS, TITLE 5
4600-4670 Uniform complaint procedures
UNITED STATES CODE, TITLE 20
1087vv Free Application for Federal Student Aid; definitions
1232g Family Educational Rights and Privacy Act
6311 Title I state plan; state and local educational agency report cards
UNITED STATES CODE, TITLE 42
11431-11435 McKinney-Vento Homeless Assistance Act
12705 Cranston-Gonzalez National Affordable Housing Act; state and local strategies

Management Resources:

CALIFORNIA CHILD WELFARE COUNCIL PUBLICATIONS
Partial Credit Model Policy and Practice Recommendations
CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
Homeless Education Dispute Resolution Process, January 30, 2007
NATIONAL CENTER FOR HOMELESS EDUCATION PUBLICATIONS
Homeless Liaison Toolkit, 2013
U.S. DEPARTMENT OF EDUCATION GUIDANCE
Dear Colleague Letter, July 27, 2016

Education for Homeless Children and ~~Youth~~Youths Program, Non-Regulatory Guidance, July ~~2004~~2016

WEB SITES

California Child Welfare Council: <http://www.chhs.ca.gov/Pages/CAChildWelfareCouncil.aspx>

California Department of Education, Homeless Children and Youth Education:
<http://www.cde.ca.gov/sp/hs/cy>

National Center for Homeless Education at SERVE: <http://www.serve.org/nche>

National Law Center on Homelessness and Poverty: <http://www.nlchp.org>

U.S. Department of Education: <http://www.ed.gov/programs/homeless/index.html>

Policy SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

adopted: October 18, 2007 Sacramento, California

revised: [February 4, 2021](#)— [Sacramento, California](#)



**CALIFORNIA DEPARTMENT
OF EDUCATION**

TONY THURMOND
STATE SUPERINTENDENT OF
PUBLIC INSTRUCTION

1430 N STREET, SACRAMENTO, CA 95814-5901 • 916-319-0800 • WWW.CDE.CA.GOV

November 30, 2020

Dear Selected Homeless Education Liaisons:

HOMELESS EDUCATION BOARD POLICY

According to your 2019–20 Homeless Education Policy, Requirements, and Implementation page within the Spring Release Consolidated Application and Reporting System (CARS), your local educational agency (LEA) has indicated that it does not have either a written board-approved homeless education board policy or the homeless education board policy was approved before 2016. Section 11432(g)(1)(I-J) of the [McKinney-Vento Homeless Assistance Act](https://uscode.house.gov/view.xhtml?path=/prelim@title42/chapter119/subchapter6/partB&edition=prelim) (<https://uscode.house.gov/view.xhtml?path=/prelim@title42/chapter119/subchapter6/partB&edition=prelim>) as reauthorized by the Every Student Succeeds Act (ESSA) states that LEAs are required to have developed, reviewed, and revised policies to remove barriers to the identification, enrollment, and retention of homeless children and youths.

Please take this opportunity to develop a new homeless education board policy or review and revise your current homeless education policy. A homeless education sample board policy and administrative regulations is attached. The sample provided includes ESSA reauthorization language, as well as language aligned to state laws. When your LEA completes this requirement, please make sure that your LEA indicates the new approval date on the 2020–21 CARS' Homeless Education Policy, Requirements, and Implementation page which is part of the Spring Release.

If you feel that this letter was received in error and your LEAs has developed or updated a homeless education board policy after 2016, please work with the LEA personnel that completes the CARS. It is important to note that we are using the self-reported data from the 2019–20 CARS Spring Release. To understand more about CARS, please visit their website at <https://www.cde.ca.gov/fq/aa/co/cars.asp>.

November 30, 2020

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If you have any questions regarding this subject, please contact the CDE's Integrated Student Support and Programs Office by phone at 866-856-8214 or by email at HomelessED@cde.ca.gov.

Sincerely,

Mindi Parsons, Administrator
Integrated Student Support and Programs Office

MP:mp

Attachment

Sacramento City USD
Administrative Regulation
AR 6173
Instruction

Education For Homeless Children

Definitions

Homeless students means students who lack a fixed, regular, and adequate nighttime residence and includes: (Education Code 48852.7; 42 USC 11434a)

1. Students who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals

(cf. 6173.1 - Education for Foster Youth)

2. Students who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings

3. Students who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings

4. Migratory children who qualify as homeless because they are living in conditions described in items #1-3 above

Unaccompanied youth includes youth who are not in the physical custody of a parent or guardian. (20 USC 11434a)

School of origin means the school that the homeless student attended when permanently housed or the school in which he/she was last enrolled, including a preschool. If the school the homeless student attended when permanently housed is different from the school in which he/she was last enrolled, or if there is some other school that he/she attended within the preceding 15 months and with which he/she is connected, the district liaison shall determine, in consultation with and with the agreement of the homeless student and the person holding the right to make educational decisions for the student, and in the best interests of the homeless student, which school shall be deemed the school of origin. (Education Code 48852.7; 42 USC 11432)

Best interest means that, in making educational and school placement decisions for a homeless student, consideration is given to, among other factors, educational stability, the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress, and the student's access to academic resources, services, and extracurricular and enrichment activities that are available to all district students. (Education Code 48850, 48853; 42 USC 11432)

District Liaison

The Superintendent designates the following staff person as the district liaison for homeless students: (42 USC 11432)

Homeless Program Coordinator
Parker Family Resource Center & Homeless Services Office (PFRC)
2930 21st Avenue
Sacramento, CA 95820
916-277-6892

The district's liaison for homeless students shall: (Education Code 48852.5; 42 USC 11432)

1. Ensure that homeless students are identified by school personnel through outreach and coordination activities with other entities and agencies

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)
(cf. 3553 - Free and Reduced-Price Meals)

2. Ensure that homeless students are enrolled in, and have a full and equal opportunity to succeed in, district schools

3. Ensure that homeless families and children and youth have access to and receive educational services for which they are eligible, including services through Head Start and Early Head Start programs, early intervention services under Part C of the federal Individuals with Disabilities Education Act, and other preschool programs administered by the district

(cf. 5148.3 - Preschool/Early Childhood Education)

4. Ensure that homeless families and students receive referrals to health care services, dental services, mental health and substance abuse services, housing services, and other appropriate services

(cf. 5141.6 - School Health Services)

5. Inform parents/guardians of the educational and related opportunities available to their children and ensure that they are provided with meaningful opportunities to participate in the education of their children

(cf. 5145.6 - Parental Notifications)

6. Disseminate notice of the educational rights of homeless students in locations frequented by parents/guardians of homeless children and youth and by unaccompanied youth, including schools, family shelters, public libraries, and hunger relief agencies (soup kitchens). The rights shall be presented in a manner and form understandable to the parents/guardians of homeless students and unaccompanied youth.

7. Mediate enrollment disputes in accordance with law and the section "Resolving Enrollment Disputes" below

8. Fully inform parents/guardians of homeless students and unaccompanied youth of all transportation services, including transportation to the school of origin, and assist them in accessing transportation to the school of choice

(cf. 3541 - Transportation Routes and Services)

9. Ensure that school personnel providing services to homeless students receive professional development and other support

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

10. Ensure that unaccompanied youth are enrolled in school, have opportunities to meet the same challenging state academic standards established for other students, and are informed of their status as independent students under 20 USC 1087v and that they may receive assistance from the district liaison to receive verification of their independent student status for purposes of applying for federal student aid pursuant to 20 USC 1090

11. Coordinate and collaborate with state coordinators and community and school personnel responsible for the provision of education and related services to homeless students, including the provision of comprehensive data to the state coordinator as required by law

In addition, when notified pursuant to Education Code 48918.1, the district liaison shall assist, facilitate, or represent a homeless student who is undergoing a disciplinary proceeding that could result in his/her expulsion. When notified pursuant to Education Code 48915.5, the district liaison shall participate in an individualized education program team meeting to make a manifestation determination regarding the behavior of a student with a disability.

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

(cf. 6159 - Individualized Education Program)

The Superintendent or designee shall inform homeless children and youth, their parents/guardians, school personnel, service providers, and advocates working with homeless families of the duties of the district's liaison. He/she shall also provide the name and contact information of the district's liaison to the California Department of Education (CDE) for publishing on the CDE's web site. (42 USC 11432)

Enrollment

The district shall make placement decisions for homeless students based on the student's best interest. (42 USC 11432)

In determining the best interest of the student, the district shall consider student-centered factors related to the student's best interest, including factors related to the impact of mobility on achievement, education, health, and safety, giving priority to the request of the student's parent/guardian or, in the case of an unaccompanied youth, the youth. (42 USC 11432)

Such factors may include, but are not limited to, the age of the student, the distance of the commute and the impact it may have on the student's education, personal safety issues, the student's need for special instruction, the length of anticipated stay in the temporary shelter or other temporary location, likely area of future housing, school placement of siblings, and the time remaining in the school year.

However, placement decisions shall not be based on whether a homeless student lives with his/her homeless parent/guardian or has been temporarily placed elsewhere. (42 USC 11432)

In the case of an unaccompanied youth, the liaison shall assist in placement or enrollment decisions, give priority to the views of the student, and provide notice to the student of his/her appeal rights. (42 USC 11432)

In determining a student's best interest, a homeless student shall, to the extent feasible, be placed in his/her school of origin, unless the student's parent/guardian or the unaccompanied youth requests otherwise. (Education Code 48852.7; 42 USC 11432)

Once a placement decision has been made, the principal or designee shall immediately enroll the student in the school of choice. The student shall be enrolled even if he/she: (Education Code 48852.7; 42 USC 11432)

1. Has outstanding fees, fines, textbooks, or other items or monies due to the school last attended

(cf. 5125.2 - Withholding Grades, Diploma or Transcripts)

2. Does not have clothing normally required by the school, such as school uniforms

(cf. 5132 - Dress and Grooming)

3. Is unable to produce records normally required for enrollment, such as previous academic records, proof of residency, and records of immunization and other required health records

(cf. 5111 - Admission)

(cf. 5111.1 - District Residency)

(cf. 5125 - Student Records)

(cf. 5141.26 - Tuberculosis Testing)

(cf. 5141.31 - Immunizations)

(cf. 5141.32 - Health Screening for School Entry)

4. Has missed application or enrollment deadlines during any period of homelessness

The principal or designee shall immediately contact the school last attended by the student to obtain the relevant records. If the student needs to obtain immunizations or does not possess immunization or other required health records, the principal or designee shall refer the parent/guardian to the district liaison for homeless students. The district liaison shall assist the parent/guardian, or the student if he/she is an unaccompanied youth, in obtaining the necessary immunizations, screenings, or records for the student. (42 USC 11432)

If the student is placed at a school other than his/her school of origin or the school requested by his/her parent/guardian or an unaccompanied youth, the Superintendent or designee shall provide the parent/guardian or the unaccompanied youth with a written explanation of the decision along with a statement regarding the right to appeal the placement decision. (42 USC 11432)

The student may continue attending his/her school of origin for the duration of the homelessness. (Education Code 48852.7; 42 USC 11432)

To ensure that the homeless student has the benefit of matriculating with his/her peers in accordance with the established feeder patterns, the following shall apply: (Education Code 48852.7; 42 USC 11432)

1. If the student is transitioning between grade levels, he/she shall be allowed to continue in the same attendance area.

2. If the student is transitioning to a middle school or high school, and the school designated for matriculation is in another school district, he/she shall be allowed to continue to the school designated for matriculation in that district.

If the student's status changes before the end of the school year so that he/she is no longer homeless, he/she shall be allowed to stay in the school of origin: (Education Code 48852.7)

1. Through the duration of the school year if he/she is in grades K-8
2. Through graduation if he/she is in high school

Resolving Enrollment Disputes

If a dispute arises over student eligibility, school selection, or enrollment in a particular school, the matter shall be referred to the district liaison, who shall carry out the dispute resolution process as expeditiously as possible. (42 USC 11432)

The parent/guardian or unaccompanied youth shall be provided with a written explanation of any decisions related to eligibility, school selection, or enrollment and of the right of the parent/guardian or unaccompanied youth to appeal such decisions. (42 USC 11432)

The written explanation shall include:

1. A description of the action proposed or refused by the district
2. An explanation of why the action is proposed or refused
3. A description of any other options the district considered and the reasons that any other options were rejected
4. A description of any other factors relevant to the district's decision and information related to the eligibility or best interest determination including the facts, witnesses, and evidence relied upon and their sources
5. Appropriate timelines to ensure any relevant deadlines are not missed
6. Contact information for the district liaison and state coordinator, and a brief description of their roles

The written explanation shall be complete, as brief as possible, simply stated, and provided in language that the parent/guardian or student can understand.

The district liaison may use an informal process as an alternative to formal dispute resolution procedures, provided that the parents/guardians or unaccompanied youth have access to the more formal process if informal resolution is not successful in resolving the matter.

In working with a student's parents/guardians or unaccompanied youth to resolve an enrollment dispute, the district liaison shall:

1. Inform them that they may provide written and/or oral documentation to support their position
2. Inform them that they may seek the assistance of social services, advocates, and/or service providers in having the dispute resolved
3. Provide them a simple form that they may use and turn in to the school to initiate the dispute resolution process
4. Provide them a copy of the dispute form they submit for their records
5. Provide them the outcome of the dispute for their records

If a parent/guardian or unaccompanied youth disagrees with the liaison's enrollment decision, he/she may appeal the decision to the Superintendent. The Superintendent shall make a determination within five working days.

If the parent/guardian chooses to appeal the district's placement decision, the district liaison shall forward all written documentation and related paperwork to the homeless liaison at the county office of education.

Pending final resolution of the dispute, including all available appeals, the student shall be immediately enrolled in the school in which enrollment is sought and shall be allowed to attend classes and participate fully in school activities. (42 USC 11432, 11434a)

Transportation

The district shall provide transportation for a homeless student to and from his/her school of origin when the student is residing within the district and the parent/guardian, or the district liaison in the case of an unaccompanied youth, requests that such transportation be provided. If the student moves outside of district boundaries, but continues to attend his/her school of origin within this district, the Superintendent or designee shall consult with the superintendent of the district in which the student is now residing to agree upon a method to apportion the responsibility and costs of the transportation. (42 USC 11432)

(cf. 3250 - Transportation Fees)

(cf. 3541 - Transportation Routes and Services)The district shall not be obligated to provide transportation to students who continue attending their school of origin after they cease to be homeless, unless the formerly homeless student has an individualized education program that includes transportation as a necessary related service for the student. (Education Code 48852.7)

Transfer of Coursework and Credits

When a homeless student transfers into a district school, the district shall accept and issue full credit for any coursework that the student has satisfactorily completed while attending another public school, a juvenile court school, or a nonpublic, nonsectarian school or agency and shall not require the student to retake the course. (Education Code 51225.2)

If the homeless student did not complete the entire course, he/she shall be issued partial credit for the coursework completed and shall be required to take the portion of the course that he/she did not complete at his/her previous school. However, the district may require the student to retake the portion of the course completed if, in consultation with the holder of educational rights for the student, the district finds that the student is reasonably able to complete the requirements in time to graduate from high school. Whenever partial credit is issued to a homeless student in any particular course, he/she shall be enrolled in the same or equivalent course, if applicable, so that he/she may continue and complete the entire course. (Education Code 51225.2)

Partial credits shall be awarded on the basis of 0.5 credits for every seven class periods attended per subject. If the school is on a block schedule, each block schedule class period attended shall be equal to two regular class periods per subject. Partial credits and grades earned by a student shall be included on the student's official transcript within two business days of the district's notification of the student's transfer, as required under Education Code 49069.5.

In no event shall the district prevent a homeless student from taking or retaking a course to meet the eligibility requirements for admission to the California State University or the University of California. (Education Code 51225.2)

(cf. 6143 - Courses of Study)

Applicability of Graduation Requirements

To obtain a high school diploma, a homeless student shall complete all courses required by Education Code 51225.3 and fulfill any additional graduation requirements prescribed by the Governing Board.

(cf. 6146.1 - High School Graduation Requirements)

However, when a homeless student who has completed his/her second year of high school transfers into the district from another school district or transfers between high schools within the district, he/she shall be exempted from all district-adopted coursework and other district-established graduation requirements, unless the district makes a finding that the student is reasonably able to complete the additional requirements in time to graduate from high school by the end of his/her fourth year of high school. Within 30 calendar days of the homeless student's transfer, the Superintendent or designee shall notify the student, the person holding the right to make educational decisions for him/her, and the district liaison for homeless students of the availability of the exemption and whether the student qualifies for it. If the Superintendent or designee fails to provide this notification, the student shall be eligible for the exemption once notified, even if the notification occurs after the student is no longer homeless. (Education Code 51225.1)

To determine whether a homeless student is in his/her third or fourth year of high school, the district shall use either the number of credits he/she has earned as of the date of the transfer or the length of his/her school enrollment, whichever qualifies him/her for the exemption. (Education Code 51225.1)

The Superintendent or designee shall notify any homeless student who is granted an exemption and the person holding the right to make educational decisions for him/her how any requirements that are waived will affect the student's ability to gain admission to a postsecondary educational institution and shall provide information about transfer opportunities available through the California Community Colleges. (Education Code 51225.1)

The district shall not require or request a homeless student to transfer schools in order to qualify for an exemption and no request for a transfer solely to qualify for an exemption shall be made by a homeless student, the person holding the right to make educational decisions for the student, or the district liaison on behalf of the student. (Education Code 51225.1)

If a homeless student is exempted from local graduation requirements, the exemption shall continue to apply after the student is no longer homeless or if he/she transfers to another school or school district. (Education Code 51225.1)

If the Superintendent or designee determines that a homeless student is reasonably able to complete district graduation requirements within his/her fifth year of high school, he/she shall: (Education Code 51225.1)

1. Inform the student and, if under 18 years of age, the person holding the right to make educational decisions for him/her, of the option available to the student to remain in school for a fifth year to complete the district's graduation requirements and how that will affect his/her ability to gain admission to a postsecondary educational institution
2. Provide information to the homeless student about transfer opportunities available through the California Community Colleges

3. Upon agreement with the homeless student or with the person holding the right to make educational decisions for him/her if he/she is under 18 years of age, permit the student to stay in school for a fifth year to complete the district's graduation requirements

Eligibility for Extracurricular Activities

A homeless student who enrolls in any district school shall be immediately deemed to meet all residency requirements for participation in interscholastic sports or other extracurricular activities. (Education Code 48850)

(cf. 6145 - Extracurricular and Cocurricular Activities)

(cf. 6145.2 - Athletic Competition)

Notification and Complaints

Information regarding the educational rights of homeless students, as specified in Education Code 51225.1 and 51225.2, shall be included in the annual uniform complaint procedures notification distributed to students, parents/guardians, employees, and other interested parties pursuant to 5 CCR 4622. (Education Code 51225.1, 51225.2)

Any complaint that the district has not complied with requirements regarding the education of homeless students, as specified in Education Code 51225.1 or 51225.2, may be filed in accordance with the district's procedures in AR 1312.3 - Uniform Complaint Procedures.

(cf. 1312.3 - Uniform Complaint Procedures)

Adopted:
February , 2021



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Item# 10.1

Meeting Date: February 4, 2021

Subject: Local Control and Accountability Plan (LCAP) Mid-Year Update

- 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: Receive information about the status and context of the 2021-22 Local Control and Accountability Plan (LCAP).

Background/Rationale: Annually, districts must develop a Local Control and Accountability Plan (LCAP). The 2021-22 LCAP represents the first year of a new, three-year LCAP cycle (2021-22 to 2023-24). The next three-year cycle was scheduled to begin in 2020-21 but was postponed as part of the changes to accountability due to COVID-19. The 2021-22 LCAP will, in addition to the 2021-22 to 2023-24 three-year plan, include an Annual Update to the 2019-20 LCAP year, Annual Update to the 2020-21 Learning Continuity and Attendance Plan, and the 2020-21 LCFF Budget Overview for Parents.

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. Annual Update for Developing the 2021-22 Local Control and Accountability Plan Template
3. LCAP Template for 2021-22
4. LCAP Expenditure Tables Template

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

Board of Education Executive Summary

Continuous Improvement and Accountability and State and Federal Programs

Local Control and Accountability Plan (LCAP) Mid-Year Update
February 4, 2021



I. Overview/History of Department or Program

In July 2013, the state Legislature approved a new funding system for all California public schools. This new funding system, Local Control Funding Formula (LCFF), requires that every Local Education Agency write a Local Control and Accountability Plan (LCAP) and Annual Update.

II. Driving Governance:

According to Ed Code 52060, on or before July 1, annually, the Governing Board of each school district shall adopt a Local Control and Accountability Plan (LCAP) using a template adopted by the State Board of Education (SBE), effective for three years with annual updates. It will include the district's annual goals for all students and for each significant subgroup in regard to the eight state priorities and any local priorities, as well as the plans for implementing actions to achieve those goals.

Following the closure of schools due to COVID-19, April 23, 2020, Governor Newsom issued Executive Order N-56-20 on April 23, 2020. This order postponed the 2020-21 LCAP to December 2020 and established the COVID-19 Operations Written Report requirement. Senate Bill 98, signed into law on June 29, 2020, made further changes to accountability requirements. These included elimination of the 2020-21 LCAP, shifting of the next three-year LCAP cycle to 2021-22 to 2023-24, and establishment of the Learning Continuity and Attendance Plan requirement.

Senate Bill 820, signed into law on September 18, 2020, specified that the 2021-22 LCAP template include Annual Update components for the 2019-20 LCAP Year AND the 2020-21 Learning Continuity and Attendance Plan.

Senate Bill 98 also confirmed that performance levels would not be reported for schools or districts on the 2020 California School Dashboard. This resulted in all districts and schools maintaining their existing eligibility status for Differentiated Assistance, Comprehensive Support and Improvement, or Additional Targeted Support and Improvement, respectively.

III. Budget:

SCUSD's most recent LCAP (2019-20) includes actions whose total expenditures represent the majority of the district's budget. In the 2019-20 LCAP \$431,357,083 were accounted for across all actions out of projected expenditures totalling \$547,000,000 (Figures from 2019-20 LCFF Budget Overview for Parents). An expressed interest from stakeholders has been to increase the total proportion of the budget represented in the LCAP.

Any actions taken as part of the Fiscal Recovery Plan or other district decision-making process will be detailed in the LCAP. Actions in the LCAP span the breadth of the district's efforts to meet its goals and these include a wide range of personnel and programs. Most of the items in the Fiscal Recovery Plan will, if enacted, result in changes to one or more LCAP actions.

Board of Education Executive Summary

Continuous Improvement and Accountability and State and Federal Programs

Local Control and Accountability Plan (LCAP) Mid-Year Update
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IV. Goals, Objectives and Measures:

The LCAP is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. The LCAP provides an opportunity for local educational agencies (LEAs) to share their stories of how, what, and why programs and services are selected to meet their local needs. (From CDE LCAP web page)

The key components of an LCAP include:

- An overview of the district's **context**, recent **successes** and identified **needs**
- A district's **goals**
- The **actions/services** that the district will implement to achieve those goals (and their projected costs)
- The **metrics** that will be used to determine success and the **target outcomes** for each metric
- **Analysis** of outcomes and expenditures from the previous year
- Description of how the district is **increasing/improving services for unduplicated students**
- Description of how **stakeholder input** was solicited, summary of key input, and how it influenced the plan

SCUSD's existing (2019-20) LCAP Goals include:

1. Increase the percent of students who are on-track to graduate college and career ready
2. Students will be engaged with a safe, physically and emotionally healthy learning environment
3. Parents, families, and community stakeholders will become more fully engaged as partners in the education of students in SCUSD
4. Maximize the leadership, structure, and processes of the organization to execute our mission as effectively and efficiently as possible

The current development process include review of these goal statements and potential revisions to reflect the current and future context of the district.

A key aspect of the LCAP is the requirement that districts describe how they have increased and improved services for the following students groups (collectively referred to as 'Unduplicated Students') as compared to all students:

- English language learners
- Students eligible for free and reduced price meals program (low income)
- Foster Youth
- Homeless students

The LCAP must include measurable outcomes that enable the district to monitor progress across the eight state priorities. The eight state priorities and key components within each include:

1. Basics (Teacher Assignments, Access to Instructional Materials, Facilities in good repair)
2. State Standards (Implementation of academic content and performance standards adopted by the state)
3. Parental Involvement (Efforts to seek parent input in decision making and promotion of parent participation)
4. Pupil Achievement (Performance on standardized tests, college/career readiness, English Learner reclassification and proficiency)
5. Pupil Engagement (Attendance rates, Chronic Absenteeism rates, Drop-out rates, Graduation Rates)

Board of Education Executive Summary

Continuous Improvement and Accountability and State and Federal Programs

Local Control and Accountability Plan (LCAP) Mid-Year Update
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6. School Climate (Suspension rates, Expulsion rates, local surveys of safety and connectedness)
7. Course Access (Enrollment in a broad course of study)
8. Other Pupil Outcomes (Pupil outcomes in subject areas)

V. Major Initiatives:

The LCAP provides details of the specific actions, services, and expenditures to be implemented by the district as it actualizes the overarching Equity, Access, and Social Justice Guiding Principle, which states that all students are given an equal opportunity to graduate with the greatest number of postsecondary choices from the widest array of options.

To increase coherence throughout the system, staff are focused on ensuring that the processes for the budget, School Plan for Student Achievement (SPSA), and LCAP are aligned and integrated. Staff across departments are currently working to implement account coding practices that will increase alignment and transparency.

The California Department of Education (CDE) developed and released a new LCAP template in January 2020. Following the shift of the next three-year LCAP cycle to 2021-22, the LCAP currently in development will mark the first time this template has been used.

The new template includes several changes of note that are the result of stakeholder advocacy and input over the past years. These include:

Consolidation of expenditure information into summary tables:

- Statute required that the template consolidate expenditures into table form. This is expected to reduce the overall length of LCAPs.
- CDE has emphasized that the focus should be on which expenditures (regardless of funding source) contribute to increased or improved services for unduplicated pupils.

Focus on three-year target outcomes with annual reporting of progress:

- This differs from the former LCAP templates, which have required distinct targets to be established for each of the three LCAP years.
- Actual outcomes for each of the three LCAP years will be reported annually.

Merging of the Annual Update and Goals Sections:

- Previously, the Annual Update and Goals sections are the most substantial LCAP sections in terms of length. To streamline the document, the analysis portion of the Annual update was merged with the Goals section.
- Estimated Actual expenditure reporting has been relocated to a summary table.

In addition to the key changes outlined, the new template instructions provide guidance regarding the three types of LCAP goals that districts should consider in plan development:

- **Focus Goal:** Concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

Board of Education Executive Summary

Continuous Improvement and Accountability and State and Federal Programs

Local Control and Accountability Plan (LCAP) Mid-Year Update
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- **Broad Goal:** Less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** Includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

A key part of the 2019-20 and 2020-21 Annual Update components is analysis of lessons learned and looking forward to how reflections upon successes and challenges inform future plans. Analysis questions in the Annual Updates include the following:

- Explain how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021-22 LCAP.
- Describe how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed development of the 21-22 through 23-24 LCAP.

VI. Results:

The Local Control and Accountability Plan (LCAP) must be presented to the board in a public hearing and, in a subsequent meeting, for adoption prior to June 30, 2021. These steps must occur in alignment with the public hearing and adoption of the district's 2021-22 budget. Within 5 days of adoption, the LCAP must be submitted to the Sacramento County Office of Education (SCOE) for approval.

Beginning with the 2021-22 LCAP, the Dashboard Local Indicators must also be presented during the same meeting at which the LCAP is adopted.

VII. Lessons Learned/Next Steps:

LCAP Staff will be continuing stakeholder engagement activities, collaboration with program staff and the budget staff, and consultation with county colleagues throughout the spring to prepare the required LCAP components.

Key Checkpoints in the LCAP development and adoption process include:

- Feb 4, 2021: LCAP Mid-Year Update Presentation to Board
- Feb 18, 2021: LCAP PAC and SAC Presentation of Recommendations/Input to Board
- Mar 18, 2021: LCAP Annual Update Presentation to Board
- May 6, 2021: LCAP Draft Presentation to Board
- May 20, 2021: Presentation of Stakeholder Input Summary to Board
- June 3, 2021: LCAP/Budget Public Hearing
- June 17, 2021: LCAP/Budget Adoption
- June 22, 2021: Deadline to Submit LCAP to Sacramento County Office of Education (SCOE)
- Summer 2021: (If needed) SCOE Feedback, SCUSD Revisions, SCOE Approval

Key Terms:

Board of Education Executive Summary

Continuous Improvement and Accountability and State and Federal Programs

Local Control and Accountability Plan (LCAP) Mid-Year Update
February 4, 2021



Local Control and Accountability Plan (LCAP):

- A three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes.

Local Control Funding Formula (LCFF)

- The state's method for funding school districts

LCFF Base Funding

- Uniform base grant based on grade span and average daily attendance

Unduplicated Pupils

- English Learners, Low-Income students, Foster Youth

LCFF Supplemental Grant Funding

- Additional funding based upon unduplicated pupil percentage

LCFF Concentration Grant Funding

- Additional funding based upon the percentage of unduplicated pupils exceeding 55% of district's enrollment

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
[Insert LEA Name here]	[Insert Contact Name and Title here]	[Insert Email and Phone here]

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

[Describe goal here]

State and/or Local Priorities addressed by this goal:

State Priorities: [List State Priorities Here]

Local Priorities: [Add Local Priorities Here]

Annual Measurable Outcomes

Expected	Actual
[Add expected outcome here]	[Add actual outcome here]
[Add expected outcome here]	[Add actual outcome here]

Expected	Actual
[Add expected outcome here]	[Add actual outcome here]

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
[Add planned action/service here]	[Add budgeted expenditures here]	[Add actual expenditures here]
[Add planned action/service here]	[Add budgeted expenditures here]	[Add actual expenditures here]

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

[Add text here]

A description of the successes and challenges in implementing the actions/services to achieve the goal.

[Add text here]

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency’s (LEA’s) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
[Description of the action]	[\$ 0.00]	[\$ 0.00]	[Y/N]
[Description of the action]	[\$ 0.00]	[\$ 0.00]	[Y/N]

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

[Add text here]

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

[Add text here]

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
[Description of the action]	[\$ 0.00]	[\$ 0.00]	[Y/N]
[Description of the action]	[\$ 0.00]	[\$ 0.00]	[Y/N]

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

[Add text here]

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

[Add text here]

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
[Description of the action]	[\$ 0.00]	[\$ 0.00]	[Y/N]
[Description of the action]	[\$ 0.00]	[\$ 0.00]	[Y/N]

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

[Add text here]

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

[Add text here]

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

[Add text here]

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

[Add text here]

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

[Add text here]

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
[The section of the Learning Continuity Plan related to the action described; may put N/A if the action does not apply to one specific section]	[Description of the action]	[\$ 0.00]	[\$ 0.00]	[Y/N]
[The section of the Learning Continuity Plan related to the action described; may put N/A if the action does not apply to one specific section]	[Description of the action]	[\$ 0.00]	[\$ 0.00]	[Y/N]

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

[Add text here]

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

[Add text here]

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

[Add text here]

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

[Add text here]

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

[Add text here]

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

Annual Measurable Outcomes

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Actions/Services

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth

students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

Analysis of In-Person Instructional Offerings

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,
 - Pupil Participation and Progress,
 - Distance Learning Professional Development,
 - Staff Roles and Responsibilities, and
 - Supports for 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

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

California Department of Education
January 2021

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
[Insert LEA Name here]	[Insert Contact Name and Title here]	[Insert Email and Phone here]

Plan Summary [LCAP Year]

General Information

A description of the LEA, its schools, and its students.

[Respond here]

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

[Respond here]

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

[Respond here]

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

[Respond here]

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

[Identify the eligible schools here]

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

[Describe support for schools here]

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

[Describe monitoring and evaluation here]

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

[Respond here]

A summary of the feedback provided by specific stakeholder groups.

[Respond here]

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

[Respond here]

Goals and Actions

Goal

Goal #	Description
[Goal #]	[A description of what the LEA plans to accomplish.]

An explanation of why the LEA has developed this goal.

[Respond here]

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
[Respond here]	[Respond here]	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	[Respond here]
[Respond here]	[Respond here]	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	[Respond here]
[Respond here]	[Respond here]	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	[Respond here]

Actions

Action #	Title	Description	Total Funds	Contributing
[Action #]	[A short title for the action; this will appear in the expenditure tables]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]	[\$ 0.00]	[Y/N]
[Action #]	[A short title for the action; this will appear in the expenditure tables]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]	[\$ 0.00]	[Y/N]
[Action #]	[A short title for the action; this will appear in the expenditure tables]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]	[\$ 0.00]	[Y/N]

Goal Analysis [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

[Respond here]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Respond here]

An explanation of how effective the specific actions were in making progress toward the goal.

[Respond here]

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

[Respond here]

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [LCAP Year]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
[Insert percentage here]%	[Insert dollar amount here]

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action 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 goals for these students.

[Provide description here]

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

[Provide description here]

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC 52064(e)(1)*). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some

metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 .

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the “Increased or Improved Services” section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action 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 goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.

- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All”, or by entering a specific student group or groups.
- **Increased / Improved:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.

Local Control and Accountability Plan (LCAP) Expenditure Tables Template

Developed by the California Department of Education, January 2020



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 10.2

Meeting Date: February 4, 2021

Subject: Resolution No. 3180: Recognition of District Structural Deficit

- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading (Action Anticipated: February 4, 2021)
- Conference/Action
- Action
- Public Hearing

Division: Office of the Superintendent

Recommendation: Resolution No. 3180: Recognition of District Structural Deficit

Background/Rationale: The District's structural deficit has been analyzed by numerous independent entities, include the Fiscal Crisis & Management Assistance Team (FCMAT), the California State Auditor, the Sacramento County Office of Education, and the Policy Analysis for California Education (PACE). Each of these independent entities have offered recommendations aimed at reducing the District's Structural Deficit. The proposed Resolution aims to recognize the District's fiscal challenges and to establish the goal of taking actions to address such.

Financial Considerations: The proposed Resolution is directed at recognizing and addressing the District's Structural Deficit.

LCAP Goal(s): Operational Excellence

Documents Attached:

1. Resolution No. 3180 will be provided Monday, February 1st

<p>Estimated Time of Presentation: 15 minutes Submitted by: President Pritchett, Board of Education Approved by: Jorge A. Aguilar, Superintendent</p>
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SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION
RESOLUTION NO. 3180

RESOLUTION ON RECOGNITION OF STRUCTURAL DEFICIT

WHEREAS, the Sacramento City Unified School District (“District”) is facing a significant structural budget deficit in the unrestricted General Fund and independent entities expect that deficit to grow in future years if corrective action is not taken, because as noted by the State Auditor, the district spends more than it receives in revenue and its costs are growing faster than its revenues (Audit Report at Figure 9, pg. 35); and

WHEREAS, the Board of Education understands that there are long-time challenges related to the District’s structural budget which have been recognized by independent entities for approximately two decades, as observed by the State Auditor, “[d]espite receiving warnings regarding its health benefit costs from entities that have reviewed its budgets since 2003, Sacramento Unified has not taken sufficient action to control those costs when negotiating any of the six agreements that it has entered into with its teachers union since then.” (Audit Report at pg. 2); and

WHEREAS, the Board of Education is fully aware that an ongoing structural deficit can be solved through a sufficient increase in ongoing General Fund revenues, reductions in district costs for employee salaries and benefits, cuts to programs or services, or a combination of the above, as recognized by the State Auditor, “Sacramento Unified cannot achieve cost savings significant enough to balance its budget without addressing its three largest categories of expenditures: salaries; benefits; and contracts, services, and other operating expenses” (Audit Report at pg. 9); and

WHEREAS, the District and Board value the hard work and contributions of its employees and believes its employees deserve a competitive compensation package; and

WHEREAS, that in order to address the long-time challenges related to the District’s structural budget, the Board recognizes the importance of working collaboratively with District Labor Partners to create conditions for change that benefit students and staff, and endorses an interest-based, non-adversarial approach to collective bargaining, as noted in Board Policy 4141; and

WHEREAS, the Board recognizes such collaboration is important for the short-term and long-term fiscal health of the district and that building capacity in school systems and labor partners “to increase collaboration and collective trust is central to creating the conditions for change that improve outcomes for students and staff” and;

WHEREAS, The Board recognizes that budget projections of both revenue and expenditures are made at a specific point in time, that projections are updated and are expected to change often based on numerous factors, and that the District uses industry standards to make budget projections, including relying on a cohort method for enrollment projections and using

the latest factors released by the Department of Finance (DOF) and Fiscal Crisis & Management Assistance Team (FCMAT) tools that districts are expected to utilize as planning factors, including primarily State-required reports and key information regarding budget assumptions, multi-year projections, and cash flow reports (First Interim Report Assumptions at pg. 187; FCMAT 2020 Report at pg. 6); and

WHEREAS, the Sacramento County Office of Education disapproved the District's adopted budget for the 2018-2019, the 2019-2020, and the 2020-2021 fiscal years on the basis of a structural budget deficit, cash flow insufficiencies, and negative fund balance projections, which are projected to lead to a failure to meet ongoing expenses and the state-mandated 2% reserve, and thereby trigger the need for a state loan and takeover of the District; and

WHEREAS, State Takeover or "receivership" results in the loss of local board control of the District with the appointment of an outside administrator and additional costs for repaying the state loan with interest as well as additional oversight, and as recognized by the State Auditor, *"[f]urther, when a district must make loan and related interest payments, it has less funding available for students. As a result, it may need to increase class sizes or reduce programs and opportunities for students."* (Audit Report at pg. 13); and

WHEREAS, the District's budget has been analyzed by numerous outside independent entities, including the California State Auditor pursuant to its authority under Government Code Section 8543, et seq., the Fiscal Crisis & Management Assistance Team (FCMAT) pursuant to its responsibilities under AB 1200, Education Code Section 42127.8, and the Sacramento County Office of Education pursuant to its school district budget related responsibilities under Education Code Section 42127 et seq. The District relies upon these outside entities for the purpose of identifying needed improvements and providing recommendations to assist the District in achieving fiscal solvency, as set out in the reports issued by each independent entity:

1. California State Auditor – 2019
2. Fiscal Crisis & Management Assistance Team (FCMAT) - 2018
3. Fiscal Crisis & Management Assistance Team (FCMAT) - 2020
4. Policy Analysis for California Education (PACE) - 2019
5. Sacramento County Office of Education (SCOE) Analyses Continuing

Critical conclusions from these independent entities include:

1. The District does not have sufficient ongoing resources to support ongoing expenses. As noted by the State Auditor, "Sacramento Unified's costs, such as salaries and benefits, have increased at a rate that has outpaced the ongoing revenue it receives" (Audit Report at pg. 9, Figure 2);

2. The District should not rely on one-time funds to support ongoing expenses. As recognized by the State Auditor, "The Legislature appropriates one-time funds for a specific purpose and for a limited term, and subsequent legislation is necessary to renew them. Thus, such funds are fundamentally different from funds that districts generally use for ongoing costs, which consist of appropriations for the same purpose that are funded on an annual basis or continuously appropriated funds that are appropriated from year to year without the need for

further authorization from the Legislature. For example, in fiscal year 2017–18, Sacramento Unified received \$5.7 million in one-time funds from the State for the purpose of satisfying potential outstanding state mandate claims.” (Audit Report at pg. 16);

3. The District must implement significant ongoing budget reductions to create a balanced budget. As explained by the State Auditor, “Sacramento Unified and its board will need to make difficult choices to address the district’s structural financial issues, and they will need to act quickly if they wish to avoid the difficulties inherent in accepting an emergency loan from the State and appointment of an administrator.” (Audit Report at 36);

4. The District’s high and escalating health benefits costs that well exceed those of other comparable area districts are a main driving factor in its employee compensation costs. The State Auditor recognized that “as of December 2017, Sacramento Unified provided the most generous and expensive employee benefits among nearby school districts” (Report at pg. 13). “Sacramento Unified’s generous benefits have driven the district’s high total compensation costs ...” (Audit Report at pg. 15); and

5. The District is unlikely to solve its structural deficit without reductions in the district’s costs for employee compensation, including health benefits costs (See Audit Report at pg. 36-37, Figure 10; Recommendations pg. 39.) “Because negotiations include strict deadlines, time is of the essence for any reductions that include salaries and benefits. All stakeholders may need to evaluate the affordability of salaries and benefits provided in the past. For example, some health plans offered to employees cost much more than others, and the district still offers lifetime health benefits to all eligible employees.” (FCMAT 2018 at pg. 24); and

WHEREAS, The District is required to provide regular updates regarding its progress on the recommendations from the State Auditor and FCMAT (First Interim Update at pg. 4, 30), and has made progress in implementing a large number of recommendations from these independent entities to improve budgeting and financial policies and practices; and

WHEREAS, the District’s current benefit structure includes significantly underfunded retiree lifetime health benefits in addition to fully-paid, high-priced health benefits for active employees (Audit Report at pg. 20-22, Figure 7; see also FCMAT 2018 at pg. 14-17), with one plan recognized by the State Auditor as the fourth costliest school district healthcare plan in California (Table at pg. 19); and

WHEREAS, as recognized by the State Auditor, the District has the region’s highest-cost benefit structure for active employees (pgs. 15-20, Table 2) and retirees continue to receive fully paid health care benefits until receiving Medicare at 65 whereas other nearby districts typically pay only the cost of the lowest cost plan they offer prior to Medicare (pg. 20-21, Figure 7) and among the highest regional average salary for teachers, yet ongoing revenue is not projected to increase at the same rate in part due to declining enrollment (Audit Report at pg. 10, 15, Table 1, pg. 20, Table 2); and

WHEREAS, the District has made progress in improving its budgeting processes as noted by SCOE in September of 2019, and has made significant reductions to lower ongoing unrestricted General Fund costs over the last two years (FRP PowerPoint Slide 14), including but not limited to millions of dollars in staffing adjustments aligned to enrollment and shifting expenditures to restricted funding sources when possible; and

WHEREAS, the Board of Education recognizes that the District does not currently provide a large number of targeted student supports and programs through the unrestricted General Fund which it can consider eliminating for cost savings [as stated by SCOE in its letter of Nov. 20, 2019](#); and

WHEREAS, the Board of Education recognizes that employee compensation for current levels of student supports and programs is the District's largest on-going cost. Currently, [salaries and benefits for such student supports and programs make up 88% of unrestricted General fund at First Interim Budget Update](#) (First Interim at pg. 184), and this number generally fluctuates between 88%-91% yearly. According to FCMAT, "[\[t\]he statewide average for unified school districts as of 2016-17 \(the latest data available\) is 84.63%. At 2018-19 first interim, the district is exceeding the statewide average by 6.37%.](#)" (FCMAT 2018 at pg. 17.) In addition to accounting for 88% of the unrestricted General Fund budget, salaries and benefits account for approximately [80% of General Fund Unrestricted and Restricted Budget, \(Audit Report at pg. 11, Figure 3\)](#); and

WHEREAS, the Board recognizes that the District has been able to supplement its budget and temporarily mitigate its deficit with Coronavirus Aid, Relief, and Economic Security Act (CARES Act) and recent Coronavirus Response and Relief Supplemental Appropriations Act of 2021 (CRRSA Act) **one-time restricted revenues** which must be [spent for specific COVID related purposes](#) as further [outlined by the California Department of Education \(CDE\) and School Services of California](#) (SSC) (Adopted Budget at pg. 7-31), and the Board of Education understands that these funds are one-time restricted funds and non-sustainable as they must be expended by June 2021, December 2021, September 2022, and June 2023; and

WHEREAS, the Board understands the following:

1. The District accounts for these above **one-time restricted revenues** by using a placeholder of the "Books and Supplies" budget line in its Restricted General Fund Budget;
2. Current standard budget practice is to set up the carryover budget in the Books and Supplies budget line until final decisions are made as to what type of expenditures meet the District's needs;
3. In a given year, the total restricted expenditures budget will equal restricted revenues plus carryover ;
4. One-time restricted funds will not provide a solution to an ongoing projected structural deficit in the unrestricted General Fund, because they are one-time in nature and because there are specific restrictions on how they may be used; and

WHEREAS, the projected current year ending surplus (2020-2021) is largely a result of [one-time budget savings due to less spending during school closures caused by COVID-19](#) (First Interim Report at pgs. 170-198); and

WHEREAS, based on First Interim Budget projections, the District's cash flow is expected to experience significant shortages beginning on or about [May 2021 which the District should be](#)

able to manage in the short run through temporary interfund transfers, short term borrowing, and possibly a waiver of the state revenue cash deferrals, with more significant cash shortages occurring however in March of 2022 (First Interim at pgs. 195-196), and although the Governor's January Budget Proposal would delay these estimated dates for a limited number of months, the cash flow problem is projected to persist; and

WHEREAS, based on the projected impact of the Governor's January Budget Proposal and one-time restricted federal COVID relief dollars, the District expects the date of fiscal insolvency as projected in First Interim will be prolonged; however, reserves are nevertheless expected to be depleted due to the structural deficit leaving cash flow shortages and a negative fund balance in year 2022-2023; and

WHEREAS, the Board intends this resolution to clearly communicate to stakeholders the basis for action on a fiscal recovery plan; and

WHEREAS, the District is projected to face the following significant consequences if ongoing reductions are not achieved:

- The District is projected to experience serious cash-flow challenges by March 2022 and will be at risk of an emergency apportionment (State Loan and Takeover) leading to a lack of local democratic control and millions in additional ongoing expenses;
- The District's ongoing, structural budget deficit is projected to increase to approximately \$33 million by 2022-2023 based on 2020-2021 First Interim and factoring in generous assumptions from the Governor's January Proposed Budget (see Budget and Fiscal Recovery Plan Update, Board Presentation Item 7.2, January 26, 2021); and
- A prolonged inability to reach a point of fiscal recovery where the District can afford to invest in programs, services, and staff training to support student safety, wellness, academic success and social and emotional well-being, such as: expanding inclusive practices for students with disabilities throughout the district; offering additional specialized programs of study; providing equitable extracurricular activities and replacing the current "pay-to-play" and fundraising models for athletic and experiential activities, which are pervasive in our District; enhancing cultural competency and linguistic services, expanding enrichment programs such as college visits; adopting new, updated, socially and culturally relevant curricular materials; and providing high-quality ongoing professional staff development.

NOW, THEREFORE, BE IT RESOLVED that, the SCUSD Board of Education recognizes the existence of and significant threat posed by the District's ongoing structural deficit; and

BE IT FURTHER RESOLVED that the Board remains committed to supporting the District and all District Labor Partners to establish collaborative and non-adversarial labor relations and encourages District Labor Partners to commit or recommit to participating in the [Labor Management Institute \(LMI\)](#) or similar entities; and

BE IT FURTHER RESOLVED that the District must act to reduce the ongoing unrestricted general fund expenditures in order to balance the multi-year budget and meet the state mandated 2% reserve *without a structural deficit*. Such action will prevent a state loan and takeover, and

provide a foundation for solvency and reinvestment in critical priorities that serve students and families.

PASSED AND ADOPTED by the Sacramento City Unified School District Board of Education on this ____ day of _____ 2021, by the following vote:

AYES: _____

NOES: _____

ABSTAIN: _____

ABSENT: _____

ATTESTED TO:

Jorge A. Aguilar
Secretary of the Board of Education

Christina Pritchett
President of the Board of Education



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 10.3

Meeting Date: February 4, 2021

Subject: Fiscal Recovery Plan

- 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: Approve the Fiscal Recovery Plan presented at the January 26, 2021 Special Board Meeting.

Background/Rationale: The current financial status as of the 2020-2021 First Interim Financial Report projects that on-going reductions of fifty-six million dollars (\$56,000,000) are required in order to balance the budget, satisfy the state-mandated 2% reserve and avoid fiscal insolvency.

Financial Considerations: The District's Fiscal Recovery Plan includes proposed budget solutions.

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

Documents Attached:

1. Executive Summary will be provided on Monday, February 1, 2021

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

Board of Education Executive Summary

Business Services

Proposed Fiscal Recovery Plan

February 4, 2021



I. OVERVIEW/HISTORY:

On October 1, 2020 the Sacramento City Unified School District's ("District") Board approved the 2020-21 revised adopted budget which was disapproved by the Sacramento County Office of Education (SCOE) in a letter dated October 28, 2020. SCOE disapproved the District's 2020-21 revised adopted budget due to the on-going structural deficit, cash flow issues, negative fund balance projections and the recent FCMAT assessment (FCMAT letter dated September 15, 2020). At the November 5, 2020 Board Meeting, the District's Board voted to waive the formation of the Budget Review Committee. The Fiscal Advisor assigned by SCOE has continued to work with the District providing fiscal oversight and guidance.

The District must implement sufficient reductions to resolve the on-going structural budget deficit which is also projected to increase in future years. Although a State Loan will not be required in 2020-2021, the District is at risk of fiscal insolvency if the required reductions are not implemented for the 2021-2022 fiscal year. To address fiscal insolvency, the District, for the board's consideration, has developed a Fiscal Recovery Plan (FRP) that includes both negotiable and non-negotiable items. Although savings from the non-negotiable items will reduce the deficit, these reductions alone will not be sufficient and therefore, additional reductions will be required to eliminate deficit spending and achieve fiscal solvency.

II. BUDGET:

2020-2021 First Interim Report

The current financial status as of the 2020-21 First Interim Report projects that on-going reductions of \$56M are required in order to balance the budget, satisfy the state-mandated 2% reserve, and avoid fiscal insolvency.

Sacramento City Unified School District	2020-21 1st Interim	2021-22 Projected	2022-23 Projected	2023-24 Potential
Beginning Fund Balance	93,048,611	62,569,699	24,335,902	(31,064,661)
Surplus/(Deficit) Spending	(31,150,477)	(38,905,362)	(56,072,127)	(60,000,000)
Ending Fund Balance	62,569,699	24,335,902	(31,064,660)	(91,064,661)
Less: Assignments and Reserves	330,662	330,662	330,662	330,662
2% Reserve for Economic Uncertainty	12,765,701	11,291,803	11,480,966	12,000,000
Net Available Fund Balance after 2% REU	49,473,336	12,713,437	(42,876,288)	(103,395,323)

Board of Education Executive Summary

Business Services

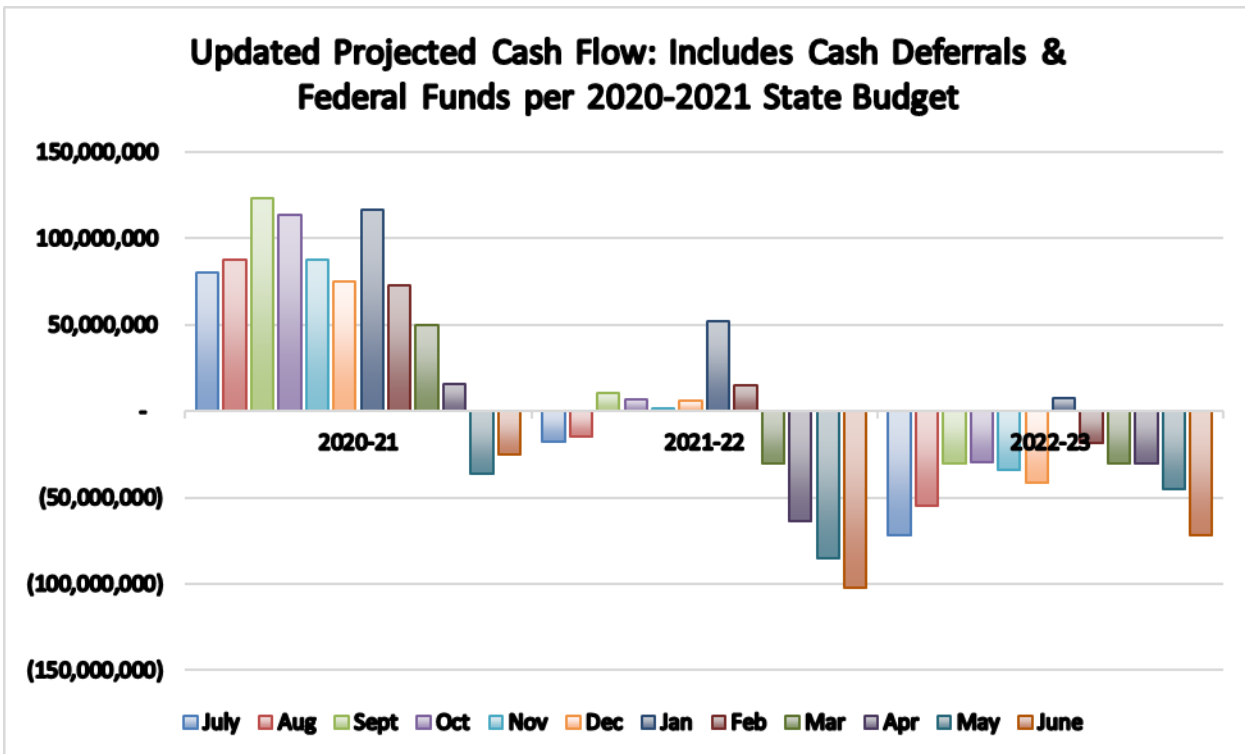
Proposed Fiscal Recovery Plan

February 4, 2021



Cash Flow

The District's cash flow reports project a positive cash balance through April 2021 but starting in May 2021 the District is projected to have cash challenges that will be managed with temporary interfund transfers, short term borrowings and/or possibly a waiver of the cash deferrals. However, if a Fiscal Recovery Plan is not implemented by July 1, 2021, the District is projected to experience serious cash issues by March 2022.



Board of Education Executive Summary

Business Services

Proposed Fiscal Recovery Plan

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Fiscal Updates

Projected Enrollment for 2021-2022

The District's enrollment for 2021-2022 is projected at 39,800 which is about 600 students less than the 2019-2020 school year. This represents a difference of 400 students approximately since the projections used at First Interim. As stated in the 2020-2021 First Interim Financial Report, the District's current year enrollment is trending significantly lower than projected which may be a result of COVID-19. The current lower enrollment is utilized (trend analysis) in projecting the multi-year enrollment projections. Therefore, unless enrollment improves, the District's multi-year budgets will be negatively impacted. The fiscal impact of a 600 enrollment decline is approximately \$3.8M. for fiscal year 2022-23 compared to the First Interim Report. SB 98 includes a hold harmless provision and maintains the 2019-20 ADA for funding purposes for fiscal years 2020-2021 and 2021-2022.

The District's multi-year projections will be revised to reflect the decline in enrollment for the Second Interim Financial Report.

Federal COVID-19 Relief Funds

The latest allocation of federal stimulus was signed into law in December 2020 and this includes an allocation for school districts, Elementary and Secondary School Emergency Relief Fund (ESSER). The allocation is based on Title I awards (similar to the first allocations) and it is estimated that the District may receive approximately \$69 million. While the unrestricted funds of the district reflect significant need for budget reductions, the new Restricted Federal dollars can be used, One-Time, to help offset the additional burdens caused by the COVID-19 crisis. The funds will be subject to the same allowable uses as the previous ESSER funds plus two additional uses:

1. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs
2. Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems and window and door repair and replacement

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Updated Multi-Year Projections Adjusted for: Governor’s Proposed COLA for the 2021-2022 Budget, Unduplicated Percentage changes and Projected Enrollment. The new target for balancing the budget (eliminate deficit spending) is \$33.5M as noted in this revised chart.

COMBINED General Fund Multi-Year Projection			
Per 1st Interim 2020-21			
	2020-21 1st Interim	2021-22 Proj	2022-23 Proj
Beginning Fund Balance	93,048,611	62,569,699	24,335,902
Surplus/(Deficit) Spending	(31,150,477)	(38,905,362)	(56,072,127)
Ending Fund Balance	62,569,699	24,335,902	(31,064,661)
2% Reserve for Economic Uncertainty	12,765,701	11,291,803	11,480,966
Net Available Fund Balance after 2% REU	49,473,336	12,713,437	(42,876,289)
Deficit Spending as of 1st Interim Budget (from above)	(31,150,477)	(38,905,362)	(56,072,127)
<i>Adjust for UPP% @ 71.8%</i>	6,246,111	5,970,550	5,661,571
<i>Adjust for potential COLA +3.84% in 21-22</i>		15,475,765	15,373,574
<i>Adjust for potential COLA +1.28% in 22-23</i>			5,305,580
<i>Adjust for potential enrollment decline 600</i>			(3,817,970)
Revised Deficit Reduction Target	(24,904,366)	(17,459,047)	(33,549,372)

Budget Reductions Implemented To Date

Over the past two years, the District has identified and implemented more than \$50 million in on-going non-negotiable budget reductions. The District’s prior reductions also included positions at the District office, administrator level and staffing adjustments consistent with student enrollment numbers. Below is a list of some of the prior year reductions:

2018-2019 and 2019-2020 Budget Adjustments			
(in millions)			
Approval Date	Ongoing	One-Time	Items
December 2018	17.5	3.6	Position Control, Debt Service, OPEB, Central Office Personnel, Supplies, Services, Utilities
February/March 2019	7.8		Staffing adjustments - aligning to enrollment for 2019-2020
May 2019	21	2.5	Special Ed expenditures, LCFF, Utilized Restricted Funds, Charter Oversight Revenue and Interest
June 2019	2.9		Special Ed Revenue, District Services revenue (custodial, utilities from charters)
September 2019	1.0	6.0	Interest revenue, One-time expenditures savings

Board of Education Executive Summary

Business Services

Proposed Fiscal Recovery Plan

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External Audits of District's Budget

In the last few years, the District's budget has been reviewed by FCMAT, rating agencies and the State Auditor for the purpose of identifying needed improvements and to provide recommendations to assist the District in achieving fiscal solvency. A few common conclusions from these reports:

1. the District does not have sufficient on-going resources to support on-going expenses
2. the District must not rely on one-time funds to support on-going expenses
3. the District must implement significant on-going budget reductions to create a balanced budget, and eliminate deficit spending to avoid fiscal solvency
4. the District's personnel costs are the largest on-going expense and these must be reduced
5. the District's escalating healthcare costs is a main driving factor that must be reduced

Below is an example of the recommendations from the State Auditor's report.

State Auditor Budget Recommendations

Options Subject to Negotiations	
(1) Potential Changes to Salary	
Cut to all salaries by 2%	6,854,000
<i>Source: State Auditor Report 12/10/19</i>	
(2) Staff pay 3.5% of salary to retiree health benefits	
<i>assumes contribution would reduce GF cost</i>	9,997,000
(3) Cap district payment at 80% of the lowest-cost plan for employee only and family plans	20,419,000

Proposed ~~Student-Centered~~ Fiscal Recovery Plan

The District believes that students should be at the center of all budget decisions and that we must work collaboratively to protect funding for core academic programs and services. As we continue this work, we are guided by our core values and reminded that these values are not limited to our students, but should be applied when making decisions related to our employees. The District has identified proposed budget reductions necessary to save our schools from a takeover. *Yet, the District's \$56 million shortfall will not be resolved without negotiated solutions.* The District is seeking to return to District healthcare benefit contributions that are in parity to comparable school districts while maintaining high quality medical benefit plans for employees.

Board of Education Executive Summary

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Proposed Fiscal Recovery Plan

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For the board's consideration, the District has developed a Fiscal Recovery Plan (FRP) that includes both negotiable and non-negotiable items. Savings from the non-negotiable items will help reduce the deficit, but the proposed reductions alone will not be sufficient, thus additional reductions will be required to eliminate deficit spending and achieve fiscal solvency.

Negotiable Items and Potential Savings		
Item	Example	Potential Cost Savings
Health Benefits	Reduce District Contribution to Employee only/75% other	17,286,000
Dental & Vision Benefits	Reduce District Contribution to Employee only	3,132,000
Cash In-Lieu of Benefits	Assume 3% Participation	1,400,000
Other Contract Items	Escalation factors, OPEB	2,020,000
Furlough Day	Cost of 1 day, Districtwide	1,736,000
Cost of 1%	Cost of 1% Salary increase/decrease Districtwide	3,476,000

Board of Education Executive Summary

Business Services

Proposed Fiscal Recovery Plan

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The summary below reflects possible reductions to the budget. While none of these items are desired, there is recognition that difficult decisions must be made. The components of these summary items will be presented at the board meeting.

Non-Negotiable Unrestricted General Fund Budget Reduction Options	
Total Potential Cost Savings Reductions	3,186,000
Total Potential Cost Savings Alternative Funding	1,620,000
Total Potential Cost Savings	\$4,806,000

Reduction Item/Alternative Funding Source	Potential Cost Savings
15% Centralized Supplies	455,000
Professional Development	108,000
Travel	90,000
Transportation - Non-Spec Ed (elim school closure ro	1,100,000
GATE (elim paying for IB & AP tests)	500,000
Elementary Sports	370,000
College & Career Visits	288,000
Site Discretionary Supplies (15% reduction)	275,000
Total Potential Cost Savings	\$3,186,000

Reduction Item/Alternative Funding Source	Potential Cost Savings	Potential Alternative Funding Source
Social Workers	885,000	Temporary CARES Funding
Counselors above staffing ratio	235,000	Temporary CARES Funding
After School /Youth Development	500,000	Temporary CARES Funding
Total Potential Cost Savings	1,620,000	

Proposed Items Pending the State Budget/Further Review by 7/1/2021	Potential Cost Savings			
Preschool Contribution (Unfunded portion)*	\$564,000			
<i>*Amount does not include the Preschool Parent Participation Program (PPPP), effective 7/1/20, a contribution for PPPP is not budgeted as the program is self-sustaining</i>				

Board of Education Executive Summary

Business Services

Proposed Fiscal Recovery Plan

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Updated Deficit for Multi-Year Projections Adjusted for: Governor's Proposed COLA for the 2021-2022 Budget, Unduplicated Percentage and Projected Enrollment.

Fiscal Recovery Plan Scenario #1 \$33M On-Going to Eliminate Deficit Spending			
Sacramento City Unified School District	2020-21 1st Interim	2021-22 Projected	2022-23 Projected
Deficit Spending as of 2020-2021 1st Interim Financial Report	(31,150,477)	(38,905,362)	(56,072,127)
Revised Deficit Reduction Target	(24,904,366)	(17,459,047)	(33,549,372)
On-going budget reductions 2020-21		33,000,000	33,000,000
On-going budget reductions 2021-22			-
On-going budget reductions 2022-23			-
Cummulative On-Going Budget Reductions	-	33,000,000	33,000,000
Revised Surplus/(Deficit)	(24,904,366)	15,540,953	(549,372)
Net Available Fund Balance after 2% REU	49,473,336	45,713,437	45,164,065

Fiscal Recovery Plan Scenario #2 \$15M On-Going Budget Reductions			
Sacramento City Unified School District	1st Interim 2020-21	2021-22 Projected	2022-23 Projected
Deficit Spending as of 2020-2021 1st Interim Financial Report	(31,150,477)	(38,905,362)	(56,072,127)
Revised Deficit Reduction Target	(24,904,366)	(17,459,047)	(33,549,372)
On-going budget reductions 2020-21		15,000,000	15,000,000
On-going budget reductions 2021-22			-
On-going budget reductions 2022-23			-
Cummulative On-Going Budget Reductions	-	15,000,000	15,000,000
Revised Surplus/(Deficit)	(24,904,366)	(2,459,047)	(18,549,372)
Net Available Fund Balance after 2% REU	49,473,336	27,713,436	9,164,065

Board of Education Executive Summary

Business Services

Proposed Fiscal Recovery Plan

February 4, 2021



Fiscal Recovery Plan Scenario #3 \$5.3M On-Going Budget Reductions			
Sacramento City Unified School District	1st Interim 2020-21	2021-22 Projected	2022-23 Projected
Deficit Spending as of 2020-2021 1st Interim Financial Report	(31,150,477)	(38,905,362)	(56,072,127)
Revised Deficit Reduction Target	(24,904,366)	(17,459,047)	(33,549,372)
On-going budget reductions 2020-21		5,370,000	5,370,000
On-going budget reductions 2021-22			-
On-going budget reductions 2022-23			
Cummulative On-Going Budget Reductions	-	5,370,000	5,370,000
Revised Surplus/(Deficit)	(24,904,366)	(12,089,047)	(28,179,372)
Net Available Fund Balance after 2% REU	49,473,336	18,083,436	(10,095,935)

Board of Education Executive Summary

Business Services

Proposed Fiscal Recovery Plan

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III. Driving Governance:

- Education Code section 42127 requires the Governing Board of each school district to adopt a budget on or before July 1st. The budget to be adopted shall be prepared in accordance with Education Code section 42126. The adopted budget shall be submitted to the County Office of Education. The County Office of Education will determine if the district will be able to meet its financial obligations during the fiscal year and the subsequent two years. The County Office of Education will either approve, disapprove, or conditionally approve the district's budget.
- Education Code section 42130 requires the Superintendent to submit two reports to the Board of Education during each fiscal year. The first report shall cover the financial and budgetary status of the district for the period ending October 31st. All reports required shall be in a format or on forms prescribed by the Superintendent of Public Instruction.
- Education Code section 42131 requires the Board of Education to certify, in writing, whether the district is able to meet its financial obligations for the remainder of the fiscal year and, based on current forecasts, for the subsequent two fiscal years. Certifications shall be based on the Board's assessment of the district budget. Certifications shall be classified as positive, qualified or negative. This education code section also outlines the role of the County Office of Education.
- Education Code section 42131 (3)(e) directs districts to provide additional reports to the County Office of Education as of June 1st, if a Qualified or Negative Certification is reported as of the Second Interim Report.

IV. Goals, Objectives, and Measures:

Follow the timeline, identify all budget reductions and savings, take action to implement such savings as required by law, District policy, and applicable bargaining agreements.

V. Major Initiatives:

Continued analysis of information from the State and its impact on District finances.

VI. Results:

The Fiscal Recovery Plan presented at the December 10, 2020 Board Meeting identifies potential savings to address the deficit and avoid a State loan.

VII. Lessons Learned/Next Steps:

- Follow the approved calendar with adjustments made as necessary.
- Update District Budget Timeline
- Continue to monitor the state budget and its impact on the district finances.
- Continue to engage stakeholders in the budget development process through community budget meetings.
- Work to complete negotiations with bargaining unit partners.
- Ensure compliance with all LCFF and LCAP requirements.



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 11.1a

Meeting Date: February 4, 2021

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
4. Notices of Completion – Facilities Projects

<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>

GRANTS, ENTITLEMENTS AND OTHER INCOME AGREEMENTS – REVENUE

<u>Contractor</u>	<u>New Grant</u>	<u>Amount</u>
<u>COLLEGE & CAREER READINESS</u>		
California Department of Education A21-00062	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No, received grant in 2019/20	\$513,485 No Match
<p>07/01/20 – 06/30/22: California Partnership Academy (CPA) grants support eight CPAs at four comprehensive high schools. These academies are focused on smaller learning communities that are career-themed. Academies serve students in grades 10-12 and are structured as schools-within-a-school. Academies in the district follow the Linked Learning approach as their model. The curriculum incorporates integrated academic and career technical education, mentoring, and internships. Academy leadership is provided by a committed team of teachers as well as active business and post-secondary partnerships.</p> <p>CPA funds are used to purchase industry specific equipment, software, transportation for field trips and professional learning services. The collaboration between core academic instruction and Career Technical Education helps to produce both college and career ready students. These programs also strengthen relationships with local industry and postsecondary education partners.</p>		
C.K McClatchy:	Law & Public Services Academy	\$77,670
	Criminal Justice Academy (will be received at a later date)	-
Hiram Johnson:	Law & Criminal Justice Academy	\$77,670
	Corporate Business Academy	\$77,670
	Health & Medical Sciences Academy	\$77,670
John F. Kennedy:	Criminal Justice & Community Services Academy	\$73,355
Luther Burbank:	Law & Social Justice Academy	\$77,670
	Building Trades Academy	\$51,780

EXPENDITURE AND OTHER AGREEMENTS

Restricted Funds

<u>Contractor</u>	<u>Description</u>	<u>Amount</u>
<u>BUSINESS SERVICES</u>		
T-Mobile USA, Inc. R21-01307	9/24/20 – 1/12/22: Ratification is requested for purchase of an additional 650 mobile hotspots, for a total of 1350, including one year of service, for student use during distance learning. Purchasing Services finds it is in the best interest of the District to utilize the National Association of State Procurement Officials (NASPO) Cooperative Purchasing Agreement #MA176. Cooperative Purchasing Agreements, as authorized by Public Contract Code 20118, allow other government agencies, such as school districts, to piggyback on awards while still satisfying the legally required competition for contracts. As a government entity, the District is able to piggyback on this agreement and purchase directly from T-Mobile under the same terms, conditions and pricing.	Original Amount: \$168,000
Utilizing NASPO Cooperative Purchasing Agreement #MA176		Increase: \$156,000
New Contract: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		Total: \$324,000 CARES Act Funds

ENROLLMENT CENTER

In Class Today SA21-00119	10/12/20 – 8/31/21: Ratification of service agreement is requested due to an increase of the agreement above the Board approval threshold. Services include implementing a family communication program designed to reduce student absenteeism in the classroom, motivating student engagement and attendance during remote learning periods and periods of transition, and motivating returning to school. The program includes both mailed communications and electronic communications to all students as needed. Additional communications were sent during the second week of winter break to encourage returning to school on January 4 th .	Original Amount: \$74,026
New Contract: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		Increase: \$35,000
		Total: \$109,206 CARES Act Funds

YOUTH DEVELOPMENT

Expanded Learning Program 2020/21	2/4/21 – 6/30/21: Approval is requested for additional CARES funding for 15 yet-to-be-identified sites that will open as Learning Hubs in February and March. The agency providers will be responsible for staffing hubs for a minimum of seven hours per day with a 12-to-1 student to staff ratio; implementing health and wellness procedures; implementing social distancing plan; providing supplies such as headphones, printers, etc.; enforcing the visitor policy; maintaining small cohorts of students; actively screening staff and students; troubleshooting technology issues for students; providing daily communication with parents/guardians; providing enrichment activities and outdoor play; and helping with synchronous and asynchronous learning.	\$865,478 CARES Act Funds
Agency Providers: <ul style="list-style-type: none">• Boys & Girls Club• Center for Fathers & Families• Leaders of Tomorrow• New Hope Community Development Center• Roberts Family Development Ctr.• Rose Family Creative Empowerment Ctr.• Sacramento Chinese Community Service Center• Target Excellence	About Learning Hubs: Learning Hubs are a cohort of students and staff designed to provide support during synchronous and asynchronous learning times. SCUSD Learning Hubs are designed to support 48 students at school sites with a 12:1 student to staff ratio. Learning Hubs are authorized by California Department of Public Health. The purpose of learning hubs is to provide support to boost student engagement in distance learning. Staff provides support with student log-ins, keeping students stay focused and engaged with their teachers, helping them with their academic assignments, and providing social-emotional support.	
Providers are determined based on the sites ultimately selected for new Learning Hubs.	SCUSD Youth Development Support Services (YDSS) is successfully hosting Learning Hubs at 12 sites: Bowling Green McCoy and Chacon, Ethel I. Baker, Harkness, Hiram Johnson, Isador Cohen, John Cabrillo, John Still, Martin Luther King, Jr., Oak Ridge, Parkway, Sam Brannan and Will C. Wood. The additional 15 hub sites will be identified based on equity indices and Early Identification and Intervention (EII) data and site administration's input.	
New Contract: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		
	Dollar amount is an estimate based on the average amount for each Learning Hub for 75 days (\$173,156.39) minus the average amount covered by existing, grant-funded contracts (\$115,457.87) which leaves \$57,698.52 per site to be funded from CARES Act funds. A detailed spreadsheet is attached.	

Expanded Learning Program 2020/21

New Contract:

- Yes
- No

8/27/20 – 6/30/21: Ratification is requested for amendments to Expanded Learning contracts for three providers that have been tasked with operating in-person Learning Hubs at six additional sites as listed below. Increases will be funded with CARES Act dollars. The addition of seven sites was pre-approved at the November 19, 2020 Board meeting based on an estimated dollar amount. Now that six of the sites and the exact cost have been identified, ratification of the amendments is requested. The amendment for the seventh site that will open February 18th will be submitted for ratification at a future Board meeting.

Amendments to 2020/21 Expanded Learning Contracts	
Center for Fathers and Families SA21-00125 Site: Oak Ridge Hub Opened: 1/7/21	Original Contract Amount \$566,608 Increase from CARES Funds \$57,266 New Total \$623,874
Rose Family Creative Empowerment Center SA21-00129 Site: John Still and Parkway Hubs Opened: 1/7/21	Original Contract Amount \$605,560 Increase from CARES Funds \$88,916 New Total \$694,476
Sacramento Chinese Community Service Center SA21-00120 Sites: Hiram Johnson and Will C. Wood; Tahoe Hubs Opened: 1/7/21; 1/28/21	Original Contract Amount \$5,287,063 Increase from CARES Funds \$241,434 New Total \$5,528,497

APPROVAL OF DECLARED SURPLUS MATERIALS AND EQUIPMENT

SITE/DEPT	ITEM
Charles A. Jones Career & Education Center	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. The District may choose to conduct any sale of personal property authorized under this section by means of a public auction.
TOTAL VALUE	
\$1,500.00	
DISPOSAL METHOD	STATUS: The District has a VBM automotive lift and has determined the equipment is no longer usable.
Surplus/Auction	RECOMMENDATION: It is recommended that the Board of Education approve the sale of the listed items per Education Code section 17545.

NOTICES OF COMPLETION – FACILITIES PROJECTS

Contract work is complete and Notices of Completion may be executed.

Contractor	Project	Completion Date
Takehara Landscape, Inc.	H.W. Harkness Outdoor Learning Space Phase 3	1/13/21

JAN - 8 2021

Grant Award Notification

OFFICE OF THE SUPERINTENDENT
 Sacramento City Unified School District

GRANTEE NAME AND ADDRESS Mr. Jorge Aguilar, Superintendent Sacramento City Unified School District PO Box 246870 Sacramento, CA 95824-6870	CDE GRANT NUMBER			
	FY	PCA	Vendor Number	Suffix
	20	23181	67439	01
Attention Mr. Jorge Aguilar, Superintendent	STANDARDIZED ACCOUNT CODE STRUCTURE		COUNTY	
Program Office Accounting Office, Categorical Programs	Resource Code	Revenue Object Code	34	
Telephone 916-643-9000	7220	8590	INDEX	
Name of Grant Program California Partnership Academies (CPA) Program			0615	

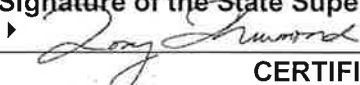
GRANT DETAILS	Original/Prior Amendments	Amendment Amount	Total	Amend. No.	Award Starting Date	Award Ending Date
	\$77,670		\$77,670		7/01/2020	6/30/2022
CFDA Number	Federal Grant Number	Federal Grant Name		Federal Agency		

I am pleased to inform you that you have been funded for the Law and Public Services Academy (0571) at C. K. McClatchy High School.

This award is made contingent upon the availability of funds. If the Legislature takes action to reduce or defer the funding upon which this award is based, then this award will be amended accordingly.

Please return the original, signed Grant Award Notification (AO-400) to:

Michelle Upton, Staff Services Analyst
 Career and College Transition Division
 California Department of Education
 1430 N Street, Suite 4202
 Sacramento, CA 95814-5901

California Department of Education Contact Maria Burright	Job Title Education Programs Consultant
E-mail Address mburright@cde.ca.gov	Telephone 916-319-0460
Signature of the State Superintendent of Public Instruction or Designee 	Date December 10, 2020

CERTIFICATION OF ACCEPTANCE OF GRANT REQUIREMENTS

On behalf of the grantee named above, I accept this grant award. I have read the applicable certifications, assurances, terms, and conditions identified on the grant application (for grants with an application process) or in this document or both; and I agree to comply with all requirements as a condition of funding.

Printed Name of Authorized Agent	Title
E-mail Address	Telephone
Signature ▶	Date

RECEIVED

JAN - 8 2021

California Department of Education
 Fiscal Administrative Services Division
 AO-400 (REV. 09/2014)

OFFICE OF THE SUPERINTENDENT
 Sacramento City Unified School District

Grant Award Notification

GRANTEE NAME AND ADDRESS Mr. Jorge Aguilar, Superintendent Sacramento City Unified School District PO Box 246870 Sacramento, CA 95824-6870	CDE GRANT NUMBER			
	FY	PCA	Vendor Number	Suffix
	20	23181	67439	02
Attention Mr. Jorge Aguilar, Superintendent	STANDARDIZED ACCOUNT CODE STRUCTURE		COUNTY	
Program Office Accounting Office, Categorical Programs	Resource Code	Revenue Object Code	34	
Telephone 916-643-9000	7220	8590	INDEX	
Name of Grant Program California Partnership Academies (CPA) Program			0615	

GRANT DETAILS	Original/Prior Amendments	Amendment Amount	Total	Amend. No.	Award Starting Date	Award Ending Date
	\$77,670		\$77,670		7/01/2020	6/30/2022
CFDA Number	Federal Grant Number	Federal Grant Name		Federal Agency		

I am pleased to inform you that you have been funded for the Corporate Business Academy (0086) at Hiram W. Johnson High School.

This award is made contingent upon the availability of funds. If the Legislature takes action to reduce or defer the funding upon which this award is based, then this award will be amended accordingly.

Please return the original, signed Grant Award Notification (AO-400) to:

Michelle Upton, Staff Services Analyst
 Career and College Transition Division
 California Department of Education
 1430 N Street, Suite 4202
 Sacramento, CA 95814-5901

California Department of Education Contact Maria Burrigh	Job Title Education Programs Consultant
--	---

E-mail Address mburright@cde.ca.gov	Telephone 916-319-0460
---	----------------------------------

Signature of the State Superintendent of Public Instruction or Designee 	Date December 10, 2020
---	----------------------------------

CERTIFICATION OF ACCEPTANCE OF GRANT REQUIREMENTS

On behalf of the grantee named above, I accept this grant award. I have read the applicable certifications, assurances, terms, and conditions identified on the grant application (for grants with an application process) or in this document or both; and I agree to comply with all requirements as a condition of funding.

Printed Name of Authorized Agent	Title
---	--------------

E-mail Address	Telephone
-----------------------	------------------

Signature 	Date
---	-------------

RECEIVED

California Department of Education
Fiscal Administrative Services Division
AO-400 (REV. 09/2014)

JAN - 8 2021

OFFICE OF THE SUPERINTENDENT
Sacramento City Unified School District

Grant Award Notification

GRANTEE NAME AND ADDRESS Mr. Jorge Aguilar, Superintendent Sacramento City Unified School District PO Box 246870 Sacramento, CA 95824-6870				CDE GRANT NUMBER			
				FY	PCA	Vendor Number	Suffix
				20	23181	67439	03
Attention Mr. Jorge Aguilar, Superintendent				STANDARDIZED ACCOUNT CODE STRUCTURE		COUNTY	
Program Office Accounting Office, Categorical Programs				Resource Code	Revenue Object Code	34	
Telephone 916-643-9000				7220	8590	INDEX	
Name of Grant Program California Partnership Academies (CPA) Program						0615	
GRANT DETAILS	Original/Prior Amendments	Amendment Amount	Total	Amend. No.	Award Starting Date	Award Ending Date	
	\$77,670		\$77,670		7/01/2020	6/30/2022	
CFDA Number	Federal Grant Number	Federal Grant Name			Federal Agency		
<p>I am pleased to inform you that you have been funded for the Health and Medical Sciences Academy (0168) at Hiram W. Johnson High School.</p> <p>This award is made contingent upon the availability of funds. If the Legislature takes action to reduce or defer the funding upon which this award is based, then this award will be amended accordingly.</p> <p>Please return the original, signed Grant Award Notification (AO-400) to:</p> <p style="text-align: center;">Michelle Upton, Staff Services Analyst Career and College Transition Division California Department of Education 1430 N Street, Suite 4202 Sacramento, CA 95814-5901</p>							
California Department of Education Contact Maria Burright				Job Title Education Programs Consultant			
E-mail Address mburright@cde.ca.gov					Telephone 916-319-0460		
Signature of the State Superintendent of Public Instruction or Designee 					Date December 10, 2020		
CERTIFICATION OF ACCEPTANCE OF GRANT REQUIREMENTS							
<i>On behalf of the grantee named above, I accept this grant award. I have read the applicable certifications, assurances, terms, and conditions identified on the grant application (for grants with an application process) or in this document or both; and I agree to comply with all requirements as a condition of funding.</i>							
Printed Name of Authorized Agent				Title			
E-mail Address					Telephone		
Signature ▶					Date		

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JAN - 8 2021

California Department of Education
Fiscal Administrative Services Division
AO-400 (REV. 09/2014)

OFFICE OF THE SUPERINTENDENT
Sacramento City Unified School District

Grant Award Notification

GRANTEE NAME AND ADDRESS Mr. Jorge Aguilar, Superintendent Sacramento City Unified School District PO Box 246870 Sacramento, CA 95824-6870				CDE GRANT NUMBER				
				FY	PCA	Vendor Number	Suffix	
				20	23181	67439	04	
Attention Mr. Jorge Aguilar, Superintendent				STANDARDIZED ACCOUNT CODE STRUCTURE			COUNTY	
Program Office Accounting Office, Categorical Programs				Resource Code	Revenue Object Code	34		
Telephone 916-643-9000				7220	8590	INDEX		
Name of Grant Program California Partnership Academies (CPA) Program						0615		
GRANT DETAILS	Original/Prior Amendments	Amendment Amount	Total	Amend. No.	Award Starting Date	Award Ending Date		
	\$77,670		\$77,670		7/01/2020	6/30/2022		
CFDA Number	Federal Grant Number	Federal Grant Name			Federal Agency			
<p>I am pleased to inform you that you have been funded for the Law/Criminal Justice Academy (0084) at Hiram W. Johnson High School.</p> <p>This award is made contingent upon the availability of funds. If the Legislature takes action to reduce or defer the funding upon which this award is based, then this award will be amended accordingly.</p> <p>Please return the original, signed Grant Award Notification (AO-400) to:</p> <p style="text-align: center;">Michelle Upton, Staff Services Analyst Career and College Transition Division California Department of Education 1430 N Street, Suite 4202 Sacramento, CA 95814-5901</p>								
California Department of Education Contact Maria Burright				Job Title Education Programs Consultant				
E-mail Address mburright@cde.ca.gov					Telephone 916-319-0460			
Signature of the State Superintendent of Public Instruction or Designee 					Date December 10, 2020			
CERTIFICATION OF ACCEPTANCE OF GRANT REQUIREMENTS								
<i>On behalf of the grantee named above, I accept this grant award. I have read the applicable certifications, assurances, terms, and conditions identified on the grant application (for grants with an application process) or in this document or both; and I agree to comply with all requirements as a condition of funding.</i>								
Printed Name of Authorized Agent				Title				
E-mail Address					Telephone			
Signature ▶					Date			

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California Department of Education
 Fiscal Administrative Services Division
 AO-400 (REV. 09/2014)

OFFICE OF THE SUPERINTENDENT
 Sacramento City Unified School District

Grant Award Notification

GRANTEE NAME AND ADDRESS Mr. Jorge Aguilar, Superintendent Sacramento City Unified School District PO Box 246870 Sacramento, CA 95824-6870		CDE GRANT NUMBER				
		FY	PCA	Vendor Number	Suffix	
		20	23181	67439	05	
Attention Mr. Jorge Aguilar, Superintendent		STANDARDIZED ACCOUNT CODE STRUCTURE			COUNTY	
Program Office Accounting Office, Categorical Programs		Resource Code	Revenue Object Code	34		
Telephone 916-643-9000		7220	8590	INDEX		
Name of Grant Program California Partnership Academies (CPA) Program					0615	
GRANT DETAILS	Original/Prior Amendments	Amendment Amount	Total	Amend. No.	Award Starting Date	Award Ending Date
	\$73,355		\$73,355		7/01/2020	6/30/2022
CFDA Number	Federal Grant Number	Federal Grant Name			Federal Agency	
<p>I am pleased to inform you that you have been funded for the Criminal Justice and Community Services Academy (0095) at John F. Kennedy High School.</p> <p>This award is made contingent upon the availability of funds. If the Legislature takes action to reduce or defer the funding upon which this award is based, then this award will be amended accordingly.</p> <p>Please return the original, signed Grant Award Notification (AO-400) to:</p> <p style="text-align: center;">Michelle Upton, Staff Services Analyst Career and College Transition Division California Department of Education 1430 N Street, Suite 4202 Sacramento, CA 95814-5901</p>						
California Department of Education Contact Maria Burright				Job Title Education Programs Consultant		
E-mail Address mburright@cde.ca.gov				Telephone 916-319-0460		
Signature of the State Superintendent of Public Instruction or Designee 				Date December 10, 2020		
CERTIFICATION OF ACCEPTANCE OF GRANT REQUIREMENTS						
<i>On behalf of the grantee named above, I accept this grant award. I have read the applicable certifications, assurances, terms, and conditions identified on the grant application (for grants with an application process) or in this document or both; and I agree to comply with all requirements as a condition of funding.</i>						
Printed Name of Authorized Agent				Title		
E-mail Address				Telephone		
Signature ▶				Date		

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JAN - 8 2021

California Department of Education
 Fiscal Administrative Services Division
 AO-400 (REV. 09/2014)

OFFICE OF THE SUPERINTENDENT
 Sacramento City Unified School District

Grant Award Notification

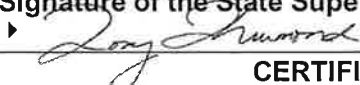

GRANTEE NAME AND ADDRESS Mr. Jorge Aguilar, Superintendent Sacramento City Unified School District PO Box 246870 Sacramento, CA 95824-6870				CDE GRANT NUMBER			
				FY 20	PCA 23181	Vendor Number 67439	Suffix 06
Attention Mr. Jorge Aguilar, Superintendent				STANDARDIZED ACCOUNT CODE STRUCTURE			COUNTY
Program Office Accounting Office, Categorical Programs				Resource Code 7220	Revenue Object Code 8590	34	
Telephone 916-643-9000						INDEX	
Name of Grant Program California Partnership Academies (CPA) Program						0615	
GRANT DETAILS	Original/Prior Amendments	Amendment Amount	Total	Amend. No.	Award Starting Date	Award Ending Date	
	\$51,780		\$51,780		7/01/2020	6/30/2022	
CFDA Number	Federal Grant Number	Federal Grant Name			Federal Agency		

I am pleased to inform you that you have been funded for the Building Trades Academy (0585) at Luther Burbank High School.

This award is made contingent upon the availability of funds. If the Legislature takes action to reduce or defer the funding upon which this award is based, then this award will be amended accordingly.

Please return the original, signed Grant Award Notification (AO-400) to:

Michelle Upton, Staff Services Analyst
 Career and College Transition Division
 California Department of Education
 1430 N Street, Suite 4202
 Sacramento, CA 95814-5901

California Department of Education Contact Maria Burreight		Job Title Education Programs Consultant	
E-mail Address mburright@cde.ca.gov			Telephone 916-319-0460
Signature of the State Superintendent of Public Instruction or Designee 			Date December 10, 2020
CERTIFICATION OF ACCEPTANCE OF GRANT REQUIREMENTS			
On behalf of the grantee named above, I accept this grant award. I have read the applicable certifications, assurances, terms, and conditions identified on the grant application (for grants with an application process) or in this document or both; and I agree to comply with all requirements as a condition of funding.			
Printed Name of Authorized Agent		Title	
E-mail Address			Telephone
Signature 			Date

RECEIVED

JAN - 8 2021

California Department of Education
Fiscal Administrative Services Division
AO-400 (REV. 09/2014)

OFFICE OF THE SUPERINTENDENT
Sacramento City Unified School District

Grant Award Notification

GRANTEE NAME AND ADDRESS Mr. Jorge Aguilar, Superintendent Sacramento City Unified School District PO Box 246870 Sacramento, CA 95824-6870			CDE GRANT NUMBER			
			FY	PCA	Vendor Number	Suffix
			20	23181	67439	07
Attention Mr. Jorge Aguilar, Superintendent			STANDARDIZED ACCOUNT CODE STRUCTURE			COUNTY
Program Office Accounting Office, Categorical Programs			Resource Code	Revenue Object Code	34	
Telephone 916-643-9000			7220	8590	INDEX	
Name of Grant Program California Partnership Academies (CPA) Program						0615
GRANT DETAILS	Original/Prior Amendments	Amendment Amount	Total	Amend. No.	Award Starting Date	Award Ending Date
	\$77,670		\$77,670		7/01/2020	6/30/2022
CFDA Number	Federal Grant Number	Federal Grant Name			Federal Agency	
<p>I am pleased to inform you that you have been funded for the Law and Social Justice Academy (0022) at Luther Burbank High School.</p> <p>This award is made contingent upon the availability of funds. If the Legislature takes action to reduce or defer the funding upon which this award is based, then this award will be amended accordingly.</p> <p>Please return the original, signed Grant Award Notification (AO-400) to:</p> <p style="text-align: center;">Michelle Upton, Staff Services Analyst Career and College Transition Division California Department of Education 1430 N Street, Suite 4202 Sacramento, CA 95814-5901</p>						
California Department of Education Contact Maria Burright				Job Title Education Programs Consultant		
E-mail Address mburright@cde.ca.gov					Telephone 916-319-0460	
Signature of the State Superintendent of Public Instruction or Designee 					Date December 10, 2020	
CERTIFICATION OF ACCEPTANCE OF GRANT REQUIREMENTS						
<i>On behalf of the grantee named above, I accept this grant award. I have read the applicable certifications, assurances, terms, and conditions identified on the grant application (for grants with an application process) or in this document or both; and I agree to comply with all requirements as a condition of funding.</i>						
Printed Name of Authorized Agent				Title		
E-mail Address					Telephone	
Signature ▶					Date	

T-Mobile for Education Covid-19 Agreement (Hotspot)

This T-Mobile for Education Agreement which will be effective as of the date the second Party signs this Agreement below (“**Agreement Effective Date**”), is by and between T-Mobile USA, Inc., a Delaware corporation (“**T-Mobile**” or “**Contractor**”), and Sacramento City Unified School District, a California School District, with its principal place of business at 5735 47th Avenue, Sacramento, CA 95824 (“**Customer**”).

1. Term. This Agreement term is 1 year of active paid service from the Agreement Effective Date and each line of Service will have a one-year term from date of activation (“**Term**”).

2. Underlying Agreement. Customer agrees to purchase wireless mobile Services and Devices from T-Mobile and T-Mobile agrees to provide the Services and Devices to Customer based on the prices listed below. The terms of Customer’s purchase and use of the Services will be governed by this Agreement and the NASPO ValuePoint Contract No. 1907 and applicable Participating Addendum (“**Master Agreement**”).

(a) NASPO 1907 Agreement. The NASPO Wireless Voice Service, Wireless Broadband Service, Accessories and Equipment Agreement No. 1907 (“**NASPO 1907 Agreement**”) will expire on December 31, 2020. If Customer elects NASPO 1907 Agreement as the Master Agreement in Section 2 above, Customer agrees that this Agreement will be governed by the NASPO ValuePoint Wireless Data, Voice and Accessories Master Agreement No. MA176 and applicable Participating Addendum (“**NASPO MA176 Agreement**”) effective on or before January 1, 2021.

(b) The terms and conditions of this Agreement or the Master Agreement will not be modified or superseded by any terms and conditions in a Customer generated Purchase Order. Purchase Orders will have no force or effect other than to denote quantity, the products or services purchased, delivery destinations, requested delivery dates and any other information required by this Agreement.

3. Offer/Pricing. Mobile Rate Plans include Mobile Device as listed below:

- Discounted or free mobile Internet devices dependent on rate plan as described below.

Rate Plan	Monthly Recurring Charge/Line*	Features	Device Discount/Subsidy** 1-Year Term
2GB	\$10	Up to 2GB of high-speed data, followed by data at reduced speeds up to 128kbps.	\$42 net subsidized device price to Customer - 50% discount off Pre-Subsidy Cost of Device (Pre-Subsidy Cost of Device – \$84)
Government Unlimited LTE	\$20	Unlimited on device 4G LTE data	\$0 net subsidized device price to Customer - 100% discount off Pre-Subsidy Cost of Device (Pre-Subsidy Cost of Device – \$84)

- **This free hotspot offer is subject to inventory availability;
 * Prices above do not include applicable taxes and surcharges; not qualified for any further aggregate volume discount.

4. **Total Order.** Customer agrees to order the following lines of Service and, if applicable, Devices. Amounts below do not include any applicable taxes and surcharges:

Total # of Lines of Service	Rate Plan (check applicable rate plan)	Term Length (months)	Total Service Charge for Term	Pre-Discount/Subsidy Cost per Device	Total Pre-Discount/Subsidy Cost of Devices	Total Subsidy Amount to Customer (Device Discount/Subsidy from Section 3 x # of Lines)	Total Customer Commitment for Service and Device for the Term of the Agreement ¹
250	<input type="checkbox"/> \$10 <input checked="" type="checkbox"/> \$20	12	\$60,000	\$84	\$21,000	\$21,000	\$60,000

¹ Total Customer Commitment for Service and Device is equal to the Total Service Charge for Term added to the Total Pre-Discount/Subsidy Cost of Device subtracted from the Total Subsidy Amount to Customer.

5. (a) **Requirements to qualify for Device Discount/Subsidy:**

- For the Device Discount/Subsidy to be effective, Customer must purchase a Device from T-Mobile with an activated line of Service based on the rate plan listed above under its Master Account. Each line of Service must be activated and maintained for at least 12 months from the date of activation without any suspension or termination of any line of Service that received the Device Discount/Subsidy (the "**Device Discount/Subsidy Term**");
- Customer agrees that it cannot change or move the lines of Service with a Device Discount/Subsidy to a rate plan with a different or lower Rate Plan during the Device Discount/Subsidy Term and if it does, Customer will reimburse T-Mobile for the Device Discount/Subsidy received, as set forth in Section (c) below;
- Each line of Service and each Device purchased must be activated in accordance with the terms of the Master Agreement;
- This Device Discount/Subsidy cannot be combined with any other discount or promo offers;
- Customer's account must remain in good standing with T-Mobile to receive the Device Discount/Subsidy; and
- Lines of Service that are terminated or suspended (without reactivation) within the Device Discount/Subsidy Term will be subject to repayment of the Device Discount/Subsidy as set forth below in Section (c). Customer may suspend lines during the summer months while Customer is not in session; however, the terms for those lines will be extended to qualify for the 12-month Device Discount/Subsidy Term, and the months while the lines are suspended will not qualify to meet the Device Discount/Subsidy Term.

- (b) **Device Discount/Subsidy on Customer's Master Account.** Subject to the requirements in the Section above, T-Mobile will issue the Device Discount/Subsidy when Customer submits an order to T-Mobile under its Master Account.

- (c) **Device Discount/Subsidy Term/Termination; Device Discount/Subsidy Repayment.** If any line of Service that received a Device Discount/Subsidy is terminated or suspended (without reactivation) prior to the end of the Device Discount/Subsidy Term, then Customer agrees to reimburse T-Mobile a pro rata portion of the Device Discount/Subsidy equal to 1/12th of the discounted or subsidized amount for each month remaining in the Device Discount/Subsidy Term. T-Mobile will charge Customer the repayment amount of

the Device Discount/Subsidy for each line of Service terminated before the end of the Device Discount/Subsidy Term on Customer's monthly bill.

6. **Primary Contacts:** The primary contact individuals for this Agreement are as follows (or their named successors):

T-Mobile/Contractor

Name:	David Bezzant, Vice President, T-Mobile For Government
Address:	c/o T-Mobile USA, Inc., 12920 SE 38 th Street, Bellevue, WA 98006
Telephone:	(480) 638-2608
Email:	David.Bezzant@T-Mobile.com

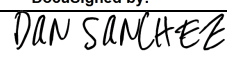
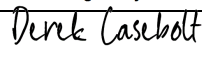
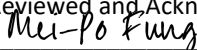
For Legal Notice – send a copy to:

Name:	Legal Department – Sales & Distribution, T-Mobile USA, Inc.
Address:	12920 SE 38 th Street, Bellevue, WA 98006

Customer:

Name of School/ Contact Name:	Sacramento City Unified School District, Gayle McKnight, Purchasing Manager
Address:	5735 47th Avenue, Sacramento, CA 95824
Telephone:	(916) 643-9465
Email:	dan-sanchez@scusd.edu

This Agreement is executed by each Party's authorized representative as of the Agreement Effective Date.

Customer: Sacramento City Unified School District	Contractor: T-Mobile USA, Inc.
DocuSigned by: Signature: 	DocuSigned by: Signature: 
Printed Name: Dan Sanchez	Printed Name: Derek Casbolt
Title: Purchasing Manager II	Title: Director of Sales
Date: 12/7/2020	Date: 12/7/2020
	DocuSigned by: Reviewed and Acknowledged:  12/7/2020 T-Mobile USA, Inc. CSCA Representative

T-Mobile for Education Covid-19 Agreement (Hotspot)

This T-Mobile for Education Agreement which will be effective as of the date the second Party signs this Agreement below ("**Agreement Effective Date**"), is by and between T-Mobile USA, Inc., a Delaware corporation ("**T-Mobile**" or "**Contractor**"), and Sacramento City Unified School District, a California School District, with its principal place of business at 5735 47th Ave., Sacramento, CA 95824 ("**Customer**").

1. Term. This Agreement term is 1 year of active paid service from the Agreement Effective Date and each line of Service will have a one-year term from date of activation ("**Term**").

2. Underlying Agreement. Customer agrees to purchase wireless mobile Services and Devices from T-Mobile and T-Mobile agrees to provide the Services and Devices to Customer based on the prices listed below. The terms of Customer's purchase and use of the Services will be governed by this Agreement and the NASPO ValuePoint Contract 1907 and applicable Participating Addendum ("**Master Agreement**").

(a) NASPO 1907 Agreement. The NASPO Wireless Voice Service, Wireless Broadband Service, Accessories and Equipment Agreement No. 1907 ("**NASPO 1907 Agreement**") will expire on December 31, 2020. If Customer elects NASPO 1907 Agreement as the Master Agreement in Section 2 above, Customer agrees that this Agreement will be governed by the NASPO ValuePoint Wireless Data, Voice and Accessories Master Agreement No. MA176 and applicable Participating Addendum ("**NASPO MA176 Agreement**") effective on or before January 1, 2021.

(b) The terms and conditions of this Agreement or the Master Agreement will not be modified or superseded by any terms and conditions in a Customer generated Purchase Order. Purchase Orders will have no force or effect other than to denote quantity, the products or services purchased, delivery destinations, requested delivery dates and any other information required by this Agreement.

3. Offer/Pricing. Mobile Rate Plans include Mobile Device as listed below:

- Discounted or free mobile Internet devices dependent on rate plan as described below.

Rate Plan	Monthly Recurring Charge/Line*	Features	Device Discount/Subsidy** 1-Year Term
2GB	\$10	Up to 2GB of high-speed data, followed by data at reduced speeds up to 128kbps.	\$42 net subsidized device price to Customer - 50% discount off Pre-Subsidy Cost of Device (Pre-Subsidy Cost of Device – \$84)
Government Unlimited LTE	\$20	Unlimited on device 4G LTE data	\$0 net subsidized device price to Customer - 100% discount off Pre-Subsidy Cost of Device (Pre-Subsidy Cost of Device – \$84)

**This free hotspot offer is subject to inventory availability;

* Prices above do not include applicable taxes and surcharges; not qualified for any further aggregate volume discount.

4. **Total Order.** Customer agrees to order the following lines of Service and, if applicable, Devices. Amounts below do not include any applicable taxes and surcharges:

Total # of Lines of Service	Rate Plan (check applicable rate plan)	Term Length (months)	Total Service Charge for Term	Pre-Discount/Subsidy Cost per Device	Total Pre-Discount/Subsidy Cost of Devices	Total Subsidy Amount to Customer (Device Discount/Subsidy from Section 3 x # of Lines)	Total Customer Commitment for Service and Device for the Term of the Agreement ¹
400	<input type="checkbox"/> \$10 <input checked="" type="checkbox"/> \$20	12	\$96,000	\$84	\$33,600	\$33,600	\$96,000

¹ Total Customer Commitment for Service and Device is equal to the Total Service Charge for Term added to the Total Pre-Discount/Subsidy Cost of Device subtracted from the Total Subsidy Amount to Customer.

5. (a) **Requirements to qualify for Device Discount/Subsidy:**

- For the Device Discount/Subsidy to be effective, Customer must purchase a Device from T-Mobile with an activated line of Service based on the rate plan listed above under its Master Account. Each line of Service must be activated and maintained for at least 12 months from the date of activation without any suspension or termination of any line of Service that received the Device Discount/Subsidy (the “**Device Discount/Subsidy Term**”);
- Customer agrees that it cannot change or move the lines of Service with a Device Discount/Subsidy to a rate plan with a different or lower Rate Plan during the Device Discount/Subsidy Term and if it does, Customer will reimburse T-Mobile for the Device Discount/Subsidy received, as set forth in Section (c) below;
- Each line of Service and each Device purchased must be activated in accordance with the terms of the Master Agreement;
- This Device Discount/Subsidy cannot be combined with any other discount or promo offers;
- Customer’s account must remain in good standing with T-Mobile to receive the Device Discount/Subsidy; and
- Lines of Service that are terminated or suspended (without reactivation) within the Device Discount/Subsidy Term will be subject to repayment of the Device Discount/Subsidy as set forth below in Section (c). Customer may suspend lines during the summer months while Customer is not in session; however, the terms for those lines will be extended to qualify for the 12-month Device Discount/Subsidy Term, and the months while the lines are suspended will not qualify to meet the Device Discount/Subsidy Term.

(b) **Device Discount/Subsidy on Customer’s Master Account.** Subject to the requirements in the Section above, T-Mobile will issue the Device Discount/Subsidy when Customer submits an order to T-Mobile under its Master Account.

(c) **Device Discount/Subsidy Term/Termination; Device Discount/Subsidy Repayment.** If any line of Service that received a Device Discount/Subsidy is terminated or suspended (without reactivation) prior to the end of the Device Discount/Subsidy Term, then Customer agrees to reimburse T-Mobile a pro rata portion of the Device Discount/Subsidy equal to 1/12th of the discounted or subsidized amount for each month remaining in the Device Discount/Subsidy Term. T-Mobile will charge Customer the repayment amount of the Device Discount/Subsidy for each line of Service terminated before the end of the Device Discount/Subsidy Term on Customer’s monthly bill.

6. **Primary Contacts:** The primary contact individuals for this Agreement are as follows (or their named successors):

T-Mobile/Contractor

Name:	David Bezzant, Vice President, T-Mobile For Government
Address:	c/o T-Mobile USA, Inc., 12920 SE 38 th Street, Bellevue, WA 98006
Telephone:	(480) 638-2608
Email:	David.Bezzant@T-Mobile.com

For Legal Notice – send a copy to:

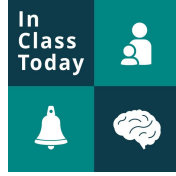
Name:	Legal Department – Sales & Distribution, T-Mobile USA, Inc.
Address:	12920 SE 38 th Street, Bellevue, WA 98006

Customer:

Name of School/ Contact Name:	Sacramento City Unified School District, Dan Sanchez, Manager II, Purchasing
Address:	5735 47th Ave., Sacramento, CA 95824
Telephone:	(916) 643-9460
Email:	dan-sanchez@scusd.edu

This Agreement is executed by each Party’s authorized representative as of the Agreement Effective Date.

Customer: Sacramento City Unified School District	Contractor: T-Mobile USA, Inc.
DocuSigned by: Signature: <i>DAN SANCHEZ</i>	DocuSigned by: Signature: <i>Derek Casebolt</i>
Printed Name: Dan Sanchez	Printed Name: Derek Casebolt
Title: Purchasing Manager II	Title: Director of Sales
Date: 1/13/2021	Date: 1/13/2021
	DocuSigned by: Reviewed and Acknowledged: <i>Lola Saintil</i> 1/13/2021 T-Mobile USA, Inc. CSCA Representative



In Class Today, Inc.
 303 Twin Dolphin Drive, Suite 600
 Redwood City, CA 94065

**IN CLASS TODAY, INC. SERVICES AGREEMENT
 COVER PAGE**

This agreement (“Agreement”) is entered into on the “Effective Date,” which shall be the date on which the Agreement is fully executed by both parties, between In Class Today, Inc., (“InClassToday”), and the Customer identified below (“District”). This Agreement includes and incorporates the below Order Form, as well as the accompanying In Class Today Terms and Conditions and Exhibits and Attachments and contains, among other things, warranty disclaimers, liability limitations and use limitations. There will be no force or effect to any different terms of any related purchase order or similar form even if signed by the parties after the date hereof. Each party’s acceptance of this Agreement was and is expressly conditional upon the other’s acceptance of the terms contained in this Agreement to the exclusion of all other terms.

District Information	
District Name: Sacramento City School District	Principal Contact: Jennifer Kretschman
Address: 5735 47th Ave	Title: Director, MTSS
Sacramento, CA 95824	Phone:
	Email: Jennifer-Kretschman@scusd.edu
Billing Contact: Ben Wangberb	Data Contact: Rhonda Rode
Phone:	Phone:
Email: Benjamin-Wangberg@scusd.edu	Email: Rhonda-Rode@scusd.edu

InClassToday Contacts	
Program Manager: Emily Orngard	Sales & Contracts: Nicole Bosworth
Phone: 650-641-9485	Phone: 650-641-9485
Email: emily.orngard@inclasstoday.com	Email: nicole@inclasstoday.com
Billing Contact: Ruth Mohanram	Secondary Email: contracts@inclasstoday.com
Email: ar@inclasstoday.com	

ORDER FORM

Services:

<p>As described below, InClassToday and District will work together to implement a family communication program designed to reduce student absenteeism in the classroom, motivate student engagement and attendance during remote learning periods and periods of transition, and motivate returning to school. The program will include both mailed communications (“Reports”) and electronic communications (“Messages”).</p> <p>InClassToday will use data from the District to deliver the Family Communication Program, analyzing the data to determine which students receive each type of communication, determining appropriate content for each student based on their grade, attendance record, language, school, remote learning/closure status, and other factors, and generating, printing and delivering, mailing the Reports and Messages.</p> <p>InClassToday will apply criteria to personalize the content for each student and to identify and select the students most likely to benefit from receiving each communication, considering factors such as absences and remote learning attendance to date. Specific students may be excluded by the District through the process described in the InClassToday Data Specification and Transfer Standards. InClassToday will also exclude students whose parents or guardians have elected to opt-out of receiving program communications (Reports or Messages), as well as those who don’t meet other eligibility criteria. Additionally, InClassToday will exclude students with undeliverable addresses from receiving mailed Reports.</p> <p>The Program leverages best practices from research conducted by InClassToday and others in the field, and InClassToday’s goal is to provide services that improve over time. As a result, InClassToday may from time to time suggest new approaches and make changes to the Program likely to further program objectives.</p>	
<p>InClassToday will provide the following Professional Services:</p> <ul style="list-style-type: none"> ● Parent Support Team to handle questions from report recipients and direct callers to relevant district resources ● Program Manager to provide periodic updates, answer questions, and lead information webinar trainings for school and district staff ● Program monitoring including information about students receiving Reports and Messages and parent/guardian calls to the Parent Support Team, and students who may have out of date addresses ● End of year program impact analysis 	
<p>Program: InClassToday will send up to 16,264 mailed Reports* in English and Spanish and digital Messages for up to 40,660 students for a 6 week period beginning the week before school starts in English and Spanish based on a delivery calendar and student eligibility criteria mutually agreed upon by InClassToday and District.</p> <p>*Estimated # of Reports; exact number will depend on actual data and student attendance. District has the option to add additional Reports for \$1 each.</p>	
<p>Fees: Total: \$74,026 - License and Program Design Fees: \$80,990 - Reports Fees: \$16,264 - Discounts: -\$23,228</p>	
<p>Payment Schedule: Upon contract execution: \$57,762 November 1 invoice: \$16,264</p>	<p>Term: The term of this Agreement commences on the Effective Date and expires August 31, 2021 subject to early termination as provided herein (the “Term”).</p>

In Class Today Terms and Conditions

PLEASE READ THESE TERMS AND CONDITIONS (“TERMS”) CAREFULLY BEFORE USING THE SERVICES OFFERED BY IN CLASS TODAY, INC. (“INCLASSTODAY”). BY MUTUALLY EXECUTING ONE OR MORE ORDER FORMS WITH INCLASSTODAY WHICH REFERENCE THESE TERMS (EACH, AN “ORDER FORM”), YOU (“DISTRICT”) AGREE TO BE BOUND BY THESE TERMS (TOGETHER WITH ALL ORDER FORMS, THE “AGREEMENT”) TO THE EXCLUSION OF ALL OTHER TERMS. IN ADDITION, ANY ONLINE ORDER FORM WHICH YOU SUBMIT VIA INCLASSTODAY’S STANDARD ONLINE PROCESS AND WHICH IS ACCEPTED BY INCLASSTODAY SHALL BE DEEMED TO BE MUTUALLY EXECUTED. IF THE TERMS OF THIS AGREEMENT ARE CONSIDERED AN OFFER, ACCEPTANCE IS EXPRESSLY LIMITED TO SUCH TERMS.

1. **SERVICES.** Upon mutual execution, each Order Form shall be incorporated into and form a part of the Agreement. Subject to the terms and conditions of this Agreement (including any limitation and restrictions set forth on the applicable Order Form), InClassToday will provide District with the services specified in each Order Form (collectively, the “Services”) during the applicable Order Form Term (as defined below). The Services are subject to modification from time to time (at InClassToday’s sole discretion, for any purpose deemed appropriate by InClassToday). InClassToday will use reasonable efforts to give District prior written notice of any such modification. District will cooperate with InClassToday in connection with the performance of this Agreement by making available such personnel and information as may be reasonably required, and taking such other actions as InClassToday may reasonably request.

2. **LIMITED RIGHTS TO USE STUDENT RECORDS.** District will provide the Student Records (as defined below) to InClassToday solely for InClassToday to provide the Services and otherwise exercise and fulfill its rights and obligations hereunder, and hereby grants to InClassToday the non-exclusive, royalty-free, worldwide, transferable license and right to (i) internally use, copy, modify, create derivative works of, and disclose the Student Records to InClassToday Persons (as defined below) and/or other persons authorized in writing by District solely to provide the Service for the benefit of District, and (ii) freely use, copy, modify, create derivative works of, disclose and otherwise exploit De-Identified Data (as defined below) for any business purposes during and after the Term (including without limitation, for purposes of improving, testing and operating products and services).

InClassToday warrants that it will comply with the requirements of FERPA with respect to the use and disclosure of student records.

“Student Records” means the confidential and proprietary student-related information which District discloses to InClassToday, including as set forth in Attachment A (Data Transfer Standards), and excludes De-Identified Data. “De-Identified Data” means data submitted to, collected by, or generated by InClassToday in connection with District’s use (and InClassToday’s provision) of the Services but only in anonymized form which does not (and cannot be used to) specifically identify District, any of District’s students or any other individual. District shall retain ownership of any rights it may have to the Student Records. “InClassToday Person” is (i) a director, employee, contractor, agent or affiliate of InClassToday, (ii) who needs to access the Student Records in connection with InClassToday’s provision of the Service, and (iii) is subject to confidentiality obligations that are no less protective of the Student Records than the terms of Section 7 of this Agreement. InClassToday reserves the right to utilize independent contractors (e.g., third-party mailing vendors, third-party data integration vendors) to provide the Service. Prior to providing Student Records to

such contractors, InClassToday will enter into a separate agreement restricting the use and disclosure of Student Records in accordance with this Agreement.

Except for the rights expressly granted herein, this Agreement does not give InClassToday any rights, implied or otherwise, to the Student Records. **At no time will InClassToday share any Student Records with any non-InClassToday Person without the written permission of District.** InClassToday shall notify District should InClassToday become aware of any unauthorized access to Student Records. Such notification shall reasonably include a description of the corrective actions that will be undertaken by InClassToday. Upon contract termination, Student Records will be destroyed in accordance with Section 9.

- 3. DISTRICT RESPONSIBILITIES.** District shall only provide the Student Records to InClassToday in accordance with the Data Transfer Standards set forth in Attachment A. District will not, and will not permit any third party to: (i) reverse engineer, decompile, disassemble or otherwise attempt to discover or obtain the source code, object code or underlying structure, ideas or algorithms of the Services or any software, documentation or data related to the Services (“Software”) (provided that reverse engineering is prohibited only to the extent such prohibition is not contrary to applicable law); (ii) modify, translate, or create derivative works based on the Services or Software; (iii) use the Software or Services in any infringing, defamatory, harmful, fraudulent, illegal, deceptive, threatening, harassing, or obscene way; or (iv) use the Services or Software other than in accordance with this Agreement and in compliance with all applicable laws, regulations and rights (including but not limited to those related to, intellectual property, consumer and child protection). District further represents and warrants that neither the Student Records nor the use thereof by InClassToday in accordance with this Agreement will infringe, misappropriate or violate any rights of or agreements with a third party or any laws or regulations. If InClassToday receives any notice or claim that any data provided to InClassToday, or activities hereunder with respect to any such data, may infringe or violate rights of or agreements with a third party or any laws or regulations (a “Claim”), InClassToday may, but is not required to, suspend or terminate the Service. Without limiting the foregoing, District will indemnify InClassToday from all liability, damages, settlements, attorney fees and other costs and expenses in connection with any such Claim or any breach of District’s obligations in this Section 3, as incurred.
- 4. FEES; PAYMENT.** District shall pay InClassToday fees for the Service as set forth in each Order Form (“Fees”). Additionally, in the event that the United States Postal Service increases the First Class Mail postage rate, InClassToday reserves the right to increase Reports Fees accordingly, by an amount no greater than the increase in InClassToday’s costs associated with the increased postage rate. Unless otherwise specified in an Order Form, all invoices issued under this Agreement are payable in U.S. dollars within thirty (30) days from date of invoice. Past due invoices are subject to interest on any outstanding balance of the lesser of 1.5% per month or the maximum amount permitted by law. District shall be responsible for all taxes associated with Service (excluding taxes based on InClassToday’s net income). All Fees paid are non-refundable and are not subject to set-off.
- 5. WARRANTIES.** Each party represents and warrants that it (i) has the authority to enter into this agreement (ii) will comply with applicable law, including without limitation the Family Educational Rights and Privacy Act (20 U.S.C. § 1232g; 34 CFR Part 99) (FERPA) and other data privacy laws. The parties shall reasonably cooperate with each other to facilitate compliance with these laws, regulations and standards.

6. **OWNERSHIP.** District shall retain ownership of any rights it may have to the Student Records. As between the parties, InClassToday alone will retain all intellectual property rights relating to the Service, including without limitation (i) any processes designed, used or implemented or works authored by InClassToday, and (ii) the Reports other than information specific to the District. District grants to InClassToday a non-exclusive, royalty-free right and license to (directly or through InClassToday Persons) use and otherwise exploit the District's names, marks, logos and other identifiers ("Logos") during the Term in accordance with District's reasonable trademark usage guidelines for InClassToday to perform the Services hereunder, including without limitation using the Logos with Reports. District may use the InClassToday's Logos, in accordance with InClassToday's relevant usage guidelines to identify and publicize the Services at conferences and education events; and (ii) InClassToday may identify District as its customer and use District's Logos for marketing and sales purposes, provided that such identification shall not state or imply an endorsement by District. Except as expressly permitted by this Section 6, each Party shall have a written right of approval over the use of its Logos by the other party, which will not to be unreasonably withheld.
7. **CONFIDENTIALITY.** InClassToday will (i) use commercially reasonable efforts to protect the security of Student Records at all stages of providing the Service, (ii) use commercially reasonable efforts to limit access to Student Records to authorized recipients as provided in Section 2, and (iii) not at any time during or after the term of this Agreement disclose Student Records to any other person (other than InClassToday Persons) without District's prior written consent (except that notwithstanding anything else the foregoing may be disclosed as required by law, regulation, or valid legal process, in which case InClassToday shall, unless otherwise prohibited by law, notify District prior to such disclosure). Notwithstanding the foregoing, the confidentiality obligations of this Section 7 do not apply to any information that (a) was lawfully in the possession of InClassToday before receipt from District; (b) is or becomes publicly available through no fault of InClassToday; (c) is received by InClassToday, without use or disclosure restriction, from a third party having an apparent bona fide right to disclose the information to InClassToday; or (d) is independently developed by InClassToday without use of the Student Records. District may be identified as the source of the Student Records.

While the terms of this Agreement are InClassToday's confidential information, each party may disclose the relationship and the existence of this Agreement.

InClassToday shall, to the extent of its liabilities under the laws of the State of California defend the District (including but not limited to, its directors, trustees, officers, and employees) ("District Indemnitees") from any and all claims, actions or suits by unaffiliated third parties, and shall indemnify and hold the District Indemnitees harmless up to \$1,000,000 from and against all losses, damages, costs, expenses paid or payable to such third party(ies) (including attorney fees), where such claims, actions or suits arise solely and directly from InClassToday's or an InClassToday Person's breach of the Student Record confidentiality requirements contained herein, provided InClassToday is promptly notified of any and all threats, claims and proceedings related thereto and given reasonable assistance and the opportunity to assume control over the defense and all negotiations for a settlement or compromise; InClassToday will not be responsible for any settlement it does not approve in writing. The foregoing is District's sole remedy with respect to any breach of InClassToday's obligations herein relating to Student Records.

8. **WARRANTY DISCLAIMER.** OTHER THAN THE EXPRESS WARRANTIES SET FORTH IN SECTION 5, THE SERVICES, SOFTWARE, AND InClassToday'S PROPRIETARY INFORMATION AND ANYTHING PROVIDED BY OR ON BEHALF OF InClassToday IN CONNECTION WITH THIS AGREEMENT ARE PROVIDED "AS-IS," WITHOUT ANY WARRANTIES OF ANY KIND, AND

InClassToday (AND ITS AGENTS, AFFILIATES, LICENSORS AND SUPPLIERS) HEREBY DISCLAIM ALL WARRANTIES, EXPRESS OR IMPLIED, INCLUDING, WITHOUT LIMITATION, ALL IMPLIED WARRANTIES OF MERCHANTABILITY, FITNESS FOR A PARTICULAR PURPOSE, TITLE, AND NON-INFRINGEMENT.

9. **TERMINATION.** Subject to earlier termination as provided below, this Agreement is for the Term as specified in the Order Form. In the event of any material breach of this Agreement, the non-breaching party may terminate this Agreement prior to the end of the Term by giving thirty (30) days prior written notice to the breaching party; provided, however, that this Agreement will not terminate if the breaching party has cured the breach prior to the expiration of such thirty-day period. Either party may terminate this Agreement, without notice, (i) upon the institution by or against the other party of insolvency, receivership or bankruptcy proceedings (provided that if such proceedings are involuntary, they are not dismissed within 120 days), (ii) upon the other party's making an assignment for the benefit of creditors, or (iii) upon the other party's dissolution or ceasing to do business without a successor. This Agreement may be terminated without cause by District upon fifteen (15) days written notice to InClassToday. In the event of a termination without cause, District shall pay InClassToday for all services performed and all expenses incurred under this Agreement supported by documentary evidence, including payroll records, and expense reports up until the date of notice of termination.

All sections of this Agreement which by their nature should survive termination will survive termination, including, without limitation, restrictions, accrued rights to payment, confidentiality obligations, indemnification obligations, intellectual property rights, warranty disclaimers, and limitations of liability. Within sixty (60) days of termination or expiration of this Agreement, InClassToday will destroy all District Student Records in its possession.

10. **LIMITATION OF LIABILITY.** EXCEPT FOR EITHER PARTY'S INDEMNIFICATION OBLIGATIONS, IN NO EVENT SHALL EITHER PARTY BE LIABLE TO THE OTHER (I) FOR ANY INDIRECT, PUNITIVE, CONSEQUENTIAL, OR SPECIAL DAMAGES, INCLUDING LOST REVENUES OR PROFITS, ARISING FROM BREACH OF THE TERMS IN THIS AGREEMENT, NEGLIGENCE, STRICT LIABILITY OR OTHER TORT, OR ANY OTHER CAUSE, OR (II) AMOUNTS, IN THE AGGREGATE, IN EXCESS OF THE FEES PAID OR PAYABLE TO INCLASSTODAY HEREUNDER IN THE TWELVE MONTH PERIOD ENDING ON THE DATE THAT A CLAIM OR DEMAND IS FIRST ASSERTED.
11. **INSURANCE.** InClassToday shall procure and maintain the types and minimum limits of insurance as required by District, covering the performance of the Service. InClassToday shall procure all insurance solely from insurers authorized to do business on an admitted basis in the State of California, or otherwise acceptable to District and their Office of Risk Management, or the equivalent office thereof. Prior to commencement of services and during the life of this Agreement, InClassToday shall provide the District with a certificate of insurance reflecting its comprehensive general liability and cyber 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.
12. **MISCELLANEOUS.** This Agreement will be governed by, and construed in accordance with, the substantive laws of the State of California, without giving effect to any choice or conflict of law provision. Any action, suit or other proceeding arising under or relating to this Agreement (a "Suit") shall be brought

in a court of competent jurisdiction in the State of California, and the parties hereby consent to the sole jurisdiction of the state and federal courts sitting in the State of California. The Parties are independent contractors and neither party shall be deemed to be an agent or employee of the other party. Neither party shall have authority to make any statements, representations or commitments of any kind on behalf of the other party, or to take any action which shall be binding on the other party. Neither party may assign this Agreement without the written consent of the other party; provided that either party may assign all of its rights and obligations under this Agreement to a successor-in-interest in connection with a sale or transfer of substantially all of such party's assets or business to which this Agreement relates. No modification or waiver of any provision of this Agreement or any Attachment shall be valid unless in writing and executed by duly-authorized representatives of both Parties. A failure by one of the Parties to this Agreement to assert its rights hereunder shall not be deemed a waiver of such rights. No such failure or waiver in writing by any one of the Parties hereto with respect to any rights shall extend to or affect any subsequent breach or impair any right consequent thereon. If any provision of this Agreement is or becomes invalid or is ruled invalid by any court of competent jurisdiction or is deemed unenforceable, it is the intention of the parties that the remainder of this Agreement shall not be affected. This Agreement may be executed in two or more counterparts, and by facsimile or electronic transmission, each of which will be deemed to be an original, but all of which together shall constitute one and the same instrument. This Agreement and its Exhibits and Attachments embody the entire understanding between District and InClassToday, and any prior or contemporaneous representations, either oral or written, are hereby superseded. All notices required by or relating to this Agreement shall be in writing and shall be sent by means of certified mail, postage prepaid, to the Parties to the Agreement and addressed, if to District, to the address set forth on the Order Form, and if to InClassToday, as follows:

In Class Today, Inc.
303 Twin Dolphin Drive, Suite 600
Redwood City, CA 94065
Attn: Contracts
Email: contracts@inclasstoday.com

or addressed to such other address as that party may have given by written notice in accordance with this provision. All notices required by or relating to this Agreement may also be communicated by email, provided that the sender receives and retains confirmation of successful transmittal to the recipient. Such notices shall be effective on the date indicated in such confirmation. In the event that either party delivers any notice hereunder by means of email transmission in accordance with the preceding sentence, such party will promptly thereafter send a duplicate of such notice in writing by means of certified mail, postage prepaid, to the receiving party, addressed as set forth above or to such other address as the receiving party may have previously substituted by written notice to the sender.

IN WITNESS WHEREOF, District and InClassToday have executed this Agreement as of the Effective Date.

DISTRICT

DocuSigned by:
Rose Ramos
CC6FE7C204D7402...

Signature: _____

By: Rose Ramos, CBO

Date: 10/12/2020

IN CLASS TODAY, INC.

Signature: *Emily Bailard*

By: Emily Bailard, CEO

Date: 10/6/2020

ATTACHMENT A DATA TRANSFER STANDARDS

District will provide InClassToday with access to data as specified in the “**InClassToday Data Specification and Transfer Standards**” which contains comprehensive information on data fields and the transfer process. Data will be transferred to InClassToday daily. A summary of key steps are as follows:

- **Data Fields:** District will provide InClassToday with the following data files for all students who are currently enrolled in the district, as well as historical data. A complete list of the fields and transfer protocol can be found in the “InClassToday Data Specifications and Transfer Standards”.
 - **Roster File:** One row per student. Sample fields: student ID, first name, last name, enrollment date, un-enrollment date, school, grade, mailing address(es), contact information including phone and email*, demographic information, home language, exclusion flag
 - **Daily Attendance File:** One row per attendance event. Sample fields: student ID, attendance date, attendance code
 - **Period Attendance File (Optional):** One row per attendance event. Sample fields: student ID, attendance date, attendance code
- **Executing the Data Transfers:** InClassToday will host a secure, FERPA-compliant data transfer protocol through which the District will transfer all required data files on a daily basis. Additional details can be found in “InClassToday Data Specification and Transfer Standards.”

Please note that these data specifications and transfer standards are subject to change.

*As part of the program of intervention, InClassToday may send a text message to any guardians whose phone number has been provided. The first message will provide the recipient with the opportunity to opt-out of receiving further messages. If the district is not authorized to send text messages to specific guardians, follow the instructions in the InClassToday Data Specification and Transfer Standards to exclude them from text outreach. Note: digital communication will only be sent to parents and guardians; no digital communication is sent directly to students.

In Class Today, Inc.
303 Twin Dolphin Drive, Suite 600
Redwood City, CA 94065

AMENDMENT No. 1 TO IN CLASS TODAY, INC. AND SACRAMENTO CITY UNIFIED SCHOOL DISTRICT SERVICES AGREEMENT DATED OCTOBER 12, 2020

This Amendment No. 1 (“Amendment”) to the Services Agreement between In Class Today, Inc. and Sacramento City Unified School District executed on October 12, 2020 (“Agreement”) is entered into on the “Effective Date,” which shall be the date on which the Amendment is fully executed by both parties, between In Class Today, Inc., (“InClassToday”), and Sacramento City Unified School District (“District”).

The purpose of this Amendment is to amend the Services Agreement so that In Class Today, Inc. can provide additional services to the District in accordance with Exhibit A, attached hereto. The Order Form 2 contained in Exhibit A is hereby added to Services Agreement, which is amended to include the original Order Form as well as Order Form 2. Additional fees apply as outlined in Exhibit A.

Except as specifically provided for herein, all other terms of the initial agreement remain in full force and effect. In the event of an inconsistency between the terms and conditions in this Amendment and the Agreement, the provisions herein shall prevail.

**AGREED BY:
DISTRICT: Sacramento City School District**

By 
4C99B7D65C74472...

Date: 1/19/2021

Name: Dan Sanchez

Title: Purchasing Manager

**AGREED BY:
In Class Today, Inc.**

By 

Date: 1/19/2021

Name: Emily Bailard

Title: Chief Executive Officer

EXHIBIT A ORDER FORM #2

<p>Services: As described below, InClassToday and District will work together to implement a Family Engagement & Resource Program. The Program is designed to engage and communicate with families around transitions (spring semester, summer transition, and potential transition to in-person learning) and equitably communicate with families who are hard to reach through traditional channels. Additionally, it will help identify barriers to attendance and support families in navigating district and community resources. The program will include both mailed communications (“Letters”) and electronic communications (“Messages”).</p> <p>InClassToday will use data from the District to deliver the Family Engagement & Resource Program, analyzing the data to determine which students receive each type of communication, determining appropriate content for each student based on their grade, attendance record, language, school, remote learning/closure status, and other factors, and generating, printing and delivering, mailing the Letters and Messages. Specific students may be excluded by the District through the process described in the InClassToday Data Specification and Transfer Standards. InClassToday will also exclude students whose parents or guardians have elected to opt-out of receiving program communications (Letters or Messages), as well as those who don’t meet other eligibility criteria. Additionally, InClassToday will exclude students with undeliverable addresses from receiving mailed Letters.</p> <p>The Program leverages best practices from research conducted by InClassToday and others in the field, and InClassToday’s goal is to provide services that improve over time. As a result, InClassToday may from time to time suggest new approaches and make changes to the Program likely to further program objectives.</p>	
<p>Program Elements:</p> <ul style="list-style-type: none"> ● 4,380 mailed Letters* in English and Spanish and digital Messages for up to 21,900 TK-6th grade students in English and Spanish based on a delivery calendar and student eligibility criteria mutually agreed upon by InClassToday and District. Content of these communications will be mutually agreed upon and will focus on: <ul style="list-style-type: none"> ○ Transitions (e.g. welcome back to spring semester, transition to summer, and transition to in-person learning if relevant) ○ Check-in texts to identify barriers to attendance individual students are facing and to understand trends ● Chatbot to help families answer common questions and navigate district resources in English and Spanish ● Multilingual family Support Team to handle questions from letter recipients and direct callers to relevant district & community resources ● Program manager to provide periodic updates, answer questions, and lead information webinar trainings for school and district staff ● Program monitoring including information about students receiving Letters and Messages, chatbot questions, and parent/guardian calls to the Family Support Team, and students who may have out of date addresses <p>*District has the option to add additional Letters for \$1 each.</p>	
<p>Fees: Total: \$35,000 Program Design and Licenses Fees: \$30,620 Letters Fees: \$4,380 Professional Services Fee: \$0</p>	
<p>Payment Schedule Upon amendment signature: \$30,620 January 15, 2021: \$4,380</p>	

Existing 12 Sites

Hub Site	Total Budget for Learning Hubs	Partner Agencies	Current Contract	Funding Source for	Approved CARES	Number of Days	Operating Hours	Start Date	End Date	Board Approval Date
			Amount with Partner Agencies	Current Contracts	Funding for Expanded Services					
Bowling Green	\$223,960.08	Sacramento Chinese Community Service Center	\$113,193.99	ASES Grant	\$110,766.09	156	8:00 a.m. to 2:00 p.m.	10/8/2020	6/17/2021	11/5/2020
Harkness	\$190,250.00	Center for Fathers and Families	\$131,430.80	ASES Grant	\$58,819.20	156	8:30 a.m. to 3:30 p.m.	10/8/2020	6/17/2021	11/5/2020
Isador Cohen	\$199,259.00	Leaders of Tomorrow	\$178,218.99	ASES & 21st Century Community Learning Center's Grants	\$21,040.01	156	8:00 a.m. to 12:30 p.m.	10/8/2020	6/17/2021	11/5/2020
John Cabrillo	\$223,960.08	Sacramento Chinese Community Service Center	\$113,193.99	ASES Grant	\$110,766.09	156	7:30 a.m. to 2:30 p.m.	10/8/2020	6/17/2021	11/5/2020
Martin Luther King	\$233,007.05	Sacramento Chinese Community Service Center	\$209,583.99	ASES & 21st Century Community Learning Center's Grants	\$23,423.06	156	8:00 a.m. to 2:00 p.m.	10/8/2020	6/17/2021	11/5/2020
Sam Brannan	\$193,750.33	City of Sacramento	\$150,925.32	ASES Grant	\$42,825.01	156	8:00 a.m. to 2:00 p.m.	10/8/2020	6/17/2021	11/5/2020
Ethel I Baker	\$211,281.65	Ethel I Baker	\$121,872.19	ASES Grant	\$89,409.46	141	8:30 a.m. to 2:30 p.m.	10/29/2020	6/17/2021	11/5/2020
Hiram Johnson High School	\$185,398.89	Sacramento Chinese Community Service Center	\$110,000.00	21st Century ASSETs Grant	\$75,398.89	107	Mon. 8:00 a.m. to 2:00 p.m.; Tues. - Fri. 10:00 a.m. - 3:30 p.m.	1/7/2020	6/17/2021	11/19/2020
John Still K-8	\$199,151.58	Rose Family Creative Empowerment Center	\$175,824.97	ASES Grant	\$23,326.61	107	8:00 AM - 2:00 PM	1/7/2020	6/17/2021	11/19/2020
Oak Ridge Elementary	\$180,522.00	Center for Fathers and Families	\$123,255.68	ASES Grant	\$57,266.32	107	8:30 AM - 2:30 PM	1/7/2020	6/17/2021	11/19/2020
Parkway Elementary	\$191,084.05	Rose Family Creative Empowerment Center	\$125,494.40	ASES Grant	\$65,589.65	107	9:00 AM - 2:00 PM	1/7/2020	6/17/2021	11/19/2020
Will C Wood Middle	\$195,348.64	Sacramento Chinese Community Service Center	\$150,925.31	ASES Grant	\$44,423.33	107	8:00 AM - 1:30 PM	1/7/2020	6/17/2021	11/19/2020
Tahoe Elementary	\$179,734.37	Sacramento Chinese Community Service Center	\$113,193.99	ASES Grant	\$66,540.38	93	8:30 AM-2:30 PM	1/28/2021	6/17/2021	11/19/2020
Nicholas Elementary	\$175,500.00	Sacramento Chinese Community Service Center	\$115,457.87	ASES Grant	\$60,042.13	80	8:30 AM-2:30 PM	2/18/2021	6/17/2021	11/19/2020
Totals	\$2,782,207.72		\$1,932,571.49		\$849,636.23					

Proposed Additional 15 Sites

Hub Site	Total Budget for Learning Hubs	Partner Agencies	Estimated Current	Funding Source for	Estimated CARES	Number of Days	Operating Hours	Start Date	End Date	Proposed Board Approval Date
			Contract Amount with Partner Agencies	Proposed Contracts	Funding for Expanded Services					
new site 1 of 15	\$173,156.39	TBD	\$115,457.87	ASES	\$57,698.52	75	8:00 AM - 2:30 PM	2/25/2021	6/17/2021	2/4/2021
new site 2 of 15	\$173,156.39	TBD	\$115,457.87	ASES	\$57,698.52	75	8:00 AM - 2:30 PM	2/25/2021	6/17/2021	2/4/2021
new site 3 of 15	\$173,156.39	TBD	\$115,457.87	ASES	\$57,698.52	75	8:00 AM - 2:30 PM	2/25/2021	6/17/2021	2/4/2021
new site 4 of 15	\$173,156.39	TBD	\$115,457.87	ASES	\$57,698.52	75	8:00 AM - 2:30 PM	2/25/2021	6/17/2021	2/4/2021
new site 5 of 15	\$173,156.39	TBD	\$115,457.87	ASES	\$57,698.52	75	8:00 AM - 2:30 PM	2/25/2021	6/17/2021	2/4/2021
new site 6 of 15	\$173,156.39	TBD	\$115,457.87	ASES	\$57,698.52	75	8:00 AM - 2:30 PM	2/25/2021	6/17/2021	2/4/2021
new site 7 of 15	\$173,156.39	TBD	\$115,457.87	ASES	\$57,698.52	75	8:00 AM - 2:30 PM	2/25/2021	6/17/2021	2/4/2021
new site 8 of 15	\$173,156.39	TBD	\$115,457.87	ASES	\$57,698.52	75	8:00 AM - 2:30 PM	2/25/2021	6/17/2021	2/4/2021

new site 9 of 15	\$173,156.39	TBD	\$115,457.87	ASES	\$57,698.52	75	8:00 AM - 2:30 PM	2/25/2021	6/17/2021	2/4/2021
new site 10 of 15	\$173,156.39	TBD	\$115,457.87	ASES	\$57,698.52	75	8:00 AM - 2:30 PM	2/25/2021	6/17/2021	2/4/2021
new site 11 of 15	\$173,156.39	TBD	\$115,457.87	ASES	\$57,698.52	75	8:00 AM - 2:30 PM	2/25/2021	6/17/2021	2/4/2021
new site 12 of 15	\$173,156.39	TBD	\$115,457.87	ASES	\$57,698.52	75	8:00 AM - 2:30 PM	2/25/2021	6/17/2021	2/4/2021
new site 13 of 15	\$173,156.39	TBD	\$115,457.87	ASES	\$57,698.52	75	8:00 AM - 2:30 PM	2/25/2021	6/17/2021	2/4/2021
new site 14 of 15	\$173,156.39	TBD	\$115,457.87	ASES	\$57,698.52	75	8:00 AM - 2:30 PM	2/25/2021	6/17/2021	2/4/2021
new site 15 of 15	\$173,156.39	TBD	\$115,457.87	ASES	\$57,698.52	75	8:00 AM - 2:30 PM	2/25/2021	6/17/2021	2/4/2021

\$865,477.80 (PENDING BOARD APPROVAL)

AGREEMENT FOR SERVICES

Between

**SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
Youth Development Support Services Department
And
Center for Fathers and Families**

Amendment No. 2

The agreement between Sacramento City Unified School District (“District” or “SCUSD”) and Center for Fathers and Families (“CFF”), dated August 27, 2020 is hereby amended as follows:

Attachment A of the Agreement is hereby replaced in its entirety with Attachment A of this Amendment.

B. Payment. For provision of services pursuant to this Agreement, District shall reimburse CFF for direct services not to exceed \$623,873.76 which represents an increase of \$57,266.32 to the agreement.

Breakdown:

Program/Funding	School Name	Contract Amount	Number of Students	Target Days
ASES	Father Keith B. Kenny	\$140,360.55	N/A	180
ASES	H.W. Harkness	\$131,430.80	N/A	180
ASES	New Joseph Bonnheim	\$112,741.21	N/A	180
ASES	Oak Ridge	\$123,255.68	N/A	180
CARES Funding	H.W.Harkness	\$58,819.20	40	156
CARES Funding	Oak Ridge	\$57,266.32	48	107

All other provisions of the Agreement remain unchanged.

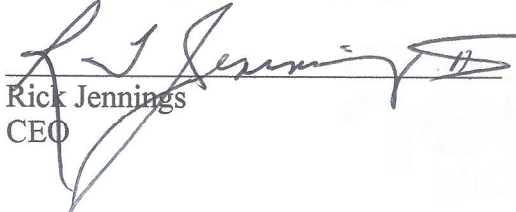
IN WITNESS WHEREOF, the Parties have caused this Amendment to be executed.

District:

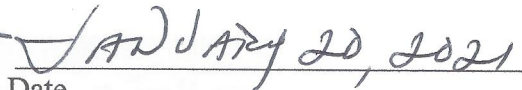
Rose Ramos
Chief Business Officer

Date

Center for Fathers and Families:


Rick Jennings
CEO

Date



Sacramento City Unified School District and Center for Fathers and Families:
Attachment A

DISTRICT shall:

1. Provide support for program evaluation.
2. Recognize in all sponsored events and on brochures, flyers, and promotional materials as appropriate.
3. Provide a district Expanded Learning Specialist for each school that will provide the support and guidance needed to operate the Expanded Learning program.
4. Meet monthly with the Program Manager of CFF to identify program needs, assistance, and successes.
5. Designate a school staff contact person to work directly with the Program Manager for program planning, assistance in hiring staff and to address any implementation issues.
6. Help train program staff and volunteers on school procedures and the education/curriculum materials being used at the school that should be integrated into the program.
7. Help recruit students into the program and provide the program access to parents of participating students.
8. Help provide parents/students forums to obtain feedback on the program, what is working and what new services/program elements need to be added or modified.
9. Provide space for the program to operate, including office space for the Program, classroom space for classes and activities, and storage space for program supplies/materials. **(Note: All Expanded Learning programs will start virtually due to COVID-19).**
10. Provide Expanded Learning snack that is consistent with requirements of the USDA.
11. Help coordinate custodial and storage needs of the program.
12. Meet regularly with the District contact person, CFF site liaison and site administrator to identify program needs, successes and assistance.
13. Provide a "Mid-Year" Partnership Report addressing strengths and areas for improvement for future partnership.

Center for Fathers and Families shall:

1. Provide services based on the guidance from CDE. (*Stronger Together: A Guidebook for the Safe Reopening of California's Public Schools*)
<https://www.cde.ca.gov/ls/he/hn/documents/strongertogether.pdf>
2. Work collaboratively with the District and the school to create a comprehensive program plan for the Expanded Learning program. The plan will be shared out with stakeholders including school site administrators. CFF's Expanded Learning plan is attached to this Agreement and CFF will be held accountable to follow the plan presented to the District.
3. Follow the Expanded Learning Procedural Manual. Program Managers will be required to read the program manual and provide their signatures verifying that they understand the content of the manual.
4. All Expanded Learning staff is required to read District's *Return to Health* plan (including appendixes) posted on District's website and follow the instructions written in the plan. <https://returntogether.scusd.edu/return-health>
5. Provide an "End of Year" Report on status of all outcomes and objectives.
6. Maintain and provide to the District monthly attendance and program activities records.

7. Comply with requirements of the USDA related to administration and operation of Expanded Learning snack and other District-sponsored nutrition programs including SCUSD's Wellness Policy.
8. Per District policies and protocol, agency staff will administer required medications prescribed by a student's health care provider/doctor. *(This applies only when staff will work with students in person).*
9. Supply the staff with materials, supervision and volunteer recruitment for designated school sites.
10. Develop special activities or virtual field trips for the sites individually and collectively.
11. Attend and provide monthly reports at designed meetings, monthly CFF meetings, monthly CFF Program Managers meetings, as well as other planning meetings as necessary.
12. Work collaboratively with the other outside CFF contracted by the District to provide after school services at school sites as permitted under the District's policies and applicable local, state, and federal law.
13. Communicate progress of project/partnership development on a timely and consistent manner to the District.
14. Communicate new partnership opportunities with the District.
15. Advertise, when possible, project/partnership in newspaper, events, press releases, *etc.* with the prior approval of the District.
16. Provide at least one full time Program Manager/per site that is employed until the termination of this Agreement and sufficient staffing to maintain a 20:1 student/staff ratio based on the grant requirement (funding per site and number of students to be served). CFF will be required to report to and provide updates to the District regarding the number of staff and hours of employment at each of their contracted site.
17. Utilize the Youth Development Support Services Quality Assurance tool, or a Self-Assessment Tool for Expanded Learning programs as the monitoring and evaluation device on a monthly basis.
18. Provide annual in-kind support and direct services that equates to approximately 15% of total contract and such financial support to be itemized and reported bi-annually to the District.
19. Meeting with the Program Manager and District contact person to identify program needs, successes and areas for assistance.
20. Act as liaison with parents in supporting family engagement.
21. Other areas as agreed upon by the Parties.

The District shall:

1. Designate a school staff person to work directly with the Program Manager for program planning, assistance in hiring staff and to address any implementation issues.
2. Help recruit program staff among school site staff and parents.
3. Help train program staff and volunteers on school procedures and educational/curriculum materials being used at the school that should be integrated into the program.
4. Help recruit students into the program and provide program access to parents of participating students.
5. Help provide parent/student forums for the program to obtain feedback on what is working and what new services/program elements need to be added or modified.
6. Provide space for the program to operate, including office space for the Program Manager, classroom space for classes and activities, and storage space for program supplies/materials when services resume in-person.

7. Help coordinate custodial and storage needs of the program.
8. Meet monthly or as needed with the Program Manager, the District liaison, site liaison and/or site administrator to identify program needs, successes and assistance.

Learning Hubs: Scope of Services

District is responsible for supporting enrollment process, nutrition, health and safety guidance and training, facilities, guidance on air quality, Personal Protective Equipment (PPE), staff to address health and safety concerns, daily disinfecting/cleaning of classrooms and providing aides for students with special needs.

Center for Fathers and Families is responsible for providing staff for minimum of seven hours with a 10 to 1 students to staff ratio, implement health and wellness procedures, implement social distancing plan, supplies such as headphones, printer etc, enforce visitor policy, maintaining small cohorts of students, active screening of staff and students, troubleshoot technology issues for students, daily communication with parents/guardians, enrichment activities, outdoor play, and helping with synchronous and asynchronous learning.

Center for Fathers and Families staff will follow all CDPH & SCUSD Guidelines.

The Community Partner will provide the following services:

- Designate a staff person to respond to COVID concerns and liaison with the District contact for COVID; Health Services
- Train Staff, Campers and Families in the following protocols: Training In Collaboration with Health Services
 - Enhanced sanitation;
 - Teach and reinforce hand washing;
 - Avoiding contact with eyes, nose and mouth;
 - Covering coughs and sneezes;
 - Teach Campers to wash hands frequently, including before and after eating, after coughing or sneezing, after they share items, and after using the restroom;
 - Develop routines to regularly and appropriately wash hands at scheduled intervals;
 - Teach campers to use tissue and to cough into tissue or their elbow;
 - Use fragrance free Ethyl alcohol based sanitizer if soap is not available;
 - Limit hand sanitizer use for Campers under age 9 only under adult supervision;
 - Call 1-800-222-1222 for Poison Control if needed.
 - Limit use of playground equipment in favor of physical activities that require less contact with surfaces;
 - Clean and disinfect frequently touched surfaces as possible throughout the day by trained staff;
 - Frequently touched surfaces include:
 - Door handles;
 - Light switches;
 - Sink handles;
 - Bathroom surfaces;
 - Tables;

- Ensure safe and correct storage and application of disinfectants.
- Limit sharing of materials and access to other Camper property:
 - To the extent possible limit sharing of equipment, books, games, toys, supplies and other materials;
 - If sharing is allowed, proper cleaning and disinfecting between users;
 - Keep the Camper's belongings separated and individually labeled;
 - Ensure Camper belongings are taken home nightly;
 - Ensure adequate supplies to minimize sharing of high-touch; materials (eg: art supplies, equipment);
 - Limit supplies to one cohort at a time;
 - Avoid sharing electronic devices.
- Ventilation: Open windows, play outside. Follow air quality guidance listed above.
- Social Distancing plan:
 - Limit number of Campers to maintain physical distancing;
 - Minimize contact between staff, families and Campers at beginning and ending of the day:
 - Designate a pick-up and drop-off location;
 - Campers will be picked up and dropped off at the car;
 - Parents/guardians will not exit the vehicle;
 - Use staggered arrival and drop off times.
 - Designate entry/exit routes to minimize the flow of foot and car traffic;
 - Use plexiglass panels as needed;
 - Ensure 6' between seating and desks.
 - Stagger breaks for employees to maintain social distancing.
- Visitors Policy
 - Non-essential visitors, volunteers and activities involving other cohorts are not allowed at this time;
 - No visitors allowed on site at this time;
 - Pick-up and drop-off in designated area
 - Campers will be picked-up/dropped-off
- Cohorts
 - Maintain small groups, in the same location;
 - Cohorts must be a consistent and fixed group of individuals.
 - no more than 16 individuals may be in a cohort (this includes any mix of adults and students).
 - Students and staff from other cohorts may not intermingle;
 - Activities will be redesigned, as needed, to maintain cohorts and social distancing.
 - 1:1 service providers may pull students from a cohort for identified services
- Use of face coverings
 - Follow the CDPH Guidelines for face coverings

- children ages 2 and older must wear face covering unless otherwise indicated;
 - Teach and reinforce use of face coverings;
 - Teach and reinforce how to wear and clean face coverings;
 - Shields can be used instead of a face covering as long as the wearer has a cloth drape at the bottom of the shield and maintains social distancing;
 - Face covering should not be used on anyone who has trouble breathing, who is unconscious or incapacitated, or is unable to remove the covering without assistance.

- Social and Emotional Well-Being
 - The health and safety of our students is a top priority, including providing a comfortable, safe and welcoming environment.
 - Cohorts should be named with fun or welcoming names - having students name their group could also lend to group cohesion.
 - A sense of agency and purpose helps students feel settled and calm - provide daily jobs that students can participate in to build community and cohesion
 - Form daily rituals and routines with students so their day is predictable and structured. Everyone thrives with clear expectations and structure.
 - While the physical space needs to meet health requirements, hang art work, colorful posters or other warm and welcoming greetings to help students feel comfortable.
 - Agree upon ways that students can greet each other and show support without physically touching hands or faces, such as a foot bump, head nod, hand wave, or other appropriate gesture.
 - Schedule time to check-in and identify feelings, with particular emphasis on feeling nervous or anxious about COVID and getting sick. Reach out for additional support for any students or families you are concerned about.
 - If a student expresses thoughts of hurting themselves or wanting to die, which may include verbal statements, written content, artistic expressions, social media postings, etc., immediately follow the 2020-2021 SCUSD Student Suicide Risk Assessment Procedures.”

- Student Health Needs
 - Ensure all staff know if students have specific health needs, such as medications they may take or specific allergies.
 - If medications will be dispensed during programming, staff must receive training on documenting and providing medication.
 - Students with medical conditions that may become life threatening will have an Emergency Care Plan (ECPs). Staff must print out these plans and be familiar with the action steps required in the event of an emergency.
 - Staff must be aware of how to identify an allergic reaction (anaphylaxis). They must know the location of the Epi-Pens on campus and be familiar with how to use them.

- Staff must know the locations of the Automated External Defibrillator (AED) on campus and understand the basic instructions provided near the AED.

AGREEMENT FOR SERVICES

Between

**SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
Youth Development Support Services Department
And
Rose Family Creative Empowerment Center**

Amendment No. 1

The agreement between Sacramento City Unified School District (“District” or “SCUSD”) and Rose Family Creative Empowerment Center (“RFCEC”), dated August 27, 2020 is hereby amended as follows:

Attachment A of the Agreement is hereby replaced in its entirety with Attachment A of this Amendment.

B. Payment. For provision of services pursuant to this Agreement, District shall reimburse RFCEC for direct services not to exceed **\$694,475.63** which represents an increase of **\$88,916.26** to the agreement.

Breakdown:

Program/Funding	School Name	Contract Amount	Number of Students	Target Days
ASES	John Still K-8	\$175,824.97	N/A	180
ASSETs	Luther Burbank	\$110,000.00	N/A	180
ASES	Parkway	\$125,494.40	N/A	180
ASES	Susan B. Anthony	\$194,240.00	N/A	180
CARES Funding	John Still K-8	\$23,326.61	48	107
CARES Funding	Parkway	\$65,589.65	48	107

All other provisions of the Agreement remain unchanged.


IN WITNESS WHEREOF, the Parties have caused this Amendment to be executed.

District:

Rose Ramos
Chief Business Officer

Date

Rose Family Creative Empowerment Center:



Jackie Rose
CEO

1/20/2021

Date

Sacramento City Unified School District and Rose Family Creative Empowerment Center:
Attachment A

DISTRICT shall:

1. Provide support for program evaluation.
2. Recognize in all sponsored events and on brochures, flyers, and promotional materials as appropriate.
3. Provide a district Expanded Learning Specialist for each school that will provide the support and guidance needed to operate the Expanded Learning program.
4. Meet monthly with the Program Manager of RFCEC to identify program needs, assistance, and successes.
5. Designate a school staff contact person to work directly with the Program Manager for program planning, assistance in hiring staff and to address any implementation issues.
6. Help train program staff and volunteers on school procedures and the education/curriculum materials being used at the school that should be integrated into the program.
7. Help recruit students into the program and provide the program access to parents of participating students.
8. Help provide parents/students forums to obtain feedback on the program, what is working and what new services/program elements need to be added or modified.
9. Provide space for the program to operate, including office space for the Program, classroom space for classes and activities, and storage space for program supplies/materials. **(Note: All Expanded Learning programs will start virtually due to COVID-19).**
10. Provide Expanded Learning snack that is consistent with requirements of the USDA.
11. Help coordinate custodial and storage needs of the program.
12. Meet regularly with the District contact person, RFCEC site liaison and site administrator to identify program needs, successes and assistance.
13. Provide a "Mid-Year" Partnership Report addressing strengths and areas for improvement for future partnership.

Rose Family Creative Empowerment Center shall:

1. Provide services based on the guidance from CDE. (*Stronger Together: A Guidebook for the Safe Reopening of California's Public Schools*)
<https://www.cde.ca.gov/ls/he/hn/documents/strongertogether.pdf>
2. Work collaboratively with the District and the school to create a comprehensive program plan for the Expanded Learning program. The plan will be shared out with stakeholders including school site administrators. RFCEC's Expanded Learning plan is attached to this Agreement and RFCEC will be held accountable to follow the plan presented to the District.

3. Follow the Expanded Learning Procedural Manual. Program Managers will be required to read the program manual and provide their signatures verifying that they understand the content of the manual.
4. All Expanded Learning staff is required to read District's *Return to Health* plan (including appendixes) posted on District's website and follow the instructions written in the plan. <https://returntogether.scusd.edu/return-health>
5. Provide an "End of Year" Report on status of all outcomes and objectives.
6. Maintain and provide to the District monthly attendance and program activities records.
7. Comply with requirements of the USDA related to administration and operation of Expanded Learning snack and other District-sponsored nutrition programs including SCUSD's Wellness Policy.
8. Per District policies and protocol, agency staff will administer required medications prescribed by a student's health care provider/doctor. (*This applies only when staff will work with students in person*).
9. Supply the staff with materials, supervision and volunteer recruitment for designated school sites.
10. Develop special activities or virtual field trips for the sites individually and collectively.
11. Attend and provide monthly reports at designed meetings, monthly RFCEC meetings, monthly RFCEC Program Managers meetings, as well as other planning meetings as necessary.
12. Work collaboratively with the other outside RFCEC contracted by the District to provide after school services at school sites as permitted under the District's policies and applicable local, state, and federal law.
13. Communicate progress of project/partnership development on a timely and consistent manner to the District.
14. Communicate new partnership opportunities with the District.
15. Advertise, when possible, project/partnership in newspaper, events, press releases, *etc.* with the prior approval of the District.
16. Provide at least one full time Program Manager/per site that is employed until the termination of this Agreement and sufficient staffing to maintain a 20:1 student/staff ratio based on the grant requirement (funding per site and number of students to be served). RFCEC will be required to report to and provide updates to the District regarding the number of staff and hours of employment at each of their contracted site.
17. Utilize the Youth Development Support Services Quality Assurance tool, or a Self-Assessment Tool for Expanded Learning programs as the monitoring and evaluation device on a monthly basis.
18. Provide annual in-kind support and direct services that equates to approximately 15% of total contract and such financial support to be itemized and reported bi-annually to the District.
19. Meeting with the Program Manager and District contact person to identify program needs, successes and areas for assistance.
20. Act as liaison with parents in supporting family engagement.
21. Other areas as agreed upon by the Parties.

The District shall:

1. Designate a school staff person to work directly with the Program Manager for program planning, assistance in hiring staff and to address any implementation issues.
2. Help recruit program staff among school site staff and parents.

3. Help train program staff and volunteers on school procedures and educational/curriculum materials being used at the school that should be integrated into the program.
4. Help recruit students into the program and provide program access to parents of participating students.
5. Help provide parent/student forums for the program to obtain feedback on what is working and what new services/program elements need to be added or modified.
6. Provide space for the program to operate, including office space for the Program Manager, classroom space for classes and activities, and storage space for program supplies/materials when services resume in-person.
7. Help coordinate custodial and storage needs of the program.
8. Meet monthly or as needed with the Program Manager, the District liaison, site liaison and/or site administrator to identify program needs, successes and assistance.

Learning Hubs: Scope of Services

District is responsible for supporting enrollment process, nutrition, health and safety guidance and training, facilities, guidance on air quality, Personal Protective Equipment (PPE), staff to address health and safety concerns, daily disinfecting/cleaning of classrooms and providing aides for students with special needs.

Rose Family Creative Empowerment Center is responsible for providing staff for minimum of seven hours with a 10 to 1 students to staff ratio, implement health and wellness procedures, implement social distancing plan, supplies such as headphones, printer etc, enforce visitor policy, maintaining small cohorts of students, active screening of staff and students, troubleshoot technology issues for students, daily communication with parents/guardians, enrichment activities, outdoor play, and helping with synchronous and asynchronous learning.

Rose Family Creative Empowerment Center staff will follow all CDPH & SCUSD Guidelines.

The Community Partner will provide the following services:

- Designate a staff person to respond to COVID concerns and liaison with the District contact for COVID; Health Services
- Train Staff, Students and Families in the following protocols: Training In Collaboration with Health Services
 - Enhanced sanitation;
 - Teach and reinforce hand washing;
 - Avoiding contact with eyes, nose and mouth;
 - Covering coughs and sneezes;
 - Teach Students to wash hands frequently, including before and after eating, after coughing or sneezing, after they share items, and after using the restroom;
 - Develop routines to regularly and appropriately wash hands at scheduled intervals;
 - Teach Students to use tissue and to cough into tissue or their elbow;
 - Use fragrance free Ethyl alcohol based sanitizer if soap is not available;
 - Limit hand sanitizer use for Students under age 9 only under adult supervision;
 - Call 1-800-222-1222 for Poison Control if needed.

- Limit use of playground equipment in favor of physical activities that require less contact with surfaces;
- Clean and disinfect frequently touched surfaces as possible throughout the day by trained staff;
 - Frequently touched surfaces include:
 - Door handles;
 - Light switches;
 - Sink handles;
 - Bathroom surfaces;
 - Tables;
 - Ensure safe and correct storage and application of disinfectants.
- Limit sharing of materials and access to other Camper property:
 - To the extent possible limit sharing of equipment, books, games, toys, supplies and other materials;
 - If sharing is allowed, proper cleaning and disinfecting between users;
 - Keep the Camper's belongings separated and individually labeled;
 - Ensure Camper belongings are taken home nightly;
 - Ensure adequate supplies to minimize sharing of high-touch materials (eg: art supplies, equipment);
 - Limit supplies to one cohort at a time;
 - Avoid sharing electronic devices.
- Ventilation: Open windows, play outside. Follow air quality guidance listed above.
- Social Distancing plan:
 - Limit number of Students to maintain physical distancing;
 - Minimize contact between staff, families and Students at beginning and ending of the day:
 - Designate a pick-up and drop-off location;
 - Students will be picked up and dropped off at the car;
 - Parents/guardians will not exit the vehicle;
 - Use staggered arrival and drop off times.
 - Designate entry/exit routes to minimize the flow of foot and car traffic;
 - Use plexiglass panels as needed;
 - Ensure 6' between seating and desks.
 - Stagger breaks for employees to maintain social distancing.
- Visitors Policy
 - Non-essential visitors, volunteers and activities involving other cohorts are not allowed at this time;
 - No visitors allowed on site at this time;
 - Pick-up and drop-off in designated area
 - Students will be picked-up/dropped-off
- Cohorts
 - Maintain small groups, in the same location;
 - Cohorts must be a consistent and fixed group of individuals.

- no more than 16 individuals may be in a cohort (this includes any mix of adults and students).
 - Students and staff from other cohorts may not intermingle;
 - Activities will be redesigned, as needed, to maintain cohorts and social distancing.
 - 1:1 service providers may pull students from a cohort for identified services
- Use of face coverings
 - Follow the CDPH Guidelines for face coverings
 - children ages 2 and older must wear face covering unless otherwise indicated;
 - Teach and reinforce use of face coverings;
 - Teach and reinforce how to wear and clean face coverings;
 - Shields can be used instead of a face covering as long as the wearer has a cloth drape at the bottom of the shield and maintains social distancing;
 - Face covering should not be used on anyone who has trouble breathing, who is unconscious or incapacitated, or is unable to remove the covering without assistance.
- Social and Emotional Well-Being
 - The health and safety of our students is a top priority, including providing a comfortable, safe and welcoming environment.
 - Cohorts should be named with fun or welcoming names - having students name their group could also lend to group cohesion.
 - A sense of agency and purpose helps students feel settled and calm - provide daily jobs that students can participate in to build community and cohesion
 - Form daily rituals and routines with students so their day is predictable and structured. Everyone thrives with clear expectations and structure.
 - While the physical space needs to meet health requirements, hang art work, colorful posters or other warm and welcoming greetings to help students feel comfortable.
 - Agree upon ways that students can greet each other and show support without physically touching hands or faces, such as a foot bump, head nod, hand wave, or other appropriate gesture.
 - Schedule time to check-in and identify feelings, with particular emphasis on feeling nervous or anxious about COVID and getting sick. Reach out for additional support for any students or families you are concerned about.
 - If a student expresses thoughts of hurting themselves or wanting to die, which may include verbal statements, written content, artistic expressions, social media postings, etc., immediately follow the 2020-2021 SCUSD Student Suicide Risk Assessment Procedures.”
- Student Health Needs
 - Ensure all staff know if students have specific health needs, such as medications they may take or specific allergies.

- If medications will be dispensed during programming, staff must receive training on documenting and providing medication.
- Students with medical conditions that may become life threatening will have an Emergency Care Plan (ECPs). Staff must print out these plans and be familiar with the action steps required in the event of an emergency.
- Staff must be aware of how to identify an allergic reaction (anaphylaxis). They must know the location of the Epi-Pens on campus and be familiar with how to use them.
- Staff must know the locations of the Automated External Defibrillator (AED) on campus and understand the basic instructions provided near the AED.

AGREEMENT FOR SERVICES

Between

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
Youth Development Support Services Department
And
Sacramento Chinese Community Service Center

Amendment No. 2

The agreement between Sacramento City Unified School District (“District” or “SCUSD”) and Sacramento Chinese Community Service Center (“SCCSC”), dated July 20, 2020 is hereby amended as follows:

Attachment A of the Agreement is hereby replaced in its entirety with Attachment A of this Amendment.

B. Payment. For provision of services pursuant to this Agreement, District shall reimburse SCCSC for direct services not to exceed **\$5,528,496.77** which represents an increase of **\$241,434.34** to the agreement.

Breakdown:

Program/Funding	School Name	Contract Amount	Number of Students	Target Days July 27 – August 21, 2020
Summer Learning/Learning Loss Mitigation Funds	Cesar Chavez	\$26,000.00	N/A	20
Summer Learning/Learning Loss Mitigation Funds	Ethel Philips	\$21,200.00	N/A	16
Summer Learning/Learning Loss Mitigation Funds	Leonardo Da Vinci	\$26,000.00	N/A	20
Summer Learning/Learning Loss Mitigation Funds	Pacific	\$26,000.00	N/A	20
Summer Learning/Learning Loss Mitigation Funds	Washington	\$26,000.00	N/A	20

Program	School Name	Contract Amount	Number of Students	Target Days
ASES	A.M. Winn K-8	\$131,305.03	N/A	180
ASES	Abraham Lincoln	\$113,193.99	N/A	180
ASES	Albert Einstein	\$150,925.32	N/A	180
ASES	Bowling Green	\$113,697.07	N/A	180
ASES	California Middle	\$150,774.39	N/A	180
ASES	Camellia Basic	\$113,193.99	N/A	180

ASES	Caroline Wenzel	\$112,741.21	N/A	180
ASES	Cesar Chavez	\$113,193.99	N/A	180
ASES	David Lubin	\$83,473.77	N/A	180
ASES	Earl Warren	\$113,193.99	N/A	180
ASES	Elder Creek	\$285,479.77	N/A	180
ASES	Ethel Phillips	\$113,193.99	N/A	180
ASES	Fern Bacon	\$150,925.32	N/A	180
ASES	Golden Empire	\$113,193.99	N/A	180
ASES	Hubert H. Bancroft	\$97,799.61	N/A	180
ASES	John Bidwell	\$113,193.99	N/A	180
ASES	John Cabrillo	\$113,193.99	N/A	180
ASES	Kit Carson	\$97,401.92	N/A	180
ASES	Martin Luther King, Jr.	\$113,193.99	N/A	180
ASES	Nicholas	\$115,457.87	N/A	180
ASES	O.W. Erlewine	\$113,193.99	N/A	180
ASES	Pacific	\$115,457.87	N/A	180
ASES	Peter Burnett	\$137,191.12	N/A	180
ASES	Pony Express	\$113,193.99	N/A	180
ASES	School of Engineering and Science	\$95,082.96	N/A	180
ASES	Sequoia Elementary	\$113,193.99	N/A	180
ASES	St. Hope Public School 7	\$150,925.32	N/A	180
ASES	Tahoe	\$113,193.99	N/A	180
ASES	Theodore Judah	\$113,193.99	N/A	180
ASES	Washington	\$113,193.99	N/A	180
ASES	Will C Wood	\$150,925.32	N/A	180
ASES	William Land	\$130,399.48	N/A	180
ASES	Woodbine	\$113,193.99	N/A	180
21 st CCLC – After School	Cesar Chavez	\$34,425.00	N/A	180
21 st CCLC – Before School	Cesar Chavez	\$30,600.00	N/A	180
21 st CCLC	Ethel Phillips	\$34,425.00	N/A	180
21 st CCLC	Martin Luther King, Jr.	\$96,390.00	N/A	180
Central Office Funds- Title I	C.K. McClatchy	\$75,000.00	N/A	180
21 st Century ASSETS	American Legion	\$60,000.00	N/A	180
21 st Century ASSETS	Arthur A. Benjamin Health Professions	\$65,000.00	N/A	180
21 st Century ASSETS	Hiram Johnson	\$110,000.00	N/A	180
21 st Century ASSETS	John F. Kennedy	\$110,000.00	N/A	180
21 st Century ASSETS	Rosemont	\$110,000.00	N/A	180
21 st Century ASSETS	Sacramento Charter High	\$110,000.00	N/A	180
CARES Funding	Bowling Green	\$110,766.09	40	156
CARES Funding	John Cabrillo	\$110,766.09	40	156
CARES Funding	Martin Luther King, Jr	\$23,423.06	40	156

CARES Funding	Hiram Johnson	\$75,398.89	48	107
CARES Funding	Tahoe	\$66,540.38	48	93
CARES Funding	Will C Wood	\$44,423.33	48	107
ASES	Will C Wood	\$18,397.20	In Class Support	86
21 st Century ASSETs	Hiram Johnson	\$28,674.54	In Class Support	86
21 st Century ASSETs	Sacramento Charter High	\$8,000.00	After School Activity	Stipend

All other provisions of the Agreement remain unchanged.

IN WITNESS WHEREOF, the Parties have caused this Amendment to be executed.

District:

Rose Ramos
Chief Business Officer

Date

Sacramento Chinese Community Service Center:


Henry Kloczkowski
Executive Director

1/22/2021
Date

Sacramento City Unified School District and Sacramento Chinese Community Service Center:
Attachment A

DISTRICT shall:

1. Provide support for program evaluation.
2. Recognize in all sponsored events and on brochures, flyers, and promotional materials as appropriate.
3. Provide a district Expanded Learning Specialist for each school that will provide the support and guidance needed to operate the Expanded Learning program.
4. Meet monthly with the Program Manager of SCCSC to identify program needs, assistance, and successes.
5. Designate a school staff contact person to work directly with the Program Manager for program planning, assistance in hiring staff and to address any implementation issues.
6. Help train program staff and volunteers on school procedures and the education/curriculum materials being used at the school that should be integrated into the program.
7. Help recruit students into the program and provide the program access to parents of participating students.

8. Help provide parents/students forums to obtain feedback on the program, what is working and what new services/program elements need to be added or modified.
9. Provide space for the program to operate, including office space for the Program, classroom space for classes and activities, and storage space for program supplies/materials. **(Note: All Expanded Learning programs will start virtually due to COVID-19).**
10. Provide Expanded Learning snack that is consistent with requirements of the USDA.
11. Help coordinate custodial and storage needs of the program.
12. Meet regularly with the District contact person, SCCSC site liaison and site administrator to identify program needs, successes and assistance.
13. Provide a “Mid-Year” Partnership Report addressing strengths and areas for improvement for future partnership.

Sacramento Chinese Community Service Center shall:

1. Provide services based on the guidance from CDE. (*Stronger Together: A Guidebook for the Safe Reopening of California’s Public Schools*)
<https://www.cde.ca.gov/ls/he/hn/documents/strongertogether.pdf>
2. Work collaboratively with the District and the school to create a comprehensive program plan for the Expanded Learning program. The plan will be shared out with stakeholders including school site administrators. SCCSC’s Expanded Learning plan is attached to this Agreement and SCCSC will be held accountable to follow the plan presented to the District.
3. Follow the Expanded Learning Procedural Manual. Program Managers will be required to read the program manual and provide their signatures verifying that they understand the content of the manual.
4. All Expanded Learning staff is required to read District’s *Return to Health* plan (including appendixes) posted on District’s website and follow the instructions written in the plan. <https://returntogether.scusd.edu/return-health>
5. Provide an “End of Year” Report on status of all outcomes and objectives.
6. Maintain and provide to the District monthly attendance and program activities records.
7. Comply with requirements of the USDA related to administration and operation of Expanded Learning snack and other District-sponsored nutrition programs including SCUSD’s Wellness Policy.
8. Per District policies and protocol, agency staff will administer required medications prescribed by a student’s health care provider/doctor. (*This applies only when staff will work with students in person*).
9. Supply the staff with materials, supervision and volunteer recruitment for designated school sites.
10. Develop special activities or virtual field trips for the sites individually and collectively.
11. Attend and provide monthly reports at designed meetings, monthly SCCSC meetings, monthly SCCSC Program Managers meetings, as well as other planning meetings as necessary.
12. Work collaboratively with the other outside SCCSC contracted by the District to provide after school services at school sites as permitted under the District’s policies and applicable local, state, and federal law.
13. Communicate progress of project/partnership development on a timely and consistent manner to the District.
14. Communicate new partnership opportunities with the District.

15. Advertise, when possible, project/partnership in newspaper, events, press releases, *etc.* with the prior approval of the District.
16. Provide at least one full time Program Manager/per site that is employed until the termination of this Agreement and sufficient staffing to maintain a 20:1 student/staff ratio based on the grant requirement (funding per site and number of students to be served). SCCSC will be required to report to and provide updates to the District regarding the number of staff and hours of employment at each of their contracted site.
17. Utilize the Youth Development Support Services Quality Assurance tool, or a Self-Assessment Tool for Expanded Learning programs as the monitoring and evaluation device on a monthly basis.
18. Provide annual in-kind support and direct services that equates to approximately 15% of total contract and such financial support to be itemized and reported bi-annually to the District.
19. Meeting with the Program Manager and District contact person to identify program needs, successes and areas for assistance.
20. Act as liaison with parents in supporting family engagement.
21. Other areas as agreed upon by the Parties.

The District shall:

1. Designate a school staff person to work directly with the Program Manager for program planning, assistance in hiring staff and to address any implementation issues.
2. Help recruit program staff among school site staff and parents.
3. Help train program staff and volunteers on school procedures and educational/curriculum materials being used at the school that should be integrated into the program.
4. Help recruit students into the program and provide program access to parents of participating students.
5. Help provide parent/student forums for the program to obtain feedback on what is working and what new services/program elements need to be added or modified.
6. Provide space for the program to operate, including office space for the Program Manager, classroom space for classes and activities, and storage space for program supplies/materials when services resume in-person.
7. Help coordinate custodial and storage needs of the program.
8. Meet monthly or as needed with the Program Manager, the District liaison, site liaison and/or site administrator to identify program needs, successes and assistance.

Learning Hubs: Scope of Services

District is responsible for supporting enrollment process, nutrition, health and safety guidance and training, facilities, guidance on air quality, Personal Protective Equipment (PPE), staff to address health and safety concerns, daily disinfecting/cleaning of classrooms and providing aides for students with special needs.

Sacramento Chinese Community Service Center is responsible for providing staff for minimum of seven hours with a 10 to 1 students to staff ratio, implement health and wellness procedures, implement social distancing plan, supplies such as headphones, printer etc, enforce visitor policy, maintaining small cohorts of students, active screening of staff and students, troubleshoot technology issues for students, daily communication with parents/guardians, enrichment activities, outdoor play, and helping with synchronous and asynchronous learning.

Sacramento Chinese Community Service Center staff will follow all CDPH & SCUSD Guidelines.

The Community Partner will provide the following services:

- Designate a staff person to respond to COVID concerns and liaison with the District contact for COVID; Health Services
- Train Staff, Campers and Families in the following protocols: Training In Collaboration with Health Services
 - Enhanced sanitation;
 - Teach and reinforce hand washing;
 - Avoiding contact with eyes, nose and mouth;
 - Covering coughs and sneezes;
 - Teach Campers to wash hands frequently, including before and after eating, after coughing or sneezing, after they share items, and after using the restroom;
 - Develop routines to regularly and appropriately wash hands at scheduled intervals;
 - Teach campers to use tissue and to cough into tissue or their elbow;
 - Use fragrance free Ethyl alcohol based sanitizer if soap is not available;
 - Limit hand sanitizer use for Campers under age 9 only under adult supervision;
 - Call 1-800-222-1222 for Poison Control if needed.
 - Limit use of playground equipment in favor of physical activities that require less contact with surfaces;
 - Clean and disinfect frequently touched surfaces as possible throughout the day by trained staff;
 - Frequently touched surfaces include:
 - Door handles;
 - Light switches;
 - Sink handles;
 - Bathroom surfaces;
 - Tables;
 - Ensure safe and correct storage and application of disinfectants.
 - Limit sharing of materials and access to other Camper property:
 - To the extent possible limit sharing of equipment, books, games, toys, supplies and other materials;
 - If sharing is allowed, proper cleaning and disinfecting between users;
 - Keep the Camper's belongings separated and individually labeled;
 - Ensure Camper belongings are taken home nightly;
 - Ensure adequate supplies to minimize sharing of high-touch; materials (eg: art supplies, equipment);
 - Limit supplies to one cohort at a time;
 - Avoid sharing electronic devices.
 - Ventilation: Open windows, play outside. Follow air quality guidance listed above.
 - Social Distancing plan:

- Limit number of Campers to maintain physical distancing;
 - Minimize contact between staff, families and Campers at beginning and ending of the day:
 - Designate a pick-up and drop-off location;
 - Campers will be picked up and dropped off at the car;
 - Parents/guardians will not exit the vehicle;
 - Use staggered arrival and drop off times.
 - Designate entry/exit routes to minimize the flow of foot and car traffic;
 - Use plexiglass panels as needed;
 - Ensure 6' between seating and desks.
 - Stagger breaks for employees to maintain social distancing.
- Visitors Policy
 - Non-essential visitors, volunteers and activities involving other cohorts are not allowed at this time:
 - No visitors allowed on site at this time;
 - Pick-up and drop-off in designated area
 - Campers will be picked-up/dropped-off
 - Cohorts
 - Maintain small groups, in the same location;
 - Cohorts must be a consistent and fixed group of individuals.
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 - Follow the CDPH Guidelines for face coverings
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 - Face covering should not be used on anyone who has trouble breathing, who is unconscious or incapacitated, or is unable to remove the covering without assistance.
 - Social and Emotional Well-Being
 - The health and safety of our students is a top priority, including providing a comfortable, safe and welcoming environment.
 - Cohorts should be named with fun or welcoming names - having students name their group could also lend to group cohesion.

- A sense of agency and purpose helps students feel settled and calm - provide daily jobs that students can participate in to build community and cohesion
- Form daily rituals and routines with students so their day is predictable and structured. Everyone thrives with clear expectations and structure.
- While the physical space needs to meet health requirements, hang art work, colorful posters or other warm and welcoming greetings to help students feel comfortable.
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- If a student expresses thoughts of hurting themselves or wanting to die, which may include verbal statements, written content, artistic expressions, social media postings, etc., immediately follow the 2020-2021 SCUSD Student Suicide Risk Assessment Procedures.”

○ Student Health Needs

- Ensure all staff know if students have specific health needs, such as medications they may take or specific allergies.
- If medications will be dispensed during programming, staff must receive training on documenting and providing medication.
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- Staff must know the locations of the Automated External Defibrillator (AED) on campus and understand the basic instructions provided near the AED.



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 11.1b

Meeting Date: February 4, 2021

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 February 4, 2021
2. Classified Personnel Transactions Dated February 4, 2021

Estimated Time of Presentation: N/A

Submitted by: Cancy McArn, Chief Human Resources Officer

Approved by: Jorge A Aguilar, Superintendent

Attachment 1: CERTIFICATED 2/4/2021

NameLast	NameFirst	JobPerm	JobClass	PrimeSite	BegDate	EndDate	Comment
EMPLOY-REEMPLY							
HANKINS	ASHLEIGH	B	Teacher, Elementary	CAROLINE WENZEL ELEMENTARY	1/19/2021	6/30/2021	EMPLOY PROB 1/19/21
KEANE	DENNIS	B	Assistant Principal, Elem Sch	PARKWAY ELEMENTARY SCHOOL	1/11/2021	6/30/2021	EMPLOY PROB 1/11/21
LAM	TAT	B	Teacher, K-8	GENEVIEVE DIDION ELEMENTARY	1/4/2021	6/30/2021	EMPLOY PROB 1/4/21
VASQUEZ	FELICIA	E	Teacher, Resource	LEATAATA FLOYD ELEMENTARY	1/19/2021	6/30/2021	EMPLOY TC 1/19-6/30/21
LEAVES							
ATKINSON	DANIEL	A	Teacher, Spec Ed	ROSEMONT HIGH SCHOOL	1/4/2021	1/31/2021	LOA (PD) FMLA/CFRA 1/4/21-1/31/21
ATKINSON	DANIEL	A	Teacher, Spec Ed	ROSEMONT HIGH SCHOOL	2/1/2021	6/30/2021	LOA RTN (PD) FMLA/CFRA 2/1/21
BOHMAN	PATRICK	B	Assistant Principal, Middle Sc	ENGINEERING AND SCIENCES HS	1/14/2021	6/30/2021	LOA (UNPD) ADMIN 1/14/21
EDWARDS	NANCY	A	Teacher, Resource, Special Ed.	JOHN BIDWELL ELEMENTARY	1/6/2021	6/17/2021	LOA EXT (PD) 1/6-6/17/21
FIELDS	JACQUELINE	0	Teacher, Spec Ed	CESAR CHAVEZ INTERMEDIATE	1/29/2021	4/3/2021	LOA (PD) 1/29-4/3/21
GRAY	JESSICA	A	School Social Worker	INTEGRATED COMMUNITY SERVICES	1/4/2021	1/31/2021	LOA (PD) 1/4/21-1/31/21
GRAY	JESSICA	A	School Social Worker	INTEGRATED COMMUNITY SERVICES	2/1/2021	6/30/2021	LOA RTN 2/1/21
LATCHAM-TOM	BRITTANY	A	Program Specialist, Special Ed	SPECIAL EDUCATION DEPARTMENT	2/5/2021	3/18/2021	LOA (PD) 2/5/21-3/18/21
LATCHAM-TOM	BRITTANY	A	Program Specialist, Special Ed	SPECIAL EDUCATION DEPARTMENT	3/19/2021	6/18/2021	LOA (PD) FMLA/CFRA 3/19/21-6/18/21
NICHOLLS	TONIETTA	A	Teacher, Elementary	FATHER K.B. KENNY - K-8	12/16/2020	2/24/2021	LOA (PD) 12/16/20-2/24/21
ROBERTS-WILLIS	RENEE	A	Teacher, K-8	GENEVIEVE DIDION ELEMENTARY	12/2/2020	1/31/2021	LOA (PD) FMLA/CFRA 12/2/20-1/31/21
SANCHEZ	TATIANA	A	Teacher, Middle School	FERN BACON MIDDLE SCHOOL	2/1/2021	4/4/2021	LOA (PD) 2/1-4/4/21
SANCHEZ	TATIANA	A	Teacher, Middle School	FERN BACON MIDDLE SCHOOL	4/5/2021	4/30/2021	LOA (PD) FMLA/CFRA 4/5-4/30/21
STANLEY	DEMETRIA	A	Teacher, Elementary	LEATAATA FLOYD ELEMENTARY	1/11/2021	2/12/2021	LOA (PD) FMLA/CFRA 1/11-2/12/21
SEPARATE / RESIGN / RETIRE							
CORTES	ROBERT	Q	Teacher, Middle School	SUTTER MIDDLE SCHOOL	7/1/2020	6/19/2021	SEP/RETIRE 6/19/21
ECHOLS	STANLEY	A	Dir I, Behavior and Re-Entry	STUDENT SUPPORT AND FAMILY SER	12/16/2020	1/20/2021	SEP/RETIRE 1/20/21
KOEHLER	MICHELE	A	Teacher, Middle School	KIT CARSON INTL ACADEMY	7/1/2020	6/30/2021	SEP/RETIRE 6/30/21
PEASE	IYUANNA	B	Prncpl, New Innovative Sm HS	HEALTH PROFESSIONS HIGH SCHOOL	7/1/2020	1/1/2021	SEP/RESIGN 1/1/21

Attachment 2: CLASSIFIED 2/4/2021

NameLast	NameFirst	JobPerm	JobClass	PrimeSite	BegDate	EndDate	Comment
EMPLOY-REEMPLY							
HARRIS	APRIL	B	Plumber	FACILITIES MAINTENANCE	1/4/2021	6/30/2021	EMPLOY PROB1 1/4/21
MORTENSEN	KIMBERLY	B	Fd Sv Asst III	NUTRITION SERVICES DEPARTMENT	1/4/2021	6/30/2021	EMPLOY PROB1 1/4/21
PACHECO	ESMERALDA	B	Inst Aid, Spec Ed	WASHINGTON ELEMENTARY SCHOOL	1/4/2021	6/30/2021	EMPLOY PROB 1/4/21
RIVERA OCASIO	KEVIN	B	Inst Aid, Spec Ed	JAMES W MARSHALL ELEMENTARY	1/4/2021	6/30/2021	EMPLOY PROB 1/4/21
SOUSA	MASON	B	Inst Aid, Spec Ed	BRET HARTE ELEMENTARY SCHOOL	1/11/2021	6/30/2021	EMPLOY PROB 1/11/21
YOUNGER	SAMANTHA	B	School Community Liaison	HIRAM W. JOHNSON HIGH SCHOOL	1/4/2021	6/30/2021	EMPLOY PROB, 1/4/21
LEAVES							
ATKINS	LORETHERA	B	Fd Sv Asst I	NUTRITION SERVICES DEPARTMENT	1/7/2021	6/30/2021	LOA RTN 1/7/21
BROWN	DALE	B	Bus Driver	TRANSPORTATION SERVICES	1/1/2021	2/28/2021	LOA RTN 1/1/21
CHARD	RACHEL	A	Manager II, Environmental Sust	FACILITIES MAINTENANCE	12/8/2020	2/8/2021	LOA (PD) 12/8/20-2/8/21
DUDLEY	DANNY	A	Bus Driver	TRANSPORTATION SERVICES	1/1/2021	6/30/2021	LOA RTN 1/1/21
FRAGA CISNEROS	MARIA	A	Child Care Attendant, Chld Dev	CHILD DEVELOPMENT PROGRAMS	1/1/2021	6/30/2021	LOA RTN 1/1/21
GONZALEZ	LINDA	A	Fd Sv Asst I	NUTRITION SERVICES DEPARTMENT	1/8/2021	6/30/2021	LOA RTN 1/8/21
GONZALEZ	LINDA	A	Fd Sv Asst I	NUTRITION SERVICES DEPARTMENT	12/1/2020	1/7/2021	LOA (UNPD)12/1/20-1/7/21
GONZALEZ LORETO	BRIANDA	A	Child Care Attendant, Chld Dev	CHILD DEVELOPMENT PROGRAMS	1/1/2021	6/30/2021	LOA (UNPD) 1/1/21-6/30/21
GREGSON	PATRICIA	A	Instructional Aide	ALICE BIRNEY WALDORF - K-8	12/1/2020	12/31/2020	LOA (PD) FFCRA 12/1/20-12/31/20
GREGSON	PATRICIA	A	Instructional Aide	ALICE BIRNEY WALDORF - K-8	1/1/2021	3/4/2021	LOA (PD) 1/1/20-3/4/21
LEACH	JENNIFER	A	Fd Sv Asst I	NUTRITION SERVICES DEPARTMENT	1/4/2021	3/4/2021	LOA (UNPD) 1/4/21-3/4/21
LOPEZ	ISAIAH	A	Facilities Maint Laborer I	FACILITIES MAINTENANCE	1/4/2021	2/28/2021	LOA (PD) FMLA/CFRA 1/4/21-2/28/21
LOPEZ	ISAIAH	A	Facilities Maint Laborer I	FACILITIES MAINTENANCE	3/1/2021	6/30/2021	LOA RTN 3/1/21
LUTTRELL	TAMI	B	Bus Driver	TRANSPORTATION SERVICES	12/24/2020	1/17/2021	LOA (PD) FMLA/CFRA 12/24/20-1/17/21
LUTTRELL	TAMI	B	Bus Driver	TRANSPORTATION SERVICES	1/18/2021	1/31/2021	LOA (PD) 1/18/21-1/31/21
PENA	YOLANDA	A	Bus Driver	TRANSPORTATION SERVICES	12/1/2020	2/1/2021	LOA (PD) FMLA/CFRA 12/1-2/1/21
PERRES	ZENA	A	Bus Driver	TRANSPORTATION SERVICES	1/4/2021	1/31/2021	LOA (PD) FMLA/CFRA 1/4/21-1/31/21
SANCHEZ	BARBARA	A	Bus Driver	TRANSPORTATION SERVICES	1/11/2021	2/28/2021	LOA (PD) FMLA/CFRA 1/11-2/28/21
ZANZE	SAVANNAH	A	Office Tchncn II	C. K. McCLATCHY HIGH SCHOOL	1/14/2021	6/30/2021	LOA RTN (PD) 1/14/21
RE-ASSIGN/STATUS CHANGE							
RAMIREZ	ISRAEL	A	Campus Monitor	C. K. McCLATCHY HIGH SCHOOL	1/15/2021	6/30/2021	STCHG 1/15/21
VEIGA	LISA	A	Inst Aid, Spec Ed	ETHEL PHILLIPS ELEMENTARY	1/8/2021	6/30/2021	STCHG 1/8/21
SEPARATE / RESIGN / RETIRE							
DARVELL	SAMANTHA	B	Fd Sv Asst I	NUTRITION SERVICES DEPARTMENT	12/5/2020	1/3/2021	SEP/RESIGN 1/3/21
GARCIA	HEDY	B	Inst Aide Child Dev	CHILD DEVELOPMENT PROGRAMS	9/14/2020	1/4/2021	SEP/RESIGN 1/4/21
KNIGHT	HANNAH	A	Inst Aid, Spec Ed	OAK RIDGE ELEMENTARY SCHOOL	9/1/2020	1/8/2021	SEP/RESIGN 1/8/21
LEVIN	WILLIAM	A	Custodian	WILLIAM LAND ELEMENTARY	7/1/2020	1/29/2021	SEP/RETIRE 1/29/21
RYAN	JOSEPHINE	B	Inst Aid, Spec Ed	THEODORE JUDAH ELEMENTARY	9/24/2020	12/18/2020	SEP/RESIGN 12/18/20
SANDERS	NICOLE	A	Inst Aid, Spec Ed	SUTTER MIDDLE SCHOOL	12/1/2020	1/15/2021	SEP/RESIGN 1/15/21
ZAVALA	MIGUEL-ANGEL	A	Campus Monitor	C. K. McCLATCHY HIGH SCHOOL	9/21/2020	1/5/2021	SEP/RESIGN 1/5/21



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 11.1c

Meeting Date: February 4, 2021

Subject: Approve Appointment of Bond Oversight Committee Member for Measures Q and R

- 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: Board to approve new Bond Oversight Committee Member for Measures Q and R

Background/Rationale: The Sacramento City Unified School District's (SCUSD) Citizens' Bond Oversight Committee (CBOC) is an oversight body to the District on matters related to the Measures Q & R construction bond program implementation as required by California's Strict Accountability in Local School Construction Bond Act of 2000, which mandates that citizen advisory panels be established to assure accountability for the use of public funds.

The Committee's three key roles and responsibilities are to:

- Inform the public on the District's expenditures of bond proceeds.
- Review expenditures to assure that proceeds are being spent for projects approved and outlined within the proposition(s).
- Produce and present an annual report to summarize the Committee's proceedings and activities within the prior year.

Effective in 2020, (3) members termed out. The CBOC for Measures Q and R is in need of a member to represent in each of the following categories:

- A member active in a senior citizens' organization
- A member active in a bona-fide taxpayers' association
- A member of the community at large

As a part of ongoing recruitment efforts for each of these categories, staff reached out to the Sacramento Taxpayers' Association for any recommendations and/or interested parties.

The attached application was submitted on behalf of the Sacramento Taxpayers' Association.

Financial Considerations: None

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

Documents Attached:

1. Bond Oversight Committee Member Application

<p>Estimated Time of Presentation: N/A Submitted by: Rose F. Ramos, Chief Business Officer Nathaniel Browning, Director Approved by: Jorge A. Aguilar, Superintendent</p>
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**SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOND OVERSIGHT COMMITTEE
MEMBERSHIP APPLICATION**

NAME:

Marcia

Huffman

Fritz

(First)

(Middle)

(Last)

ADDRESS:

TELEPHONE:

[REDACTED]

[REDACTED]

(Residence)

(Cell or Residence)

[REDACTED]

(Mailing – if different)

Length of residency in the City of Sacramento: 27 Years

EMPLOYER: (Name) Self

[REDACTED]

(Address)

(Occupation)

ELIGIBILITY: (Please check the appropriate box that applies to your application)

Member active in the local business community - Name of business: _____

Member active in a senior citizens' organization – Name of organization: _____

Member active in a bona-fide taxpayers' association – Name of association: Sacramento Taxpayers Assoc.

Member who is a parent/guardian of a child enrolled in the District- School: _____

Member who is a parent/guardian of a child enrolled in the District and is active in a parent/teacher organization such as the parent teacher association or a school site council
School: _____

Member of the community at large

Confirmation of above eligibility membership can be verified by contacting:

Name: W. Bruce Lee Position: President, SacTax Phone: [REDACTED]

FACILITIES, CONSTRUCTION OR FINANCE EXPERIENCES:

Organization	From: (Date)	To: (Date)	Position Held
Marla Fritz & Company	1974	2012	CPA
GASB	2011	2012	task force member

EDUCATION:

School	Course of Study	Graduation Date/Degree
USC	Accounting	1974/BS

Additional Pertinent Courses or Training:

Numerous continuing education courses in accounting and financial reporting for school districts.

Leadership and management by statistics courses provided by Sterling management in Glendale, CA

Other Pertinent Skills Experience or Interests:

Consulted with bond insurer's legal team in City of Stockton bankruptcy

Assisted Governor Brown in drafting PEPRA legislation

PLEASE FURNISH BRIEF, WRITTEN RESPONSES TO THE QUESTIONS BELOW:

1. What do you see as the objectives and goals of the Bond Oversight Committee?

To ensure bond debt is paid timely.

To ensure bond proceeds are used as voters intend.

2. What contributions would you bring to the Bond Oversight Committee?

Finance and accounting skills enable me to understand bond data.

Many close family members attended SCUSD schools.

I have experience assisting financially troubled LAOs.

3. Describe in detail your involvement in the organization(s) you cite under the eligibility section of this application as qualifying you for committee membership?

Member of the GASB task force on pension accounting and reporting,

assisted Governor Brown in drafting PEPRA legislation, assisted the DoE in

designing the fiscal accounting and budgeting framework for school districts.

4. Additional information (optional):

My grandmother formed the City of Sacramento's first branch library in her home.

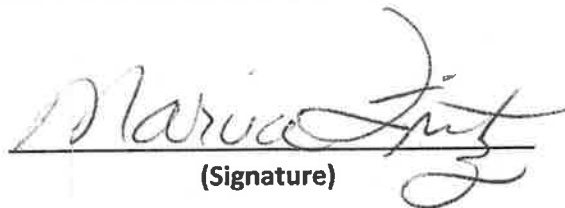
Both my father's and mother's ancestors arrived in Sacramento in the 1850s.

My twin sister, three cousins, two aunts, and grandmother were teachers.

My signature below certifies that I am currently a resident in the Sacramento City Unified School District.

Marcia Fritz

(Print Name)



(Signature)

PLEASE SUBMIT YOUR APPLICATION
TO THE OPERATIONS SUPPORT SERVICES OFFICE
SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
EMAIL: ELENA-HANKARD@SCUSD.EDU



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 11.1d

Meeting Date: Febraury 4, 2021

Subject: Approve Memorandum of Understanding with Food Literacy Center for Floyd Farms

- 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 memorandum of understanding (MOU) with Food Literacy Center for the operation of Floyd Farms.

Background/Rationale: Northwest Land Park LLC previously made arrangements with the Sacramento City Unified School District to use land adjacent to Leataata Floyd Elementary School located at 401 McClatchy Way to establish an urban farm and a community garden to benefit the residents within the surrounding community, including the students who attend the school and their parents.

The Farm is being developed as an urban farm for the purpose of educating students about agriculture, environmental protection, health and nutrition. In January 2016, the District approved the Food Literacy Center, a non-profit corporation, as operator of the Floyd Farm. Food Literacy intends to also use the farm to educate the school site, parents, and the larger community of how sustainable organic gardening provides health and nutrition benefits.

On December 6, 2018, the City of Sacramento and the District entered into the Leataata Floyd Elementary School Farm and Community Garden Project Agreement which allowed for the City to use excess land at the school site in exchange for an annual easement fee paid to the District. The Agreement also outlined a Farm Maintenance Fund that will pass through the District to Food Literacy Center for the ongoing maintenance expenses of the Farm.

The MOU before the Board for approval is the agreement between the District and Food Literacy Center for the operation of Floyd Farms.

Financial Considerations: The District will receive \$82,500 from the City of Sacramento for the Farm and Community Garden Easement.

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

Documents Attached:

1. Memorandum of Understanding with Food Literacy Center for Floyd Farms

<p>Estimated Time of Presentation: N/A Submitted by: Rose F. Ramos, Chief Business Officer Nathaniel Browning, Director of Facilities Approved by: Jorge A. Aguilar, Superintendent</p>
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**MEMORANDUM OF UNDERSTANDING
WITH FOOD LITERACY CENTER FOR
FLOYD FARMS**

This Memorandum of Understanding (“MOU”) is entered into this ___ day of _____, 2021 (“Effective Date”) by and between the Sacramento City Unified School District (“District”) and the Food Literacy Center, a California nonprofit public benefit corporation with a 501(c)(3) federal tax exemption (“Non-Profit”) (each individually, a “Party” and, collectively, “Parties”).

RECITALS

WHEREAS, Northwest Land Park, LLC (“NWLP”), the District and the City of Sacramento (“City”) entered into a Memorandum of Understanding, dated October 3, 2012 (“NWLP MOU”), attached hereto as Schedule I and incorporated herein, which, among other provisions, addressed the construction and financing of an educational, sustainable garden with a structure that would house a kitchen, classroom(s) and administrative offices (“Building”), on the District-owned vacant two and one half (2.5) acre parcel (“Site”), depicted on Schedule II attached hereto and incorporated herein, adjacent to the District’s Leataata Floyd Elementary School (“Elementary School”) located at 401 McClatchy Way and adjacent to the District’s Arthur A. Benjamin Health Professions High School (“High School”) located at 451 McClatchy Way (“Elementary School” and “High School” are referred to collectively as “Schools”); and

WHEREAS, pursuant to the NWLP MOU, NWLP agreed to construct an educational sustainable garden based upon the approved Master Plan, depicted on Schedule III attached hereto and incorporated herein, the terms of that certain Development Agreement for Northwest Land Park recorded in the Official Records of Sacramento County on October 25, 2011 in Book 20111025, Page 0952, and the NWLP MOU; and

WHEREAS, the District and the City entered into an agreement, dated December 6, 2018 (“2018 City Agreement”), attached hereto as Schedule IV and incorporated herein, which, among other provisions, outlined the use of the Site, and further outlines the construction and financing of a farm and community garden; and

WHEREAS, the District adopted an amendment to the 2018 City Agreement, dated January 14, 2021 (“2021 City Amendment”), attached hereto as Schedule V and incorporated herein, that further clarified Article 5 of the 2018 City Agreement pertaining to the Farm Maintenance Fund and Community Garden Easement Fee. The 2021 City Amendment and the 2018 City Agreement shall be jointly referred to as “City Agreement”; and

WHEREAS, the Site is referred to as an educational, sustainable garden in the

NWLP MOU and as an urban farm (“Farm”) and community garden (the “Community Garden”) in the City Agreement; and

WHEREAS, the Community Garden, noted as area C in Schedule II, will be operated and maintained by the City pursuant Section 5 of the City Agreement, and the Farm, noted as areas A and B in Schedule II, will be operated and maintained by the Non-Profit on behalf of the District subject to reimbursement for its costs relating thereto as more particularly set forth in Section 5 of the City Agreement; and

WHEREAS, the Non-Profit is currently providing food literacy and educational services to certain schools in the District; and

WHEREAS the District desires to contract with the Non-Profit pursuant to the terms and conditions set forth in this MOU.

AGREEMENT

NOW, THEREFORE, the Parties agree as follows:

1. Non-Profit Obligations.
 - a. The Non-Profit shall cooperate, if desired, with NWLP and the District in the design and construction of the Site.
 - b. Upon the completion of the construction of the Farm and the Building on the Site and in consideration of (i) the Non-Profit’s use of the Site (ii) and the reimbursements from the Farm Maintenance Fund, as outlined in the City Agreement,, the Non-Profit shall perform the following scope of services (hereinafter collectively referred to as the “Services”):
 - i. Provide educational and hands-on Services in food literacy to students who attend the Schools. Additional schools may also receive Services as negotiated and agreed between the Parties and contingent on funding received by the Non-Profit. Such Services shall be developed at a twice-annual meeting between Non-Profit and District to include field trips and relevant Career Technical Education programming;
 - ii. Serve as manager of the Farm, including crop planting, cultivation, production and pest prevention services; and
 - iii. Provide copies of the Non-Profit’s annual report, which evaluates the results of all Services in the District.
 - c. The Non-Profit shall follow the District’s Special Projects Request process before upgrading or modifying the Building in any way not described by this MOU that would otherwise be the obligation of the District to ensure

such work is compliant with District specifications, bargaining agreements, and Division of State Architects. Unless covered by the District's insurance and the Non-Profit pays the associated deductible, the Non-Profit shall pay for any damage caused by the Non-Profit to the Building at its sole cost and expense. The Non-Profit may make repairs if approved by the District in advance. Any upgrades may be subject to public bidding requirements and prevailing wages.

- d. The Non-Profit shall be responsible for (i) subject to the City Agreement and the payment of certain utilities contemplated therein, all separately metered utilities(including sewer, water, and waste disposal) (ii) janitorial expenses, (iii) following all Federal, State and Local guidelines and requirements, to the extent they do not conflict, related to any viral pandemic, such as the Novel Coronavirus (COVID-19) as it relates to the use and occupancy of the Site and the provision of Service, (iv) maintaining and repairing (a) the interior of the Building in good working order and condition, reasonable wear and tear excepted, provided, however, the District shall be responsible for all structural, mechanical, electrical, or plumbing systems within the Building and (b) the Farm consistent with good husbandry practices, which will be evaluated on the basis of cleanliness, plant health, lack of weeds, and percent of fallow soil, and (iv) providing all equipment, supplies and tools necessary to perform the services, which may include (a) gardening tools such as shovels, hoes and wheelbarrows; (b) Farm supplies such as seeds, plants and fertilizers; and (c) kitchen appliances such as a stove, microwave, refrigerator and freezer beyond what is installed from initial construction (which items shall remain the personal property of the Non-Profit, including during the Term (as defined below); provided however, the Non Profit is entitled to reimbursement for all of these costs from the Farm Maintenance Fund. At any time during the Term and at the expiration of the Term, the Non-Profit may remove any or all personal property, which were placed on the Site by the Non-Profit, as long as the District's real property is not damaged. Any equipment that the Non Profit purchased and received reimbursement for from the Farm Maintenance Fund or received through joint grants with the District and/or any of its school sites, including, but not limited to kitchen appliances, shall remain within the Building in the event the MOU is terminated before reaching the expiration of the Term.
- e. The Site shall be used by the Non-Profit, in compliance with all Board Policies and Administrative Regulations, as follows:
 - i. To perform the Services;
 - ii. As its administrative headquarters;
 - iii. For fundraising and special events to continue to provide the Services free-of-charge to the District, at no administrative cost to the District, which may include alcohol service outside of school hours provided that such activities do not interfere with the operations at the Elementary School, all necessary licenses

- and permits are obtained by the Non-Profit, and Non-Profit has provided the District with prior written notice of the event;
- iv. To the extent permitted by law, and subject to the zoning laws of the local jurisdiction, the District's Risk Management Department and insurance provider, or any and all third party administrators or agents thereof, and to the extent such activities do not interfere with the operations at the Elementary School, the Non-Profit may house, raise, care for, and cultivate traditional Farm animals; and
 - v. To otherwise exercise its rights and perform its obligations as set forth in this MOU.
- f. All fees for use of the District's cafeterias at the Schools where services are provided by the Non-Profit shall be in accordance with the Civic Center Act permit process described by the California Education Code and the District's process and policies.
- g. The District grants to the Non-Profit a license to use the Site for the duration of the Term for the purposes stated herein, at no charge, which license may only be terminated pursuant to Section 4 of this Agreement. The Non-Profit shall not permit, license, or sublicense the Building to other individuals or entities, other than permitted District employees, for any purpose; provided however, the Non-Profit may sublicense a portion of the Farm to another qualified organization if later agreed to by the Parties through an amendment to this MOU.
- h. The District's safety requirements applicable to the Non-Profit's operation at the Site, including, but not limited to any screening and fingerprinting requirements, shall be provided by the District or District approved agency, at a cost to the Non-Profit equal to the same cost required of District volunteers and non-profit partners as applicable. Upon the completion of the construction of the Site and the commencement of the services, the Non-Profit shall report directly to, and any feedback from the District shall be relayed through, a representative designated by the District as it relates to activities on the Site. The initial representative for the District shall be the Superintendent or their designee. The Non-Profit will be provided with notice following any change in its District representative.
- i. Prior to occupying the Site and at all times during the Term (as defined below), the Non-Profit shall provide and maintain (i) a policy of commercial general liability insurance that insures against liability for bodily injury, property damage and personal injury arising out of the use, operation or occupancy of the Site in an amount of not less than Two Million Dollars (\$2,000,000.00), in the aggregate which includes the District as an additional insured on this policy and requires the insured to notify the District at least thirty (30) days prior to any lapse, cancellation, non-renewal or termination of such insurance; and (ii) "Special Form" property insurance

coverage, with standard exceptions, covering its fixtures, equipment and personal property located on the Site, and the District shall have no interest in the proceeds of insurance maintained by Tenant under this sub-item (ii).

- j. Nothing in this MOU shall restrict the Non-Profit from engaging in grant writing, fundraising activities, or any activities related to operating under a 501c3 nonprofit status.
 - k. The Non-Profit shall maintain its nonprofit status under California law and shall insure that all filings are made pursuant to California law. Failure to do so, including conversion to a for-profit entity, shall entitle the District to immediately terminate the MOU.
 - l. The Non-Profit will provide District with documentation of the farm maintenance expenses incurred on an annual basis so that the District can provide the same to the City to verify use of the Farm Maintenance Fund proceeds.
2. District Obligations.
- a. The District agrees to coordinate with the Non-Profit, at least thirty (30) days in advance of a hosted event by the District at the Site, at no administrative cost to the Non-Profit and which use shall be subject to mutually acceptable terms given the type of event proposed by the District. To the extent necessary, a calendar shall be mutually developed as agreed by the Parties subject to adjustment from time-to-time. No event hosted by the District shall be planned at the Site without coordination with the Non-Profit.
 - b. Prior to the construction of the Building, the District will make available to the Non-Profit up to two classrooms at the Elementary School which shall be coordinated by the Superintendent or designee and the Principal of the Elementary School.
 - c. The District shall allow the Non-Profit the right to display their name and logo on the Site in a reasonable manner, which signage, upon approval by the District, shall also comply with all laws, statutes and regulations. The Non-Profit shall have the right to erect temporary signage to promote its programs and special events on any portion of the Farm, subject to approval by the District. The Non-Profit shall also have the right to a separate mailing address at the Building provided that such mailing address is available through the U.S. Postal Service and does not involve administrative services provided by the District.
 - d. The District shall maintain Property insurance, or the equivalent through SIA, on the Building and Site.

- e. The District shall invoice the city one half of the Farm Maintenance Fund and the Easement Fee. In January and June each year at the time when the County Tax Collector distributes the CFD proceeds to the City. The District will provide City with documentation of the Farm maintenance expenses incurred on an annual basis to verify use of the Farm Maintenance Fund proceeds.

3. Term.

The “Term” of this MOU shall be for a period of ten years (10) from the District’s Board approval of the Notice of Completion of the construction project (the “Commencement Date”) and shall terminate ten years (10) thereafter. Upon mutual consent, in writing between the Parties, the Term may be extended.

4. Termination for Cause.

A material breach of any provision of the MOU shall entitle either Party to terminate for cause notwithstanding section 3 above. In the event a Party believes a material breach has occurred, the Party shall send a written notice of default specifying the nature of the breach to be cured by the other Party. If the Party exercises due diligence to cure the breach, assuming such breach has occurred, and cures the breach, there shall not be cause for termination. If the default is not cured, the breach shall be deemed a material breach which shall justify early termination notwithstanding section 3. The early termination shall be effective upon a thirty (30) day written notice to terminate for cause.

5. Termination for Convenience.

The MOU may be terminated by either Party for convenience. Written notice of such termination shall be given at least ninety (90) days before becoming effective.

6. Termination of the MOU.

Upon termination of the MOU, the Non-Profit shall vacate the Site, remove all of its furnishings and equipment without incurring damage, and vacate any structural facilities in a broom swept condition in the same condition as occupied, except for reasonable wear and tear. The Site shall be vacated by the Non-Profit within thirty (30) days termination of the MOU and if not so vacated, shall be subject to unlawful detainer or for an action in ejectment or other remedy to terminate the license to occupy the Site granted in section 3.

7. Indemnity.

Except to the extent caused by the gross negligence, recklessness or willful misconduct of the District or any person or entity under its explicit direction or control, the Non-Profit shall indemnify and hold District, its officers, agents, employees, representatives, and members of its Board of Education free and harmless from any and all liability, claims, loss, damages, or expenses resulting from the Non-Profit’s occupation and use of Site, specifically including, without limitation, any liability, claim, loss, damage, or expense arising by reason thereof.

8. Casualty.

If the Building is damaged or destroyed during the Term such that the Non-Profit cannot use the same, the District will provide the Non-Profit with facilities at the Elementary School to continue to provide food literacy and educational services to the District schools. In the event there is no availability within the Elementary School, the District shall use good faith efforts to find space for the Non-Profit within another District school. This District will not relocate the Farm if displaced.

9. General Provisions.

- a. Notices. All notices shall be in writing, duly addressed to the Parties below. By written notice in conformance herewith, either Party may change the address to which notices to said party must be delivered. Any notice deposited with the United States Postal Service shall be deemed to have been duly given upon confirmed receipt, if sent by certified or registered mail, postage prepaid, addressed as set forth below or as changed as set forth herein. Notice may also be given by express mail with proof of delivery. Notice sent by any other manner shall be effective only upon actual receipt thereof.

District:

Chief Business Officer
Sacramento City Unified School District
5735 47th Avenue
Sacramento, CA 95824
Ph: (916) 643-9055

Food Literacy Center:

Prior to the Commencement Date:

Executive Director
2973 Third Avenue
Sacramento, CA 95817
Ph: (916) 476-4766

After the Commencement Date:

The Building

- b. Entire Agreement. The MOU constitutes the sole and entire agreement between the Parties with respect to the subject matter dealt with in the MOU and all understandings, oral or written, with respect to the subject matter of the MOU are hereby superseded. Any additional provisions or requirements shall not be binding on the Parties except through an amendment or superseding agreement in writing.

- c. Amendment of MOU. No modification of, deletion from, or addition to the MOU shall be effective unless made in writing and executed by both District and the Non-Profit.
- d. Waiver. The failure by either Party to enforce any term or provision of the MOU shall not constitute a waiver of that term or provision, or any other term or provision. No waiver by either Party of any term or provision of the MOU shall be deemed or shall constitute a waiver of any other provision of the MOU, nor shall any waiver constitute a continuing waiver unless otherwise expressly provided in writing.
- e. Severability. In the event any clause, sentence, term or provision of the MOU shall be held by any court of competent jurisdiction to be illegal, invalid, or unenforceable for any reason, the remaining portions of the MOU shall nonetheless remain in full force and effect.
- f. Governing Law and Venue. The MOU shall be governed by and interpreted under the laws of the State of California applicable to instruments, persons, transactions and subject matter which have legal contacts and relationships exclusively within the State of California. Subject to the alternative dispute resolution provisions set forth below, any action or proceeding seeking unlawful detainer, action in ejectment, or any equitable remedies with respect to the provisions of the MOU shall be brought in the Superior Court for the County of Sacramento.
- g. Alternative Dispute Resolution. In the event of any dispute regarding the provisions of the MOU, the Parties shall attempt to mediate a resolution. If mediation is not successful, the Parties agree to submit their dispute to binding arbitration with an acceptable third party, or if the Parties cannot agree, with either the American Arbitration Association (“AAA”) or JAMS in Sacramento County. Each Party shall share the cost of the mediator/arbitrator and each Party shall bear their respective attorney’s fees and costs.
- h. Remedies. The remedies of the District and the Non-Profit shall not be exclusive but shall be cumulative and in addition to all remedies now or hereafter available at law or in equity, provided however in no event shall either party be liable for punitive damages.
- i. Assignment. The Non-Profit shall not have the right to assign the MOU or any interest in the MOU, without District’s prior written consent. Any assignment made without such prior written consent shall be void, and at the option of District, shall terminate the MOU. However, notwithstanding the foregoing, the Non-Profit has the right to collaborate with vendors to provide services to the Site, provided, said vendors comply with the District’s policies and procedures. The District hereby approves of the Center for Land Based Learning and Soil Boil Farms as vendors. No right under the MOU, nor claim for any money due or to

become due hereunder shall be asserted against District, or persons acting for District, by reason of any assignment of the MOU without District's written consent. Consent to one assignment, or other transfer shall not be deemed to constitute consent to any subsequent assignment, or other transfer.

- j. Independent Contractor. The Non-Profit is an independent contractor and a nonprofit corporation duly formed under California law with a 501©(3) federal tax exempt status.
- k. Binding Effect; Ratification. The MOU, conditions, and provisions contained in the MOU shall apply to and bind the heirs, executors, administrators, successors, and assigns of the Parties. The MOU shall not be effective until ratified by the District and the Non-Profit's Board of Directors.
- l. Headings and References. The headings of the MOU are for purposes of reference only and shall not limit or enlarge the meaning of the provisions of the MOU.
- m. Signature In Counterparts. The MOU may be executed in any number of counterparts, all of which, taken together, shall constitute the same instrument. A copy, original or facsimile with all signatures appended together shall be deemed a fully executed MOU. Electronic signatures, and copies of all signatures, shall have the same force and effect as original signatures.

IN WITNESS WHEREOF, the Parties have caused this MOU to be executed by their duly authorized representatives.

Executed: _____, 2021 SACRAMENTO CITY UNIFIED
SCHOOL DISTRICT

By: _____
Its: _____

Executed: _____, 2021 FOOD LITERACY CENTER

By: Amber K. Stott
Its: Executive Director

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MEMORANDUM OF UNDERSTANDING

**NORTHWEST LAND PARK PROJECT - JEDEDIAH FARMS,
NEIGHBORHOOD CENTER AND OPEN SPACE PLAN**

This Memorandum of Understanding (“MOU”) is entered into as of August 16, 2012, by and between Northwest Land Park LLC (“NWLP”) a California limited liability company, the City of Sacramento, a municipal corporation (“City”) and Sacramento City Unified School District, a public school district (“District”) (collectively, the “Parties”).

RECITALS

A. WHEREAS, NWLP proposes to construct a residential/mixed-use community on approximately 31.7 acres within the Land Park Community Plan Area of the City of Sacramento (“Development”). The Development is located adjacent to the District’s Jedediah Smith Elementary School (“Elementary School”) located at 401 McClatchy Way and adjacent to the District’s Arthur A. Benjamin Health Professions High School (“High School”) located at 451 McClatchy Way (“Elementary School” and “High School” are referred to collectively as “Schools”).

B. WHEREAS, the Development plan includes a new 4.32 acre neighborhood park adjacent to the High School and Elementary School, with retention of an existing 11,000 square foot wholesale produce building at the park to be refurbished (adaptive reuse) as a neighborhood center (“Neighborhood Center”), and a multi-use trail to extend from the neighborhood park into the School property to allow for public access to Jedediah Farms, along with design of the neighborhood park to be integrated with the adjacent open space areas on the School sites to connect and integrate the Development and both Schools and to the surrounding areas and neighborhoods (collectively the “Open Space Plan”).

C. WHEREAS, the District is authorized by State statute to levy school impact or developer fees on residential and commercial/industrial development for the purpose of funding the construction or reconstruction of school facilities. Impact fee revenues cannot be used to cover operation and maintenance costs. The District’s developer fee rates effective as of the date of this Agreement are \$3.20 per square foot, and are subject to annual adjustment consistent with statutory authority.

D. WHEREAS, NWLP will be subject to the developer fees in connection with its proposed Development, as the Development will generate new students in the District and, in particular, will likely impact the Elementary School. The total developer fees for the proposed Development are currently estimated to be \$2,952,152.00, based

upon the anticipated number of new residents and the corresponding student generation rate (amount to be adjusted per actual permits issued).

E. WHEREAS, the Elementary School is located adjacent to the public housing communities of Marina Vista and Alder Grove and the 751 housing units in these communities serve as the main feeder communities for the Elementary School.

F. WHEREAS, the Elementary School is in Program Improvement at this time, and is one of the more significantly underperforming schools out of the District's 54 elementary schools.

G. WHEREAS, NWLP is interested in supporting the District in its efforts to provide locally grown, healthy foods to school cafeterias and to promote healthy eating in the District's curriculum and practice.

H. WHEREAS, NWLP and the City are interested in partnering with the District to create an educational, sustainable garden on the District-owned vacant two and a half-acre parcel adjoining the Elementary School campus ("Jedediah Farms"). Jedediah Farms would be built as a model for green technology, sustainability, recycling, and safety and partnerships with the public sector, the private sector and the local community. Jedediah Farms would provide education to both students and the community in green technology, environmental protection, agriculture, health and nutrition.

I. WHEREAS, Jedediah Farms and open space areas in the Development will seek to showcase best practices for an urban farm and community gardens. The Development plan anticipates exploring development of greenhouses and open gardens, including fruit trees along walkways in the Development; possibly reserved gardens for adjacent School students and community members; energy efficient structures, clean energy generation, fresh water capture systems and grey water recycling to provide a venue for various educational programming such as urban farming, conservation, gardening and health/nutrition.

J. WHEREAS, Jedediah Farms and the Open Space Plan are anticipated to create a positive relationship between the community and the Schools, and are anticipated to increase School attendance, bring a sense of pride to the students and the community, and improve the education and nutrition of the students and their communities.

K. WHEREAS, the District recognizes the value of improving the Elementary School as a model educational facility, including using "green" and sustainable renovation and facility systems, building positive connections to the surrounding neighborhood, and creating the highest quality learning environment. The District would like to work with NWLP and the City to localize the developer fee funding generated by

NWLP to construct the Jedediah Farms improvements to the Elementary School and the Open Space Plan within the District's property.

L. WHEREAS, use of NWLP park fees paid to City to improve District's property for development of Jedediah Farms is contingent on District conveying to City a recreation easement over that portion of the School property and an agreement between the District and the City to allow for public use of Jedediah Farms during non-School hours.

M. WHEREAS, NWLP acknowledges that it is statutorily obligated to pay school impact/developer fees in connection with its proposed Development; and the District acknowledges that it is statutorily authorized to utilize these fees for capital projects as it deems appropriate within the District.

N. WHEREAS, Chapter 16.64 of the City Code implements California Government Code section 6477, which is commonly known as the Quimby Act. The statute provides that "[t]he land, fees, or combination thereof are to be used only for the purpose of developing new or rehabilitating existing neighborhood or community park or recreational facilities to serve the subdivision." (Gov. Code, § 66477, subd. (a)(3).) The City Code further provides that "[f]ees collected pursuant to this chapter shall be used and expended solely for the acquisition, improvement, and expansion of the public parks, playgrounds and recreational facilities reasonably related to serve the needs of the residents of the proposed subdivision." (City of Sacramento Code, Section 16.64.060.)

O. WHEREAS, NWLP acknowledges that it is statutorily obligated to dedicate land or pay Quimby fees in connection with its proposed Development; and the City acknowledges that it is statutorily authorized to utilize Quimby fees for acquiring new parkland or developing new or rehabilitating existing recreational facilities, public parks or playgrounds.

P. WHEREAS, Chapter 18.44 of the City Code implements California Government Code section 66000 *et seq.* Government Code section 66000 *et seq.* allows a municipality to create a development fee for any purpose as long as the municipality explains the purpose and justifies the nexus. (See, e.g., Gov. Code, § 66001.) The City has created the Park Development Impact Fee (PIF) for this purpose.

Q. WHEREAS, Chapter 18.44 of the City Code provides that the City may use the PIF fees for several purposes including the development of neighborhood- or community-serving "park facilities" or to refund/credit developers for "park facilities" they construct. (City Code, §§ 18.44.020, 18.44.110, 18.44.160.) Chapter 18.44 defines "park facilities" as "parks and recreation facilities to be designed, constructed and installed to meet the needs of and address the impacts caused by the additional persons residing or employed on property as a result of new development, which improvements,

infrastructure, and facilities are described in the nexus study, and the costs of the design, construction and installation of which are to be financed by the park development impact fee program.” (City Code, § 18.44.010.)

R. WHEREAS, NWLP acknowledges that it is obligated to construct park improvements or pay PIF fees in connection with its proposed Development; and the City acknowledges that it is authorized to utilize PIF fees for developing park and recreational facilities.

S. WHEREAS, NWLP and the City entered into a Development Agreement for Northwest Land Park (“Development Agreement”) dated September 28, 2011. The Development Agreement governs construction and implementation of the Development and includes commitments by City as to priority of expenditure of the Quimby and PIF funds paid by NWLP.

AGREEMENT

NOW, THEREFORE, the Parties mutually agree as follows:

1. The above recitals are true and are incorporated by reference.
2. By and through this MOU, NWLP agrees it shall:
 - a. Present to the District and City, on or before December 31, 2012, draft master plan(s) for Jedediah Farms and the Open Space Plan. Final review and approval of the master plan(s) shall be pursuant to the terms of the Development Agreement and agreement between the District and the City.
 - b. Pay its statutorily mandated school impact developer fees to the District in connection with the Development.
 - c. Enter into a Credit/Reimbursement Agreement with the City and a construction agreement with the District whereby NWLP shall construct Jedediah Farms on District property and City shall grant credits against NWLP’s Quimby obligation for the value of the easement conveyed from the District to the City and a credit against its PIF obligation for the costs of construction based on the approved budget for Jedediah Farms development as set forth in the Credit/Reimbursement Agreement.

d. As part of the Development plan and private recreational facilities, and pursuant to the terms of the Development Agreement, NWLP will construct a bicycle and pedestrian trail (“Setzer Run”) along with a path through the neighborhood park that connects the Development to pedestrian and bicycle trails on 5th Street, as well as from the western portions of the Development site to connect to a future public trail to Miller Park, which provides access to the Sacramento River and the Docks Promenade.

e. Renovate the approximately 11,000 square foot bow-truss warehouse building located within the neighborhood park site to ensure the building shell is structurally sound, free of hazardous materials, compliant with current code standards as of the date of transfer of ownership, and appropriately weatherized in accordance with the Development entitlements, the Development Agreement and the transfer agreement. The building shall be dedicated to the City for use as a Neighborhood Center. The City will work cooperatively with the District if it desires to obtain rights to use the Neighborhood Center to provide educational or enrichment programs.

f. Upon developing the open air market along Festival Street as set out in the Development plan, NWLP shall provide vendor space to the District, at no cost to the District, for the District’s sale of food to the public. Such vendor space shall not exceed 400 square feet.

g. Provide or cause to provide Broadband fiber to the Elementary School and High School under the following terms and conditions:

- (i) To a single point at the High School facility and a separate single point (if needed) at the Elementary School facility as mutually determined by NWLP and the District.
- (ii) The connection points addressed in subdivision (i) above shall be provided concurrently with the development of the Phase 3 portion of the Development.
- (iii) The physical infrastructure facilities for Broadband Fiber to be provide or caused to be provided at no cost to the District. After installation, the District shall be solely responsible for third party access and usage charges, if any.

h. Pay to the City the statutorily required Quimby Fees. The City shall utilize such Quimby Fees as set forth in the Development Agreement.

i. Pay to the City the PIF fees, consistent with the requirements set forth in Section 18.44 of the City Code. The City shall utilize such PIF fees as set forth in the Development Agreement.

3. By and through this MOU, the District agrees it shall:

a. Utilize all of the Development's school impact developer fees as follows: first toward improving the Elementary School as a model educational facility, including using "green" and sustainable renovation and facility systems, building positive connections to the surrounding neighborhood, creating the highest quality learning environment; and second to install appropriate security features to allow for joint use of the Elementary School and High School.

b. Subject to the Civic Center Act as set forth in the California Education Code, work with NWLP and the City to develop appropriate joint use or other agreements for non-School related daytime use by the public and maintenance of Jedediah Farms, along with other outdoor areas, parking facilities, offer District programs at the Neighborhood Center, and use of certain on-site school facilities including, but not limited to, computer labs, gymnasiums, multi-purpose rooms, and theaters, as may be applicable to programs operated by City or by the Development's homeowner's association.

c. Work with the City and NWLP to facilitate construction of Jedediah Farms on District property.

d. Ensure that all proceeds from food sales from the vendor space provided by NWLP at the Open Air Market shall be for the sole benefit of the Elementary School and High School subject to approval of the Board of Education and legal requirements imposed on the District.

e. Provide easements to NWLP as necessary to allow access for installation and ongoing maintenance of Broadband fiber to a single point at the High School facility and a separate single point (if needed) at the Elementary School facility.

f. Endeavor to establish and implement a "greening" plan for the Elementary School.

4. By and through the Development Agreement, the City acknowledges that it shall:

a. Enter into a Credit/Reimbursement Agreement with NWLP whereby NWLP shall construct Jedediah Farms as a turnkey project.

b. Accept NWLP's dedication to the City of the Neighborhood Center, after NWLP has completed renovations to the building envelope of the approximately

11,000 square foot bow-truss warehouse building located within the Development to ensure the building is structurally sound, free of hazardous materials, and appropriately weatherized.

5. By and through this MOU, the City agrees that it will:

a. Subject to the Civic Center Act as set forth in the California Education Code, work with the District to develop appropriate joint use or other agreements for non-School related daytime use by the public and maintenance of Jedediah Farms, along with other outdoor areas, parking facilities and certain on-site school facilities including, but not limited to, computer labs, gymnasiums, multi-purpose rooms, and theaters, as may be applicable to programs operated by City or by the Development's homeowner's association.

b. Work with the District to develop appropriate joint use or other agreements for School related use of the Neighborhood Center, as may be applicable to programs operated by District.

c. Work with the District to plan the design of the neighborhood park as a larger open space area that encompasses a portion of the School property, and grant NWLP credits against its Quimby obligation for the value of the easement conveyed from the District to the City and its PIF obligation for the costs of construction of the improvements on District's property undertaken by NWLP based on the approved budget.

6. By and through this MOU, NWLP and the District agree to work cooperatively to:

a. Attempt to secure grants from Sacramento Municipal Utility District, and to explore other available grant programs and funding mechanisms to the extent practicable, for "greening" the Elementary School, building and operating Jedediah Farms, and furnishing and programming/operating the Resource Center.

b. Work with the Housing Authority and other stakeholders to reinstate before and after school programs for the neighborhood residents on the Elementary School site.

c. Participate in the transformation plan under the Choice Neighborhoods Grant application to be submitted to the Department of Housing and Urban Development regarding planning for a revitalization of the entire 160+/-acre neighborhood surrounding the Elementary School and High School.

7. This MOU may be executed in one or more counterparts, each of which shall for all purposes be deemed an original and all of which shall constitute the same instrument.

IN WITNESS WHEREOF, the Parties have caused this MOU to be executed by their duly authorized officers to be effective as of the date of final execution.

Date: Northwest Land Park LLC

By: _____
Its: _____

Date: City of Sacramento

By _____
James L. Combs,
Director, Parks and Recreation Department

ATTEST:

By _____
City Clerk

APPROVED AS TO FORM:




By _____
Deputy City Attorney

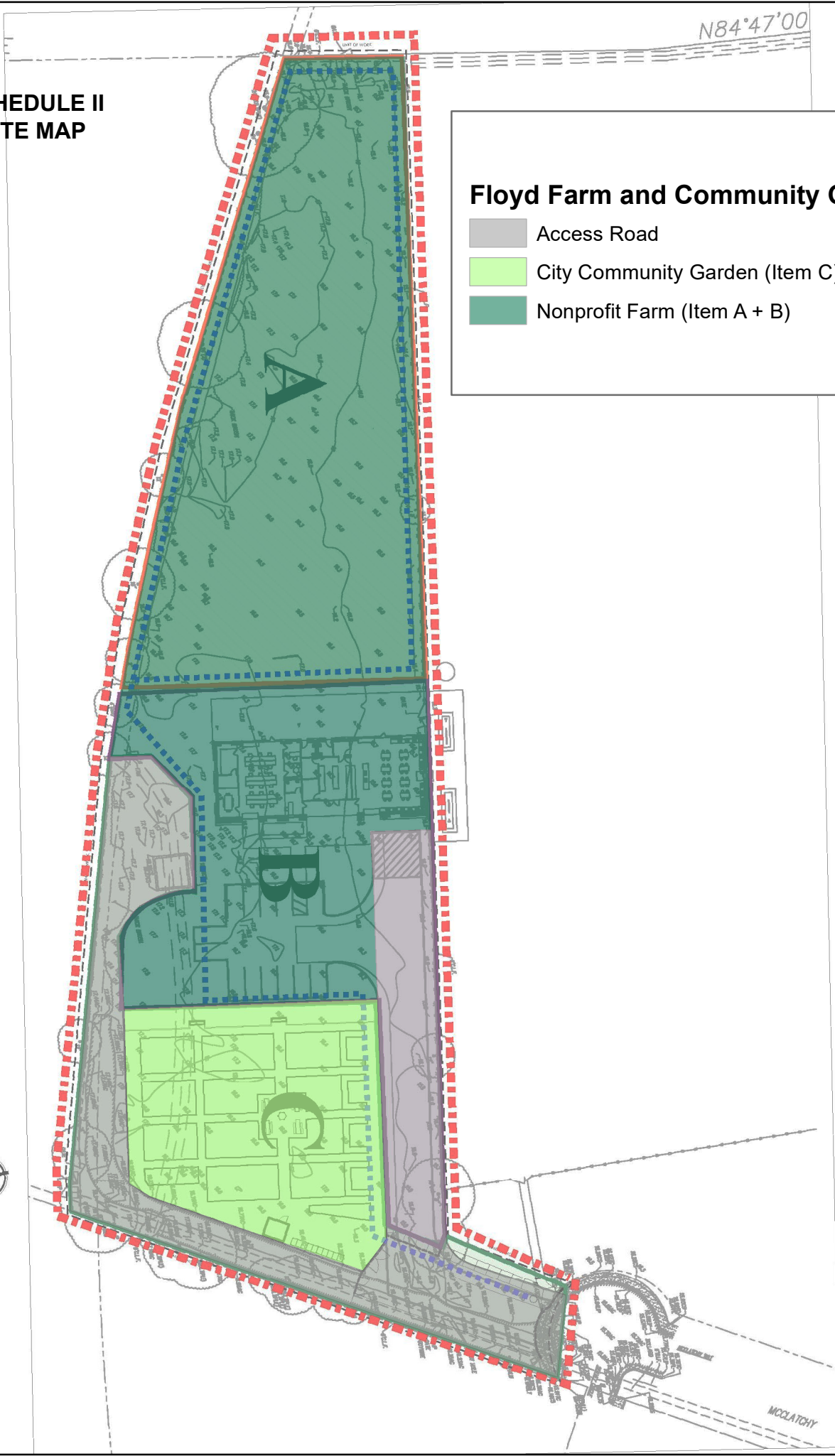
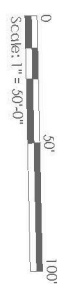
Date: Sacramento City Unified School District

By: _____
Its: _____

SCHEDULE II SITE MAP

Floyd Farm and Community Garden

-  Access Road
-  City Community Garden (Item C)
-  Nonprofit Farm (Item A + B)





LEGEND

- FARM/ GARDEN PLANTING
- EXISTING LAWN
- DECOMPOSED GRANITE
- SOIL
- CONCRETE
- ASPHALTIC CONCRETE
- EXISTING ASPHALT/GRAVEL
- FRUIT TREES (NEW AND EXISTING)
- TALL FENCE (NEW AND EXISTING)
- PROPOSED WALKING TRAIL

SITE CALLOUTS

- URBAN FARM (-/- 1.5 ACRE)**
 - 1A FUTURE FARMHOUSE COMMUNITY BUILDING BY SCUSD (5000 SF)
 - 1B FUTURE AREA FOR ADA PARKING
 - 1C FUTURE EVA HAMMERHEAD
- COMMUNITY GARDEN (0.5 ACRE)**
 - 2A 10'X10' GARDEN PLOTS - ARRANGED IN SUCH A WAY THAT THEY CAN BE CONVERTED TO 10'X20' OR 20'X20' AS NEEDED (87 TOTAL); 2x4 TREX BOARD PLOT DIVIDERS
 - 2B ADA ACCESSIBLE RAISED GARDEN BEDS (16 TOTAL)
 - 2C GARDEN SHED
 - 2D COMPOST BINS (8 TOTAL)
 - 2E GARDEN ENTRYWAY & PEDESTRIAN GATE
 - 2F 12-FOOT-WIDE MAINTENANCE ACCESS GATE
 - 2G PICNIC TABLES WITH UMBRELLA HOLES
- EXISTING UTILITY AREA TO REMAIN**
 - 3A EXISTING UTILITY AREA
 - 3B EXISTING PIONEER COMBINED STORM-SEWER VAULT
 - 3C COMBINED STORM-SEWER ACCESS AND MAINTENANCE ACCESS AREA
 - 3D HATCH LAY-DOWN AREA
- LEATATTA FLOYD ELEMENTARY**
 - 4A EXISTING BLACKTOP AREA TO REMAIN
 - 4B EXISTING GATE
 - 4C EXISTING SCHOOL GARDENS
 - 4D EXISTING FENCE WITH GRAPE VINES
 - 4E EXISTING SCHOOL ORCHARD
- ACCESS/ CONNECTIVITY**
 - 5A MCCLATCHY WAY ACCESS ROAD AND ACCESS GATE TO REMAIN
 - 5B VEHICULAR DROP-OFF AREA
 - 5C PEDESTRIAN ENTRY
 - 5D GATE
 - 5E GATEWAY AND ENTRY ORCHARD
 - 5F 20-FOOT-WIDE EVA ROUTE, INCLUDING HAMMERHEAD EXTENSION (VEHICULAR-RATED PAVING) FOR FUTURE FARMHOUSE



**SCHEDULE IV
2018 CITY AGREEMENT**

**LEATAATA FLOYD ELEMENTARY SCHOOL
FARM AND COMMUNITY GARDEN PROJECT AGREEMENT**

THIS AGREEMENT (“Agreement”) is made as of _____, 2018, by and between the SACRAMENTO CITY UNIFIED SCHOOL DISTRICT, a public school district (“District”) and the CITY OF SACRAMENTO, a municipal corporation (“City”) (collectively, the “Parties”).

Background

- A. Northwest Land Park LLC (“Developer”) has made arrangements with the Sacramento City Unified School District (“District”) to use excess land at the Leataata Floyd Elementary School (the “School”) located at 401 McClatchy Way to establish an urban farm (the “Farm”) and a community garden (the “Community Garden”) to benefit the residents within the surrounding community, including the students who attend the School and their parents.
- B. The Farm is to be developed as urban farm for the purpose of educating students about agriculture, environmental protection, health and nutrition. The District has made arrangements with Food Literacy Center, a non-profit corporation, for operation of the Farm. Food Literacy intends to also use the Farm to educate School parents and the larger community about how sustainable organic gardening provides health and nutrition benefits.
- C. The Community Garden component will allow for School staff, parents, and community members to obtain rights to a garden plot to grow their own fruits and vegetables. The Community Garden is to be operated and maintained by the City.
- D. The children of residents at the Northwest Land Park development project are expected to attend the School. The students, their parents, and other residents within the Northwest Land Park community would benefit from the establishment of the Farm and the Community Garden as an educational and recreational learning center. CA Education Code Section 10900 authorizes school districts to work with cities to conduct programs of community education and recreation for children and adults.
- E. CA Government Code Section 66477(f) (the “Quimby Act”) provides that land used for “recreational community gardening” can qualify as parkland as long as the produce is not sold for commercial purposes. The City must obtain an interest in the property that is to be dedicated as parkland in order to qualify for Quimby Act credit. Under the terms of an agreement between Developer, District and City dated October 3, 2012, City is to grant Developer parkland dedication credit for the Farm and Community Garden easement area granted to City by District.
- F. The agreement between the City and Developer also provides that the Developer will construct the Farm and Community Garden with park impact fees generated from the Northwest Land Park development project. The Farm site will be graded, an

irrigation system and utilities installed, and fencing provided in accordance with the Farm and Community Garden Master Plan and the District's specifications. The District, subject to available District funds and budget constraints, intends to construct a building, the cost and size to be determined, within the Farm area for food processing, storage, and education. Any additional structures desired by the Parties will be constructed by the Developer, upon receiving District approval.

- G. The Parties intend that the Farm and Community Garden are constructed concurrently. After the District grants City the easement over the Farm and Community Garden property, City will enter into an agreement with the Developer to construct these facilities in accordance with the terms of this Agreement.

Agreement

NOW, THEREFORE, the Parties agree as follows:

1. EASEMENT – In consideration of the terms and covenants set forth in this Agreement, the District agrees to grant City an easement over a portion of the School property in the form attached, and City agrees to accept the easement.
2. MASTER PLAN - The District's grant of the easement is conditioned on District's prior approval of the Farm and Garden Master Plan, which is to be prepared by Developer and subject to approval by the City Council. As used herein, "Farm" and "Community Garden" means the areas as depicted in the easement's Exhibit B, the plat map depicting the Easement Area.
3. FARM AND COMMUNITY GARDEN CONSTRUCTION - City will arrange for the construction of the Farm and Community Garden by the Developer in accordance with the approved Farm and Garden Master Plan, and the District and City specifications as applicable. City accepts the property in its current condition and District shall have no liability to make the property suitable for construction of the Farm and Community Garden. City will insure that Developer's construction contractor posts 100% performance and payment bonds, and carries a minimum \$1 million General Liability insurance coverage which names District and City as additional insureds, as well as workers compensation coverage with a waiver of subrogation. The Farm and Community Garden, subject to available District funds and budget constraints, are to be constructed concurrently and the construction schedule is subject to District's approval to minimize impacts to the School operation. City will provide District with a minimum of fifteen days prior notice before construction commences.
4. FARM OPERATION AND MAINTENANCE – District shall have the exclusive right to make arrangements for the operation and maintenance of the Farm. District, through its arrangements with the Food Literacy Center, shall insure that members of the public, including residents of the Northwest Land Park development project, will have an opportunity to benefit from the educational component of the Farm operation by granting public access, such as an open house, to portions of the Farm

on days and hours as determined by the District. The Parties acknowledge that the Farm will be fenced and generally not open for unsupervised access by the public in order to protect the equipment and plantings from damage and to protect the public from harm.

5. FARM MAINTENANCE AND OPERATION COSTS – Although the City has established a maintenance assessment community facilities district that encompasses the Northwest Land Park development project and an allocation for park maintenance, which includes the off-site Farm and Community Garden, before the Farm commences operations, and before each fiscal year thereafter, the City and the District shall agree on a budget, subject to available funds described herein and subject to available District funds and budget constraints, to apportion for payment all operational and maintenance expenses, including utilities and staff costs associated with the Food Literacy Center, to support the Farm.
6. SALE OF FARM PRODUCE - The Parties acknowledge that the Farm is intended to educate students regarding agricultural, environmental protection, health and nutrition practices. City agrees that the produce from the Farm may be sold by the Food Literacy Center as long as the net sales proceeds are invested in the operation and maintenance of the Farm.
7. COMMUNITY GARDEN OPERATION AND MAINTENANCE - The Community Garden is intended to provide an opportunity for School teachers and students, School parents, and Northwest Land Park residents to engage in planting and harvesting produce for their own use. City will be responsible for the operation and maintenance of the Community Garden, and payment of all utility charges.

City agrees to provide a preference in allocating garden plots to School staff and parents, with at least half of the plots set-aside for registration by School users. If the School is not using all of their assigned garden plots, City will have the opportunity to assign the vacant/abandoned plots to members of the public for a one year term. All gardeners will be required to comply with City’s community garden rules, which include plant type restrictions, herbicide prohibition, and plot maintenance requirements.
8. INSURANCE AND INDEMNITY – District and City have entered into a Memorandum of Understanding (“MOU”) dated May 31, 2001 (City Agreement No. 2001-050), which provides for each party to maintain certain insurance coverages and to defend and hold harmless the other party for any liability caused by the negligence of their officers, agents or employees. The Parties agree to be bound by the terms of the MOU and to incorporate the indemnity provisions set forth in the MOU in this Agreement in the event that the MOU is ever terminated.
9. NAYLOR ACT WAIVER – City agrees that in consideration of the easement to be granted by District to City at no cost, City will not assert rights under the Naylor Act regarding acquiring the District property at less than fair market value if District

determines that the School site is surplus property. District is willing to enter into this Agreement under the express understanding that the easement will not create Naylor Act issues for District. Therefore, in consideration of District's permission to allow its property to be made available for public recreational use, City hereby waives any rights in the Easement Area (as defined in the attached Easement Deed) that may arise in the future under the Naylor Act.

If District ever determines that it would be in District's best interest to close the School and sell the parcel of land which includes the Easement Area, then either, at City's election: (i) the Easement Area shall be segregated from the remainder and City shall have the right to purchase the residual fee interest based on an appraisal, and continue to use the Easement Area for open space and recreational purposes; or (ii) City shall reconvey its interest in the Easement Area without any recourse of, or obligation to, District, including any obligation to remove any improvements on the Easement Area.

10. SIGNAGE - City may install directional and information signage within the Community Garden portion of the Easement Area without the prior written consent of District. Any signage to be placed outside of the Easement Area within the School property must be approved by District. City's signage shall post the hours that the Community Garden is open to the public, which is generally from sunrise to sunset. City will also post rules with regard to garden operations to prohibit use of radios or other audio equipment during School hours, as well as any other rules that the Parties mutually agree is needed to minimize disruption to School operations.
11. WAIVER - The waiver by either party of any breach of any term or condition in this Agreement shall not be deemed to be a waiver of any subsequent breach of the same or any other term or condition.
12. COMPLIANCE WITH ENVIRONMENTAL LAWS - City represents, warrants and covenants that City and its employees, agents and contractors will occupy and use the Easement Area in compliance with all applicable federal, state and local laws, ordinances and regulations (including consent decrees and administrative orders) relating to public health and safety and protection of the environment (collectively "Environmental Laws"). City will not permit any storage, release, or disposal of any hazardous material, as that term is defined in the Environmental Laws, on or within the Easement Area. City shall immediately notify District of any release of hazardous material in or around the Easement Area and shall take such necessary remediation measures at City's expense to the complete the remediation to the satisfaction of District.
13. NOTICES

All notices and demands required to be given between the Parties shall be in writing and transmitted by any of the following methods: (1) facsimile with proof of transmission; (2) overnight mail with proof of delivery; (3) email provided receipt is acknowledged; (4) personal delivery; (5) certified mail, return receipt requested; or

(6) by regular mail placed in the United States Mail, postage prepaid, and addressed as follows:

Notice to City:

City of Sacramento
Director, Department of Youth, Parks and Community Enrichment
New City Hall
915 I Street, 3rd Floor
Sacramento, CA 95814

Notice to District:

Sacramento City Unified School District
Superintendent
5735 47th Avenue
Sacramento, CA 95824

The Parties may designate other addresses by notice in writing.

14. NO JOINT VENTURE OR AGENCY

The Parties to this Agreement do not constitute a joint venture, partnership or association. It is understood and agreed that each Party is an independent contractor and neither Party, nor any of its employees or agents, shall be considered for any reason whatsoever to be employees of the other Party.

15. NO THIRD PARTY BENEFICIARIES

This Agreement is for the sole benefit of the Parties. Nothing set forth in this Agreement is intended to benefit or create any legal rights to any person not a party to this Agreement, including without limitation Developer.

16. ENTIRE AGREEMENT

This Agreement constitutes the entire agreement between the Parties and supersedes any prior written or oral agreements between the Parties with respect to the matters contained herein.

17. AUTHORITY

Each of the signatories to this Agreement represents that he/she is authorized to sign the Agreement on behalf of such party and that all agency approvals, resolutions and consents which must be obtained to bind such party have been obtained that no further approvals, acts or consents are required to bind such party to this Agreement.

[signature page follows]

IN WITNESS WHEREOF, the Parties hereto have caused this Agreement to be duly executed as of the day and year first written above.

City of Sacramento

Sacramento City Unified School District

By: _____

By: _____

APPROVED AS TO FORM:

APPROVED AS TO FORM:

By: _____
Senior Deputy City Attorney

By: _____
Legal Counsel

ATTEST:

By: _____
Assistant City Clerk

**SCHEDULE V
2021 CITY AMENDMENT**

**AMENDMENT TO LEATAATA FLOYD ELEMENTARY SCHOOL
FARM AND COMMUNITY GARDEN PROJECT AGREEMENT**

THIS FIRST AMENDMENT (“Amendment”) is made as of _____, 202_, by and between the SACRAMENTO CITY UNIFIED SCHOOL DISTRICT, a public school district (“District”) and the CITY OF SACRAMENTO, a municipal corporation (“City”) (collectively, the “Parties”).

Background

- A. On December 6, 2018, City and District entered into the Leataata Floyd Elementary School Farm and Community Garden Project Agreement (the “Principal Agreement”) which allowed for the City to use excess land at the school site to establish an urban farm and a community garden to benefit the residents within the Northwest Land Park development and the surrounding community, including the students who attend the school and their parents. On April 22, 2019, the District conveyed to the City an easement over the excess land. The easement provided that after the farm is constructed, the District would have the exclusive rights to operate and maintain the farm and that the City would fund a portion of the farm maintenance costs using the proceeds from the Northwest Land Park maintenance assessment district. However, the City has been unable to access the easement area to construct the farm and community garden due to District’s construction of the farm building for the school.
- B. The farm is to be developed as urban farm for the purpose of educating students about agriculture, environmental protection, health and nutrition. The District is constructing the farm building to use for processing the vegetables grown on the farm and for instruction on the benefits of a healthy diet. The District has made arrangements with Food Literacy Center, a non-profit corporation, for operation of the farm. Food Literacy Center intends to also use the farm to educate school parents and the larger community about how sustainable organic gardening provides health and nutrition benefits.
- C. The Principal Agreement provided that before the farm commences operation, and before each fiscal year thereafter, the City and District would agree on a budget, subject to each party’s funds and budget constraints, to apportion the payment for all operational and maintenance expenses, including utilities and staff costs associated with the Food Literacy Center, to support the farm. The Parties desire to specify the amount of payments to be made by City for the farm maintenance and the farm easement from the Northwest Land Park maintenance assessment district.

Agreement

NOW THEREFORE, it is mutually agreed between the Parties as follows:

1. **Allocation of Maintenance Assessment District Funds**

Section 5, Farm Maintenance and Operation Costs, of the Principal Agreement is amended to read in its entirety as follows:

“5. FARM MAINTENANCE AND OPERATION COSTS – The City has established a maintenance assessment community facilities district (CFD) that encompasses the Northwest Land Park development project. Included in the maintenance assessment is an allocation for park maintenance, which includes the off-site Farm and Community Garden, and payment for the easement.

City will pay the District \$26,300 (the “Farm Maintenance Fund”) on an annual basis after construction of the farm and community garden is completed. This amount will increase annually by the inflation index adopted when the CFD was established. Eligible Farm Maintenance Fund costs include (a) purchase of supplies (e.g., plants and seeds), equipment (e.g., hand tools), and equipment such as vehicles (e.g., tractor); (b) repair and replacement of irrigation systems, lighting, and fencing; (c) utility costs (e.g., water and power); and (d) staff costs for Farm operations and labor.

City will pay District \$82,500 for the Farm and Community Garden Easement (the “Easement Fee”) on an annual basis after District allows City access to the easement area to construct the farm and community garden. This amount is for District’s use to maintain the Farm Building or any other expense related to the school’s farm and nutrition program. This amount will increase annually by the inflation index adopted when the CFD was established.

The Setzer Family Foundation and Developer have established a fund in the amount of \$100,000 to be allocated for the Farm at \$20,000 per year. Funds are to be used to support the Farm operation and maintenance expenses during the first five years of operation which are not covered by the Farm Maintenance Fund, and for equipment and maintenance of the Farm Building.

If after expenditure of the Setzer Family Foundation grant, there are capital improvements needed for the Farm or the Farm Building or there are equipment and maintenance costs for the Farm or the Farm Building which are not covered by the CFD proceeds, the City and District shall meet to determine if there is additional funding available to cover such costs.

City will initiate collection of the CFD proceeds for the Easement Fee within six months after the City obtains access to the easement area, and for the Farm Maintenance Fund within six months after the Farm and Community Garden improvements have been completed. The Parties anticipate that there may be a shortage in the amount of the CFD proceeds for the initial year (FY 2021-22) due to the process for increasing the existing Northwest Land Park CFD assessment and collecting the proceeds on a semi-annual basis based on the tax collection schedule.

The District shall invoice City one-half of the Farm Maintenance Fund and the Easement Fee, respectively, in January and June each year at the time when the County Tax Collector distributes the CFD proceeds to the City. The District will

provide City with documentation of the Farm maintenance expenses incurred on an annual basis to verify use of the Farm Maintenance Fund proceeds. All costs associated with the operation and maintenance of the Community Garden shall be borne by the City.”

2. **Entire Agreement.** This Amendment constitutes the entire agreement, and supersedes any prior written or oral agreements, between the Parties with respect to the matters contained herein. All other terms and conditions of the Principal Agreement shall remain in full force and effect.

IN WITNESS WHEREOF, the Parties hereto have caused this Amendment to be duly executed as of the day and year first written above.

City of Sacramento

Sacramento City Unified School District

By: _____
Mario Lara, Director
Youth, Parks, & Community Enrichment
For: Howard Chan, City Manager

By: _____
Name:
Title:

APPROVED AS TO FORM:

By: _____
Senior Deputy City Attorney

ATTEST:

By: _____
Assistant City Clerk



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item # 11.1e

Meeting Date: February 4, 2021

Subject: Approve COVID-19 CARES Act Expenditures

- 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 CARES Act Expenditures for the period of July 1, 2020 through January 28, 2021.

Background/Rationale: The COVID-19 Expenditure Report that is being presented at tonight's Board meeting reflects the District's expenditures and obligations for Learning Loss Mitigation (LLM), Coronavirus Relief (CF) Fund Resource Code 3220 for the period July 1, 2020 through January 28, 2021.

The District is reporting the COVID-19 expenditures to CDE as required by the Coronavirus Aid, Relief, and Economic Security (CARES) Act.

Financial Considerations: \$36,167,079 as of January 28, 2021.

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

Documents Attached:

1. COVID-19 Expenditure Report for the Period of July 1, 2020 through January 28, 2021

<p>Estimated Time: N/A Submitted by: Rose Ramos, Chief Business Officer Approved by: Jorge A. Aguilar, Superintendent</p>
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COVID-19 CARES Act Report

CARES Expenditures by Fund

Description	Fund 01	Fund 09	Total
Revenue	34,085,392	1,283,800	35,369,192
Expenditures:			-
Salaries and Benefits	4,887,945	622,836	5,510,781
Expensed	14,836,628	181,323	15,017,952
Encumbered	14,923,163	482,813	15,405,976
FY 19/20 Exps.	232,371	-	232,371
Balance	\$ (794,715)	\$ (3,173)	(797,887)
To Be Moved to LLM Funds	(794,715)	(3,173)	(797,887)
			-
Total Unspent or Not Obligated:	-	-	-

Expenditures By Category %

#	Category %	Encumbered	Expenditures	Salaries & Bens	Total
1	Addressing learning loss or accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports.	276,053	235,383	1,144,457	1,655,893
2	Extending the instructional minutes, time, or school year to increase the amount of instructional time or services provided to pupils based on their learning needs.	-	-	-	-
3	Providing additional academic services for pupils, such as diagnostic assessments of pupil learning needs or intensive instruction for addressing gaps in core academic skills.	-	58,819	-	58,819
4	Providing additional instructional materials or supports.	396,708	1,558,110	144,761	2,099,578
5	Providing devices or connectivity for in-classroom and distance learning.	6,775,007	8,290,752	34,893	15,100,652
6	Providing health, counseling, or mental health services.	40,000	-	242,756	282,756
7	Professional development opportunities to help teachers and parents support pupils in distance-learning contexts.	1,386	917	2,103,244	2,105,546
8	Access to school breakfast and lunch programs.	100,892	308,476	1,777,149	2,186,517
9	Pupil trauma and social-emotional learning.	-	11,500	-	11,500
10	Public health testing, personal protective equipment, supplies to sanitize and clean the facilities and school buses.	7,815,930	4,553,995	63,521	12,433,446
	Totals	15,405,976	15,017,952	5,510,781	35,934,708
	2019-20 Expenditures				232,371
	Grand Total				36,167,079
	To Be Moved to LLM Funds				(797,887)
	Net Ending Balance, CARES Funds				-

COVID-19 CARES Act Report

PO #	Date	Description	Vendor	Encumbered	Expensed	Total Enc + Exp	Exp. % Category	Exp. % Description
P21-00401	8/19/2020	#Maskupac Uniform Shirts For Ns Staff (Covid)	Litza Coughlin	-	18,999.50	18,999.50	10	Public health testing, personal protective equipment, supplies to sanitize and clean the facilities and school buses.
P21-01487	12/16/2020	Laptops For Remote Work Quote #Lvcv519	Cdw Government	2,402.99	-	2,402.99	5	Providing devices or connectivity for in-classroom and distance learning.
P21-01564	1/13/2021	Mobile Task Management For N.S. Supervisors	Zenput Inc	2,950.00	-	2,950.00	5	Providing devices or connectivity for in-classroom and distance learning.
P21-01624	1/11/2021	Jmtc Tech Order	Cdw Government	12,252.63	-	12,252.63	5	Providing devices or connectivity for in-classroom and distance learning.
P21-01630	1/13/2021	Covid-19 - Essential Items	Home Depot Usa	38,847.93	-	38,847.93	10	Public health testing, personal protective equipment, supplies to sanitize and clean the facilities and school buses.
	1/20/2021	Doc Cams	Cdw Government	6,100.88	-	6,100.88	5	Providing devices or connectivity for in-classroom and distance learning.
	1/20/2021	Ice Dispenser - Covid Related Equipment	American Refrigeration Supply	14,134.39	-	14,134.39	8	Access to school breakfast and lunch programs.
P21-01629	1/27/2021	Distancelearning - Covid	Cdw Government	4,575,150.00	-	4,575,150.00	5	Providing devices or connectivity for in-classroom and distance learning.
	1/19/2021	Temporary Field Lights Hjhs Ckmhs Wchs -Ceqa Study	Patricia Davey	3,780.25	-	3,780.25	10	Public health testing, personal protective equipment, supplies to sanitize and clean the facilities and school buses.
P21-01415	12/15/2020	Basc-3 Online Scoring	Ncs Pearson Inc	2,007.40	-	2,007.40	4	Providing additional instructional materials or supports.
	1/27/2021	Reimbursment For Eric Gong	Scholastic Inc	999.80	-	999.80	4	Providing additional instructional materials or supports.
P21-01520	1/8/2021	CJvid - Remote Working	Cdw Government	1,584.43	-	1,584.43	5	Providing devices or connectivity for in-classroom and distance learning.
P21-01531	1/8/2021	Covid - Distance Working	Cdw Government	83.74	-	83.74	5	Providing devices or connectivity for in-classroom and distance learning.
P21-01616	1/8/2021	Covid - Display Notification Boards	Access Display Group Inc	11,885.50	-	11,885.50	5	Providing devices or connectivity for in-classroom and distance learning.
	1/27/2021	Reimbursment For Kathy Fong	Scholastic Inc	999.99	-	999.99	4	Providing additional instructional materials or supports.
P21-00956	9/10/2020	0825-438 Serna 1St Flr Kitchen Add-Const Serv	Brco Constructors Inc	7,390.00	23,900.00	31,290.00	8	Access to school breakfast and lunch programs.
	11/16/2020	1st Grade Student Math Wrkbks		-	269.57	269.57	4	Providing additional instructional materials or supports.
P21-01345	12/10/2020	20 Student Chromebooks	Cdw Government	6,013.20	-	6,013.20	5	Providing devices or connectivity for in-classroom and distance learning.
	9/28/2020	2020 Ca Student Mental Wellness Conf 9/8/20	Scusd - Us Bank Cal Card	486.24	-	486.24	7	Professional development opportunities to help teachers and parents support pupils in distance-learning contexts. Providing additional academic services for pupils, such as diagnostic assessments of pupil learning needs or intensive instruction for addressing gaps in core academic skills.
CS21-00121	9/1/2020	2020-2021 Expanded Learning	Center For Fathers & Families	-	58,819.20	58,819.20	3	Providing additional instructional materials or supports.
CS21-00123	9/8/2020	2020-21 Expanded Learning	Boys & Girls Clubs Of Greater	-	89,409.46	89,409.46	4	Providing additional instructional materials or supports.
CS21-00126	9/14/2020	2020-21 Expanded Learning	Leaders Of Tomorrow After Scho	1,960.60	19,079.40	21,040.00	4	Providing additional instructional materials or supports.
CS21-00128	9/16/2020	2020-21 Expanded Learning	City Of Sacramento	5,892.33	36,932.67	42,825.00	4	Providing additional instructional materials or supports.
CS21-00133	8/31/2020	2020-21 Expanded Learning	Sacramento Chinese Community	(0.00)	320,555.24	320,555.24	4	Providing additional instructional materials or supports.
P21-00364	9/2/2020	2-D Art Dist Learn Home Kits	Office Depot Inc	0.00	753.44	753.44	4	Providing additional instructional materials or supports.
CS21-00134	10/28/2020	438 Covid-19 Readiness Assess	Pbk Architects Inc	411,475.00	86,025.00	497,500.00	10	Public health testing, personal protective equipment, supplies to sanitize and clean the facilities and school buses.
P21-01008	10/2/2020	438 Dist Hydration Stations-Equipment	Hajoca Corp	76,288.13	-	76,288.13	10	Public health testing, personal protective equipment, supplies to sanitize and clean the facilities and school buses.
P21-01407	10/7/2020	438 Laptops For Planning & Const	Cdw Government	13,631.91	3,829.69	17,461.60	10	Public health testing, personal protective equipment, supplies to sanitize and clean the facilities and school buses.
P21-01227	11/19/2020	A4 Promotions And Incentives	4A Promotions & Incentives Inc	1,915.09	-	1,915.09	4	Providing additional instructional materials or supports.
P21-00412	8/13/2020	Add.Tech Equip. For Accounting Dept. Remote Work	Cdw Government	6,683.25	-	6,683.25	10	Public health testing, personal protective equipment, supplies to sanitize and clean the facilities and school buses.
P21-00276	8/25/2020	Adj Height Tables For Take Home Meal Prep (Covid)	Scusd - Us Bank Cal Card	2,818.58	-	2,818.58	8	Access to school breakfast and lunch programs.
B21-00547	5/22/2020	Air Filter Supplies As Needed 2019-2020 Schl Year	Francisco Gonzalez	58,906.05	18,093.95	77,000.00	10	Public health testing, personal protective equipment, supplies to sanitize and clean the facilities and school buses.
P21-00494	9/9/2020	Amazon	Amazon Capital Services Inc	522.50	1,303.20	1,825.70	10	Public health testing, personal protective equipment, supplies to sanitize and clean the facilities and school buses.
P21-00876	9/11/2020	Amplified Little Sis Google Add-On	Amplified It Llc	-	2,250.00	2,250.00	5	Providing devices or connectivity for in-classroom and distance learning.
TB21-00027	8/27/2020	Ap English Replacement Due To Covid Loss	Macmillan Holdings Llc	-	1,065.38	1,065.38	4	Providing additional instructional materials or supports.
P21-01399	9/18/2020	Ap Psychology Online Licenses	Macmillan Holdings Llc	14,429.62	-	14,429.62	1	Addressing learning loss or accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning
TB21-00041	8/25/2020	Ap Statistics Textbooks Due To Covid Loss	Macmillan Holdings Llc	-	5,962.06	5,962.06	4	Providing additional instructional materials or supports.
	11/16/2020	April 2020 Calcard Browning Covid Charges	Scusd - Us Bank Cal Card	-	2,910.81	2,910.81	10	Public health testing, personal protective equipment, supplies to sanitize and clean the facilities and school buses.
P21-01421	12/17/2020	Art Supplies	Blick Art Materials Llc	1,467.28	-	1,467.28	4	Providing additional instructional materials or supports.
P21-01200	10/14/2020	Art Supplies - Confirmed Complete	Philip Roberto	1,942.14	-	1,942.14	4	Providing additional instructional materials or supports.
	9/14/2020	Art Supplies For Distance Learning	Francisco Gonzalez	-	214.23	214.23	4	Providing additional instructional materials or supports.
P21-00674	10/1/2020	Art Supplies, DI Participation	Blick Art Materials Llc	100.45	1,122.61	1,223.06	4	Providing additional instructional materials or supports.
P21-01313	12/8/2020	Art Supplies, DI Participation	Blick Art Materials Llc	98.10	518.65	616.75	4	Providing additional instructional materials or supports.
	#N/A	Asset Tags For Chromebooks	Super Duper Inc	-	2,528.75	2,528.75	5	Providing devices or connectivity for in-classroom and distance learning.
P21-00415	9/14/2020	Asset Tags For Distance Learning Chromebooks	James Kerney	-	1,912.81	1,912.81	5	Providing devices or connectivity for in-classroom and distance learning.
P21-00599	9/15/2020	Assets, Google Console For Distance Learning	Cdw Government	351.82	573,748.18	574,100.00	5	Providing devices or connectivity for in-classroom and distance learning.
	11/18/2020	Astrid Kinn - Consultant Services (Covid)	Astrid Oirko Kinn	20,000.00	-	20,000.00	6	Providing health, counseling, or mental health services.
P20-03308	4/14/2020	At Order -Student Chromebook (Multiple Students)	Cdw Government	-	1,573.11	1,573.11	5	Providing devices or connectivity for in-classroom and distance learning.

COVID-19 CARES Act Report

PO #	Date	Description	Vendor	Encumbered	Expensed	Total Enc + Exp	Exp. % Category	Exp. % Description
	12/16/2020	AT&T Hotspots			12,579.93	12,579.93	5	Providing devices or connectivity for in-classroom and distance learning.
	12/16/2020	AT&T Hotspots			4,498.02	4,498.02	5	Providing devices or connectivity for in-classroom and distance learning.
	12/16/2020	AT&T Hotspots			8,150.20	8,150.20	5	Providing devices or connectivity for in-classroom and distance learning.
	12/16/2020	AT&T Hotspots			17,081.83	17,081.83	5	Providing devices or connectivity for in-classroom and distance learning.
	10/5/2020	August 2020 Cal Card Statement/July Transactions	Scusd - Us Bank Cal Card	-	394.85	394.85	5	Providing devices or connectivity for in-classroom and distance learning.
	11/17/2020	August 2020 Calcard Browning Covid Expences	Scusd - Us Bank Cal Card	-	13,205.51	13,205.51	5	Providing devices or connectivity for in-classroom and distance learning.
P21-00443	8/19/2020	Barcode Scanner, Usb Interface, No Stand, Black	Mgm Solutions Inc	6.60	84.98	91.58	5	Providing devices or connectivity for in-classroom and distance learning.
P21-01436	12/17/2020	Barnes & Noble	Barnes & Noble Bookstores Inc	8,871.07	-	8,871.07	4	Providing additional instructional materials or supports.
P21-01028	8/25/2020	Batteries For Teacher'S Computers	Tigerdirect	282.12	-	282.12	5	Providing devices or connectivity for in-classroom and distance learning.
	11/2/2020	Benchmark Education Co	Benchmark Education Co Llc	73,558.75	-	73,558.75	4	Providing additional instructional materials or supports.
P21-01168	9/16/2020	Beth Ghiorso - Confirmed Complete	Elizabeth Ghiorso	232.04	-	232.04	4	Providing additional instructional materials or supports.
	8/31/2020	Bettina Tapp Mileage Reimbursement	Bettina Tapp	-	146.05	146.05	1	Addressing learning loss or accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning
P21-00173	5/8/2020	Blanket Purchase Order For Boxes And Chipboard.	Oakland Paper & Supply Inc	1,244.12	3,755.88	5,000.00	4	Providing additional instructional materials or supports.
P21-00377	9/9/2020	Blick	Blick Art Materials Llc	8.99	70.69	79.68	4	Providing additional instructional materials or supports.
P21-01312	12/9/2020	Blick	Blick Art Materials Llc	1,464.10	11,475.07	12,939.17	4	Providing additional instructional materials or supports.
P21-00306	8/17/2020	Books On Line For Photography Class-Mjb	Cdp Press Llc	2,625.00	-	2,625.00	4	Providing additional instructional materials or supports.
B21-00569	9/18/2020	Boxes/Packaging For Curbside Feeding (Covid)	Veritiv Operating Company	833.09	34,966.91	35,800.00	8	Access to school breakfast and lunch programs.
P21-01207	9/9/2020	Breezin' Thru	Breezin Thru Inc	-	9,969.60	9,969.60	4	Providing additional instructional materials or supports.
P21-01364	12/9/2020	Bretford Cube Carts Tvc36 - Cart (Pre-Wired)	Cdw Government	-	187,572.00	187,572.00	5	Providing devices or connectivity for in-classroom and distance learning.
P21-01350	12/11/2020	Bretford Cube Charge Ac Cart 36 Devices	Cdw Government	192,458.75	-	192,458.75	5	Providing devices or connectivity for in-classroom and distance learning.
P21-01392	12/10/2020	Ca It In Education (Cite) Insitutional Membership	California It In Education	-	1,000.00	1,000.00	4	Providing additional instructional materials or supports.
	11/9/2020	Cal Card Charges- Burton	Scusd - Us Bank Cal Card	-	714.06	714.06	4	Providing additional instructional materials or supports.
								Addressing learning loss or accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning
P21-00323	8/5/2020	Campus Learning - Support And Implementation	Infinite Campus Inc	-	38,100.00	38,100.00	1	Addressing learning loss or accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning
P21-00430	9/9/2020	Canopies For Curbside Feeding (Covid)	Amazon Capital Services Inc	-	1,903.12	1,903.12	8	Access to school breakfast and lunch programs.
P21-01084	11/2/2020	Canopies For Curbside Feeding In The Rain (Covid)	Home Depot Usa	8,221.06	8,221.07	16,442.13	8	Access to school breakfast and lunch programs.
P21-00183	8/17/2020	Care Packages	Office Depot Inc	-	3,903.91	3,903.91	4	Providing additional instructional materials or supports.
P21-00176	8/12/2020	Care Packages For Wood Students	School Specialty Inc	2,614.52	1,856.19	4,470.71	8	Access to school breakfast and lunch programs.
	11/18/2020	Carlyn Adamson - Consultant	Carlyn Adamson	20,000.00	-	20,000.00	6	Providing health, counseling, or mental health services.
P21-01056	11/4/2020	Carry Cases For Tablets Outside (Covid)	Office Depot Inc	176.67	141.33	318.00	5	Providing devices or connectivity for in-classroom and distance learning.
P21-01349	11/5/2020	Cdw	Cdw Government	21,796.40	150.00	21,946.40	5	Providing devices or connectivity for in-classroom and distance learning.
P21-01486	12/17/2020	Cdw	Cdw Government	9,110.97	-	9,110.97	5	Providing devices or connectivity for in-classroom and distance learning.
P21-01232	9/29/2020	Cdw Printers	Cdw Government	-	2,998.54	2,998.54	5	Providing devices or connectivity for in-classroom and distance learning.
	1/5/2021	Christian Brothers Cares	Scusd - Travel Cal Card	12,553.81	-	12,553.81	4	Providing additional instructional materials or supports.
P21-01190	11/20/2020	Christian Brother'S Cares - Edpuzzle	Edpuzzle Inc	-	3,750.00	3,750.00	4	Providing additional instructional materials or supports.
P20-03446	4/14/2020	Chromebooks -75 Quote #: Ljsl849	Cdw Government	27,385.93	-	27,385.93	5	Providing devices or connectivity for in-classroom and distance learning.
P21-00371	9/10/2020	Chromebooks For Distance Learning	Office Depot Inc	14,259.40	2,595,740.60	2,610,000.00	5	Providing devices or connectivity for in-classroom and distance learning.
		Chromebooks For Distance Learning			4,076,287.10	4,076,287.10	5	Providing devices or connectivity for in-classroom and distance learning.
P20-03042	4/1/2020	Chromebooks For Staff	Cdw Government	170.45	105.46	275.91	5	Providing devices or connectivity for in-classroom and distance learning.
		CINTAS Refund			(2,012.05)	(2,012.05)	1	Addressing learning loss or accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning
B21-00622	7/21/2020	Cintas Supplies And Service	Cintas Corp	250,000.00	-	250,000.00	10	Public health testing, personal protective equipment, supplies to sanitize and clean the facilities and school buses.
	7/7/2020	Class Supplies/Materials	Cdw Government	-	-	-		
								Public health testing, personal protective equipment, supplies to sanitize and clean the facilities and school buses.
P21-00320	8/18/2020	Cleaning Eqpt For School Sites Covid-19 Essential	Grainger Inc	-	8,358.31	8,358.31	10	Public health testing, personal protective equipment, supplies to sanitize and clean the facilities and school buses.
B21-00616	9/21/2020	Comcast/lepp	Comcast Corp	230,972.02	9,027.98	240,000.00	5	Providing devices or connectivity for in-classroom and distance learning.
P21-01332	12/1/2020	Computer For Safe Schools-Cares Funds	Cdw Government	1,113.88	-	1,113.88	5	Providing devices or connectivity for in-classroom and distance learning.
P21-00585	8/20/2020	Computers For School	Cdw Government	28,960.76	-	28,960.76	5	Providing devices or connectivity for in-classroom and distance learning.
P21-00632	8/19/2020	Configure Virus Mode To Run Fans 24/7 - Covid	Johnson Controls Inc	-	5,956.80	5,956.80	10	Public health testing, personal protective equipment, supplies to sanitize and clean the facilities and school buses.
P21-00140	7/8/2020	Configuring Program System Hvac Units-Covid	Johnson Controls Inc	-	7,418.40	7,418.40	10	Public health testing, personal protective equipment, supplies to sanitize and clean the facilities and school buses.
	9/10/2020	Confirming - Covid Supplies	Kenneth Mcpeters	-	177.70	177.70	10	Public health testing, personal protective equipment, supplies to sanitize and clean the facilities and school buses.
CS21-00034	6/29/2020	Consultant/Negotiations	Pamela Manwiller	-	42,525.00	42,525.00	1	Addressing learning loss or accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning
P20-02963	4/3/2020	Corona Virius Custodial Supplies	Home Depot Usa	-	805.90	805.90	10	Public health testing, personal protective equipment, supplies to sanitize and clean the facilities and school buses.
	#N/A	Cov-19 Instructional Support Supplies/Corr Rsc To 322	Cdw Government	-	93.61	93.61	4	Providing additional instructional materials or supports.

COVID-19 CARES Act Report

PO #	Date	Description	Vendor	Encumbered	Expensed	Total Enc + Exp	Exp. % Category	Exp. % Description
P21-01395	10/2/2020	Covers Needed For Drinking Fountains	Seton Name Plate Co	7.29	6,934.35	6,941.64	10	Public health testing, personal protective equipment, supplies to sanitize and clean the facilities and school buses.
P21-01329	10/23/2020	Covid - Air Filter Installation At 97 Sites	Air Filter Supply Inc	55,468.00	-	55,468.00	10	Public health testing, personal protective equipment, supplies to sanitize and clean the facilities and school buses.
P21-00996	10/20/2020	Covid - Non Touch Thermometers	Blue Cellular North America	-	56,205.71	56,205.71	10	Public health testing, personal protective equipment, supplies to sanitize and clean the facilities and school buses.
P21-00261	8/17/2020	Covid - Thermometers And Pulse Oximeters	Mckesson Medical Surgical Govt	-	6,211.81	6,211.81	10	Public health testing, personal protective equipment, supplies to sanitize and clean the facilities and school buses.
P21-00969	10/30/2020	Covid -19 Duffle Bags For Sports	Halo Branded Solutions Inc	-	1,245.95	1,245.95	10	Public health testing, personal protective equipment, supplies to sanitize and clean the facilities and school buses.
P21-00228	7/17/2020	Covid 19 -Logitech Usb Headset H390	Cdw Government	-	624.66	624.66	4	Providing additional instructional materials or supports.
	10/27/2020	Covid 19- Plexiglass For Various Locations	Professional Plastics	14,757.38	-	14,757.38	10	Public health testing, personal protective equipment, supplies to sanitize and clean the facilities and school buses.
P21-00997	10/21/2020	Covid A-Frame Poster Frames	Halo Branded Solutions Inc	-	22,435.13	22,435.13	10	Public health testing, personal protective equipment, supplies to sanitize and clean the facilities and school buses.
P21-01455	12/14/2020	Covid- Binax Now Rapid Testing - Clia Waiver	Ca Dept Of Public Health	-	113.00	113.00	10	Public health testing, personal protective equipment, supplies to sanitize and clean the facilities and school buses.
P21-01342	12/11/2020	Covid Face Mask W/Logo	Halo Branded Solutions Inc	3,045.00	11,614.50	14,659.50	10	Public health testing, personal protective equipment, supplies to sanitize and clean the facilities and school buses.
P21-01343	12/10/2020	Covid Face Masks	Comeco Inc	-	11,275.00	11,275.00	10	Public health testing, personal protective equipment, supplies to sanitize and clean the facilities and school buses.
P21-01183	11/30/2020	Covid Floor Signs	Halo Branded Solutions Inc	-	22,736.25	22,736.25	10	Public health testing, personal protective equipment, supplies to sanitize and clean the facilities and school buses.
P21-01366	12/11/2020	Covid Kids Mask, Face Shields	Blue Cellular North America	-	93,796.88	93,796.88	10	Public health testing, personal protective equipment, supplies to sanitize and clean the facilities and school buses.
	10/6/2020	Covid Mileage Reimbursement - Martine Kruger	Martine Kruger	-	412.85	412.85	10	Public health testing, personal protective equipment, supplies to sanitize and clean the facilities and school buses.
	8/24/2020	Covid Posters For All Sites		-	20,777.60	20,777.60	10	Public health testing, personal protective equipment, supplies to sanitize and clean the facilities and school buses.
	9/16/2020	Covid Posters For All Sites		0.00	1,073.82	1,073.82	10	Public health testing, personal protective equipment, supplies to sanitize and clean the facilities and school buses.
	12/3/2020	Covid Posters For All Sites - Phase 3		16,404.17	-	16,404.17	10	Public health testing, personal protective equipment, supplies to sanitize and clean the facilities and school buses.
CS21-00186	12/1/2020	Covid Readiness Assessment And Preparedness Progar	Hmc Group	110,027.50	110,027.50	220,055.00	10	Public health testing, personal protective equipment, supplies to sanitize and clean the facilities and school buses.
P21-00285	8/18/2020	Covid Remote Work	Cdw Government	-	250.25	250.25	5	Providing devices or connectivity for in-classroom and distance learning.
P21-00543	9/16/2020	Covid Remote Work	Cdw Government	-	256.82	256.82	5	Providing devices or connectivity for in-classroom and distance learning.
P21-01320	12/4/2020	Covid Screening & Contact Tracing Software	Frontline Technologies Group	5,132.14	58,652.99	63,785.13	10	Public health testing, personal protective equipment, supplies to sanitize and clean the facilities and school buses.
B21-00534	7/9/2020	Covid Supplies For Facilities	Cintas Corp	5,946.05	24,053.95	30,000.00	10	Public health testing, personal protective equipment, supplies to sanitize and clean the facilities and school buses.
B21-00654	12/18/2020	Covid Testing	Pxc Inc	10,000.00	-	10,000.00	10	Public health testing, personal protective equipment, supplies to sanitize and clean the facilities and school buses.
P21-01247	12/2/2020	Covid Thermal Scanners	Unified Command Llc	-	721,724.30	721,724.30	10	Public health testing, personal protective equipment, supplies to sanitize and clean the facilities and school buses.
P21-00608	8/29/2020	Covid-19 Children Masks	Comeco Inc	-	11,200.00	11,200.00	10	Public health testing, personal protective equipment, supplies to sanitize and clean the facilities and school buses.
P21-00796	9/8/2020	Covid-19 - Backpack Foggers (Electrostatic)	Home Depot Usa	-	83,976.75	83,976.75	10	Public health testing, personal protective equipment, supplies to sanitize and clean the facilities and school buses.
P21-00794	9/8/2020	Covid-19 - Backpack Vacuum Cleaners	Home Depot Usa	-	28,572.54	28,572.54	10	Public health testing, personal protective equipment, supplies to sanitize and clean the facilities and school buses.
P21-00914	9/8/2020	Covid-19 - Chlorling Hypogen Acid Generator	Knorr Systems Inc	-	23,558.43	23,558.43	10	Public health testing, personal protective equipment, supplies to sanitize and clean the facilities and school buses.
P21-00447	9/18/2020	Covid-19 Clear View Face Masks	Blue Cellular North America	-	3,955.25	3,955.25	10	Public health testing, personal protective equipment, supplies to sanitize and clean the facilities and school buses.
P21-01129	11/2/2020	Covid-19 Clearscan Scanners	Scusd - Us Bank Cal Card	10,199.24	-	10,199.24	10	Public health testing, personal protective equipment, supplies to sanitize and clean the facilities and school buses.
	12/2/2020	Covid-19 - Disposable Ear-Loop Face Masks	Home Depot Usa	192,096.00	-	192,096.00	10	Public health testing, personal protective equipment, supplies to sanitize and clean the facilities and school buses.
	12/2/2020	Covid-19 - Essential Items, E.G. Gloves	Home Depot Usa	333,884.25	-	333,884.25	10	Public health testing, personal protective equipment, supplies to sanitize and clean the facilities and school buses.

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B21-00639	8/31/2020	Covid-19 - Essentials For Custodial Sites	Home Depot Usa	14,092.22	25,907.78	40,000.00	10	Public health testing, personal protective equipment, supplies to sanitize and clean the facilities and school buses.
P21-00938	9/8/2020	Covid-19 - F-150 Truck / Xlt Explorer	Downtown Ford Sales	57,973.51	-	57,973.51	10	Public health testing, personal protective equipment, supplies to sanitize and clean the facilities and school buses.
P21-00271	8/24/2020	Covid-19 Face Masks	Halo Branded Solutions Inc	-	10,005.00	10,005.00	10	Public health testing, personal protective equipment, supplies to sanitize and clean the facilities and school buses.
P21-00923	10/7/2020	Covid-19 Floor Signage	Halo Branded Solutions Inc	-	20,072.26	20,072.26	10	Public health testing, personal protective equipment, supplies to sanitize and clean the facilities and school buses.
P21-00937	9/8/2020	Covid-19 - Hoci Cargo Van	Downtown Ford Sales	33,754.90	-	33,754.90	10	Public health testing, personal protective equipment, supplies to sanitize and clean the facilities and school buses.
P21-01197	10/7/2020	Covid-19 - Portable Sinks	Timothy J Mccrory	89,077.57	-	89,077.57	10	Public health testing, personal protective equipment, supplies to sanitize and clean the facilities and school buses.
P21-00798	9/8/2020	Covid-19 - Power Washers	Grainger Inc	4,180.64	37,625.58	41,806.22	10	Public health testing, personal protective equipment, supplies to sanitize and clean the facilities and school buses.
P21-01060	11/6/2020	Covid-19 Remote Working	Cdw Government	-	1,244.31	1,244.31	5	Providing devices or connectivity for in-classroom and distance learning.
P21-00695	9/8/2020	Covid-19 - Spray Bottles	Grainger Inc	(0.00)	426.90	426.90	10	Public health testing, personal protective equipment, supplies to sanitize and clean the facilities and school buses.
P21-00797	9/8/2020	Covid-19 - Stanchions For Hallways	Grainger Inc	-	108,478.18	108,478.18	10	Public health testing, personal protective equipment, supplies to sanitize and clean the facilities and school buses.
P21-00335	9/2/2020	Covid-19 Supplies Distance Learning	Kenneth Mcpeters	-	740.17	740.17	4	Providing additional instructional materials or supports.
	#N/A	Covid-19 Support Supplies/Corr Rsc To 3220	Cdw Government	-	613.97	613.97	10	Public health testing, personal protective equipment, supplies to sanitize and clean the facilities and school buses.
P21-00888	10/6/2020	Covid-19 Sudent And Adult Face Shields	Blue Cellular North America	-	5,083.62	5,083.62	10	Public health testing, personal protective equipment, supplies to sanitize and clean the facilities and school buses.
	9/30/2020	Covid-19 - Technology Computers (Chromebooks)	Cdw Government	8,060.25	-	8,060.25	5	Providing devices or connectivity for in-classroom and distance learning.
P21-00795	9/8/2020	Covid-19 - Walk Behind Carpet Extractors	Grainger Inc	61,085.34	34,670.08	95,755.42	10	Public health testing, personal protective equipment, supplies to sanitize and clean the facilities and school buses.
P21-01286	11/2/2020	Covid-19 Air Filters For 97 Sites	Air Filter Supply Inc	85,922.48	-	85,922.48	10	Public health testing, personal protective equipment, supplies to sanitize and clean the facilities and school buses.
P21-01418	12/10/2020	Covid-19 Aluminum Framing For Plexiglass	Cr Laurence Co Inc	1,941.71	4,112.40	6,054.11	10	Public health testing, personal protective equipment, supplies to sanitize and clean the facilities and school buses.
	12/14/2020	Covid-19 Contact Tracing Binders		284.19	-	284.19	10	Public health testing, personal protective equipment, supplies to sanitize and clean the facilities and school buses.
P21-00160	8/13/2020	Covid-19 Contactless Thermometers	Cintas Corp	-	5,655.00	5,655.00	10	Public health testing, personal protective equipment, supplies to sanitize and clean the facilities and school buses.
P21-00376	8/25/2020	Covid-19 Face Masks	Comeco Inc	-	33,125.00	33,125.00	10	Public health testing, personal protective equipment, supplies to sanitize and clean the facilities and school buses.
P21-00090	7/29/2020	Covid-19 Floor Decals	Halo Branded Solutions Inc	-	7,370.63	7,370.63	10	Public health testing, personal protective equipment, supplies to sanitize and clean the facilities and school buses.
P21-00272	8/24/2020	Covid-19 Floor Decals	Halo Branded Solutions Inc	-	7,505.17	7,505.17	10	Public health testing, personal protective equipment, supplies to sanitize and clean the facilities and school buses.
P21-00019	7/7/2020	Covid-19 Masks	Comeco Inc	-	33,168.75	33,168.75	10	Public health testing, personal protective equipment, supplies to sanitize and clean the facilities and school buses.
P21-00165	7/30/2020	Covid-19 Masks	Halo Branded Solutions Inc	-	10,005.00	10,005.00	10	Public health testing, personal protective equipment, supplies to sanitize and clean the facilities and school buses.
	10/2/2020	Covid-19 Materials For Signs	N Glantz & Son	5,629.19	-	5,629.19	10	Public health testing, personal protective equipment, supplies to sanitize and clean the facilities and school buses.
P21-01554	10/23/2020	Covid-19 Materials For Signs	N Glantz & Son	400.02	4,571.60	4,971.62	10	Public health testing, personal protective equipment, supplies to sanitize and clean the facilities and school buses.
P21-00612	9/2/2020	Covid-19 Paper Cutter	Advanced Finishing Sys Inc	-	14,950.00	14,950.00	10	Public health testing, personal protective equipment, supplies to sanitize and clean the facilities and school buses.
P21-01417	12/10/2020	Covid-19 Plexiglass For Various Sites	Professional Plastics	-	12,180.00	12,180.00	10	Public health testing, personal protective equipment, supplies to sanitize and clean the facilities and school buses.
P21-00613	9/10/2020	Covid-19 Posters For All Sites, Dr21-00137	Gsl Fine Lithographers	-	5,139.71	5,139.71	10	Public health testing, personal protective equipment, supplies to sanitize and clean the facilities and school buses.
P21-00326	8/31/2020	Covid-19 Remote Working	Cdw Government	0.00	4,148.84	4,148.84	5	Providing devices or connectivity for in-classroom and distance learning.
P21-01326	8/31/2020	Covid-19- Reprogramming Of Hvac Units	Johnson Controls Inc	-	11,913.60	11,913.60	10	Public health testing, personal protective equipment, supplies to sanitize and clean the facilities and school buses.
P21-01291	10/7/2020	Covid-19 School Dude Asset Mgmt Software	Dude Solutions Inc	-	23,527.92	23,527.92	10	Public health testing, personal protective equipment, supplies to sanitize and clean the facilities and school buses.
P21-00123	7/24/2020	Covid-19 Signage (Not Custom)	Grainger Inc	1,110.17	78,889.83	80,000.00	10	Public health testing, personal protective equipment, supplies to sanitize and clean the facilities and school buses.

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	8/18/2020	Covid-19 Site Signs		-	2,875.34	2,875.34	10	Public health testing, personal protective equipment, supplies to sanitize and clean the facilities and school buses.
	12/4/2020	Covid-19 Site Signs		-	2,163.29	2,163.29	10	Public health testing, personal protective equipment, supplies to sanitize and clean the facilities and school buses.
P21-01327	10/15/2020	Covid-19 Skills Center Access Control	Avf Systems Inc	-	14,422.39	14,422.39	10	Public health testing, personal protective equipment, supplies to sanitize and clean the facilities and school buses.
P21-00979	11/2/2020	Covid-19 Thremo Scanners	Unified Command Llc	-	39,770.56	39,770.56	10	Public health testing, personal protective equipment, supplies to sanitize and clean the facilities and school buses.
P21-01328	10/16/2020	Covid-19 Warehouse Cameras	Icu Technologies Inc	245,317.70	754,680.20	999,997.90	10	Public health testing, personal protective equipment, supplies to sanitize and clean the facilities and school buses.
P21-00122	7/23/2020	Covid-19, Masks	Comeco Inc	-	33,168.75	33,168.75	10	Public health testing, personal protective equipment, supplies to sanitize and clean the facilities and school buses.
P21-00918	10/26/2020	Cristo Rey Cares Amazon	Amazon Capital Services Inc	-	1,437.26	1,437.26	10	Public health testing, personal protective equipment, supplies to sanitize and clean the facilities and school buses.
P21-01397	12/16/2020	Cristo Rey Cares Amazon 19/9/20	Amazon Capital Services Inc	6,658.17	1,068.68	7,726.85	10	Public health testing, personal protective equipment, supplies to sanitize and clean the facilities and school buses.
P21-01398	12/16/2020	Cristo Rey Cares Shoplet	Ellison Systems Inc	3,908.91	-	3,908.91	10	Public health testing, personal protective equipment, supplies to sanitize and clean the facilities and school buses.
P20-02705	3/5/2020	Ct Extra Supplies	Home Depot Usa	258.39	-	258.39	4	Providing additional instructional materials or supports.
P21-00466	9/21/2020	Curbside Feeding Free Meals Banners (Covid)	Signs By Tomorrow Inc	-	861.30	861.30	8	Access to school breakfast and lunch programs.
P21-00407	8/25/2020	Curbside Feeding/Safety A-Frame Signs (Covid)	Signs By Tomorrow Inc	-	8,719.50	8,719.50	8	Access to school breakfast and lunch programs.
P21-00973	10/29/2020	Curbside Feeding/Safety A-Frame Signs (Covid)	Signs By Tomorrow Inc	-	1,055.15	1,055.15	8	Access to school breakfast and lunch programs.
P21-01092	11/4/2020	Curbside Feeding/Safety A-Frame Signs (Covid)	Signs By Tomorrow Inc	0.54	4,527.20	4,527.74	8	Access to school breakfast and lunch programs.
P20-02821	4/1/2020	Custodial Supplies	Home Depot Usa	-	-	-	10	Public health testing, personal protective equipment, supplies to sanitize and clean the facilities and school buses.
	1/6/2021	December 2020 Cal Card Statement	Scud - Us Bank Cal Card	412.89	-	412.89	10	Public health testing, personal protective equipment, supplies to sanitize and clean the facilities and school buses.
	9/9/2020	Department Of Sound	Department Of Sound	-	-	-	4	Providing additional instructional materials or supports.
P21-00460	8/5/2020	Distance Learning Instruction Materials	Amazon Capital Services Inc	-	916.35	916.35	4	Providing additional instructional materials or supports.
	#N/A	Distance Learning Support Materials/Corr Rsc To 3220	Scud - Us Bank Cal Card	-	4,429.25	4,429.25	4	Providing additional instructional materials or supports.
P21-01325	12/4/2020	Doc Cams	Cdw Government	6,936.79	-	6,936.79	5	Providing devices or connectivity for in-classroom and distance learning.
CS21-00060	8/18/2020	DocuSign Esignature Business Pro Edition	DocuSign Inc	-	3,250.00	3,250.00	5	Providing devices or connectivity for in-classroom and distance learning.
P21-01362	12/3/2020	DocuSign Subscription For Contracts	DocuSign Inc	740.00	2,760.00	3,500.00	5	Providing devices or connectivity for in-classroom and distance learning.
	9/30/2020	Dr21-00058/Pbs At-Home Learning Flyer Mv To Covid 01-3220		-	543.51	543.51	4	Providing additional instructional materials or supports.
	9/30/2020	Dr21-00059/P-Ebt Flyer Mv To Covid 01-3220		-	845.40	845.40	4	Providing additional instructional materials or supports.
P21-00117	8/4/2020	Ebook - Ap World History	Perfection Learning Corp	-	1,719.69	1,719.69	4	Providing additional instructional materials or supports.
P21-00299	8/5/2020	Edgenuity Webinar Training/License	Edgenuity Inc	-	11,500.00	11,500.00	9	Pupil trauma and social-emotional learning.
CS21-00131	8/18/2020	Ed-Join Integration- Moa	San Joaquin Co Office Of Ed	8,500.00	-	8,500.00	4	Providing additional instructional materials or supports.
TB21-00045	9/8/2020	Eld Edge Workbooks Needed Due To Covid	Cengage Learning Inc	-	2,619.79	2,619.79	4	Providing additional instructional materials or supports.
TB21-00029	8/28/2020	Eld Inside Textbook Replacements Due To Covid Loss	Cengage Learning Inc	-	2,480.54	2,480.54	4	Providing additional instructional materials or supports.
TB21-00046	9/8/2020	Eld Inside Workbooks Needed Due To Covid	Cengage Learning Inc	-	2,685.58	2,685.58	4	Providing additional instructional materials or supports.
TB21-00028	8/27/2020	Eld Online Workbook Access High School	Cengage Learning Inc	-	303.75	303.75	4	Providing additional instructional materials or supports.
TB21-00044	8/27/2020	Eld Online Workbook Access Middle School	Cengage Learning Inc	-	293.08	293.08	4	Providing additional instructional materials or supports.
P21-01408	12/17/2020	Ergonomic Recliner Office Chair	Amazon Capital Services Inc	-	163.11	163.11	4	Providing additional instructional materials or supports.
CS21-00099	9/30/2020	Escape:	Frontline Technologies Group	-	10,375.00	10,375.00	5	Providing devices or connectivity for in-classroom and distance learning.
CS21-00017	7/17/2020	Escape: Create Custom Po Original And Copy Reports	Escape Technology Llc	-	500.00	500.00	4	Providing additional instructional materials or supports.
P21-00744	9/15/2020	Explore Learning Gizmos	Learning A-Z	27,337.50	-	27,337.50	1	Addressing learning loss or accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning
	12/30/2020	Explorelarning Reflex	Miscellaneous Vendors	3,583.31	-	3,583.31	1	Addressing learning loss or accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning
		Facilities COVID Work Orders			145,212.78	145,212.78	10	Public health testing, personal protective equipment, supplies to sanitize and clean the facilities and school buses.
P21-01422	12/17/2020	Follett	Follett Educational Services	40,029.14	-	40,029.14	4	Providing additional instructional materials or supports.
P21-01153	8/31/2020	Follett - Novels	Follett Educational Services	14,244.15	-	14,244.15	4	Providing additional instructional materials or supports.
P21-01088	11/3/2020	Foodservice Sanitizer For Kitchens (Covid)	Ecolab Inc	-	4,146.57	4,146.57	8	Access to school breakfast and lunch programs.
	10/29/2020	For Recruitement In Lieu Of Shadow Days		-	282.00	282.00	7	Professional development opportunities to help teachers and parents support pupils in distance-learning contexts.
	10/29/2020	For Recruitment In Lieu Of In-Person Shadow Days		-	634.60	634.60	7	Professional development opportunities to help teachers and parents support pupils in distance-learning contexts.
P21-01344	11/20/2020	Gloves And Facial Tissue	Home Depot Usa	42,241.48	-	42,241.48	10	Public health testing, personal protective equipment, supplies to sanitize and clean the facilities and school buses.
P21-00692	10/1/2020	Graphic Design Resourse	Wevideo	-	299.00	299.00	4	Providing additional instructional materials or supports.

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P21-00216	7/6/2020	Great Minds Math Material 2021	Great Minds Pbc	-	7,565.53	7,565.53	4	Providing additional instructional materials or supports.
	7/1/2020	Headset For Distance Learning/Corr Rsc To 3220		-	151.54	151.54	4	Providing additional instructional materials or supports.
	7/1/2020	Headset For Distance Learning/Corr Rsc To 3220		-	167.41	167.41	4	Providing additional instructional materials or supports.
	7/1/2020	Headset For Distance Learning/Corr Rsc To 3220		-	217.45	217.45	4	Providing additional instructional materials or supports.
P21-01440	12/17/2020	Headsets - Office Depot	Office Depot Inc	3,476.52	-	3,476.52	4	Providing additional instructional materials or supports.
P21-01273	11/17/2020	Headsets #2	Cdw Government	-	6,020.40	6,020.40	4	Providing additional instructional materials or supports.
								Addressing learning loss or accelerating progress to close learning gaps
P21-01396	12/9/2020	Helpdesk Software And Support	Cdw Government	77,244.00	-	77,244.00	1	through the implementation, expansion, or enhancement of learning
P21-00656	8/24/2020	History Dept Resources For Dintance Learning	Newsela Inc	-	6,800.00	6,800.00	4	Providing additional instructional materials or supports.
								Addressing learning loss or accelerating progress to close learning gaps
	12/17/2020	Hmh Go Math	Houghton Mifflin Harcourt	34,922.49	-	34,922.49	1	through the implementation, expansion, or enhancement of learning
								Public health testing, personal protective equipment, supplies to sanitize
P21-00913	9/8/2020	Hoci - Drums/Pumps - Covid-19	Home Depot Usa	6,908.89	-	6,908.89	10	and clean the facilities and school buses.
	1/4/2021	Hotspots For Students	At&T Corp	-	-	-	5	Providing devices or connectivity for in-classroom and distance learning.
	1/5/2021	Hotspots For Students	T-Mobile Usa Inc	-	-	-	5	Providing devices or connectivity for in-classroom and distance learning.
B21-00571	9/8/2020	Hotspots For Students	T-Mobile Usa Inc	125,855.82	42,144.18	168,000.00	5	Providing devices or connectivity for in-classroom and distance learning.
P21-00880	10/2/2020	Hp Computers	Cdw Government	103.90	11,256.03	11,359.93	5	Providing devices or connectivity for in-classroom and distance learning.
P21-00440	8/31/2020	Hp Laptops For Teachers Distance Learning	Cdw Government	4,455.50	-	4,455.50	5	Providing devices or connectivity for in-classroom and distance learning.
P21-00601	9/15/2020	Hp Probook For Teachers- Care Act	Cdw Government	3,344.25	-	3,344.25	5	Providing devices or connectivity for in-classroom and distance learning.
TB21-00047	8/19/2020	Ib & Ags/Pacemaker Textbook Covid Loss Replacment	Textbook Warehouse Llc	-	6,970.00	6,970.00	4	Providing additional instructional materials or supports.
	#N/A	Ilearn Online Subscription Addition/Corr Rsc To 3220	Cdw Government	-	490.00	490.00	4	Providing additional instructional materials or supports.
								Addressing learning loss or accelerating progress to close learning gaps
	11/6/2020	Illuminate Care Act Fund	Illuminate Education Inc	13,125.00	-	13,125.00	1	through the implementation, expansion, or enhancement of learning
								Public health testing, personal protective equipment, supplies to sanitize
P21-01255	12/1/2020	Immunization Clinic Data Loggers	Control Solutions Inc	-	1,093.00	1,093.00	10	and clean the facilities and school buses.
CS21-00102	8/28/2020	In Class Today Agreement	In Class Today Inc	35,180.00	74,026.00	109,206.00	4	Providing additional instructional materials or supports.
CS21-00180	9/30/2020	Informed K12	Emics Inc	-	68,735.00	68,735.00	4	Providing additional instructional materials or supports.
	10/21/2020	Ink Cartridge Remote Work	Nancy Wheelhouse	-	64.99	64.99	5	Providing devices or connectivity for in-classroom and distance learning.
								Public health testing, personal protective equipment, supplies to sanitize
P21-00931	10/20/2020	Ink Cartridges For Remote Work Acct & Budget	Cdw Government	-	2,063.75	2,063.75	10	and clean the facilities and school buses.
P21-01087	11/3/2020	Insulated Bags For Hot Meal Holding (Covid)	The Platinum Packaging Group	0.00	18,068.63	18,068.63	8	Access to school breakfast and lunch programs.
P21-00468	9/21/2020	Insulated Pallet Covers/Support Curbside (Covid)	Justin Garcia	2,629.50	-	2,629.50	8	Access to school breakfast and lunch programs.
CS20-00371	4/14/2020	Interpreting Services	Excel Interpreting Llc	3,394.90	16,175.10	19,570.00	4	Providing additional instructional materials or supports.
CS21-00182	11/18/2020	Interpreting Services - Extended Services Covid-19	Excel Interpreting Llc	35,000.00	-	35,000.00	4	Providing additional instructional materials or supports.
P21-00448	9/3/2020	Iready Curriculum Associates	Curriculum Associates Llc	-	13,820.00	13,820.00	4	Providing additional instructional materials or supports.
								Addressing learning loss or accelerating progress to close learning gaps
P21-00227	6/30/2020	I-Ready Math/Reading Lic Renewal 2020-2021	Curriculum Associates Llc	-	17,490.00	17,490.00	1	through the implementation, expansion, or enhancement of learning
P21-00037	6/30/2020	I-Station Renewal 2021	Imagination Station Inc	-	-	-		
B21-00649	12/1/2020	Iz Clinic - Data Logger Calibration	Control Solutions Inc	800.00	-	800.00	4	Providing additional instructional materials or supports.
P21-01063	11/4/2020	Jackets For Ns Staff Serving Curbside (Covid)	Litza Coughlin	-	19,631.01	19,631.01	8	Access to school breakfast and lunch programs.
TB21-00030	9/1/2020	Japanese 2 Replacement Texts Due To Covid Loss	Cheng & Tsui Co Inc	-	859.02	859.02	4	Providing additional instructional materials or supports.
								Public health testing, personal protective equipment, supplies to sanitize
	10/5/2020	July 2020 Cal Card Statement / June Transactions	Scusd - Us Bank Cal Card	-	588.30	588.30	10	and clean the facilities and school buses.
								Public health testing, personal protective equipment, supplies to sanitize
	11/16/2020	July 2020 Calcard Browning Covid	Scusd - Us Bank Cal Card	-	2,818.87	2,818.87	10	and clean the facilities and school buses.
								Public health testing, personal protective equipment, supplies to sanitize
	8/10/2020	June 2020 Cal Card	Scusd - Us Bank Cal Card	-	-	-	10	and clean the facilities and school buses.
P21-00039	7/2/2020	K-2 Material (2021 English & Spanish)	Benchmark Education Co Llc	-	839.55	839.55	4	Providing additional instructional materials or supports.
CS21-00172	10/28/2020	Kelvin Pulse Subscription	Kelvin Education Inc.	-	129,900.00	129,900.00	4	Providing additional instructional materials or supports.
	#N/A	Keypad For Visually Impaired/Corr To Rsc 3220	Scusd - Us Bank Cal Card	-	120.66	120.66	4	Providing additional instructional materials or supports.
P21-00586	8/7/2020	Kiosk For Grab-N-Go Student Meals (Covid)	East Bay Restaurant Supply Inc	-	23,584.39	23,584.39	8	Access to school breakfast and lunch programs.
								Public health testing, personal protective equipment, supplies to sanitize
B21-00617	9/10/2020	Laminating For Covid-19 Posters For Dr21-00137	Norcal Laminating Service	49.11	7,888.89	7,938.00	10	and clean the facilities and school buses.
								Public health testing, personal protective equipment, supplies to sanitize
P21-01243	11/6/2020	Laminating Table For Paint Shop - Covid Care	N Glantz & Son	15,442.50	-	15,442.50	10	and clean the facilities and school buses.
CS20-00366	4/15/2020	Language World 19.20 Year	Language World Services Inc	-	2.60	2.60	4	Providing additional instructional materials or supports.
								Addressing learning loss or accelerating progress to close learning gaps
P21-00962	10/5/2020	Laptop For Cao C. Baeta & For Asst. Supt. Of Sped	Cdw Government	210.37	3,562.74	3,773.11	1	through the implementation, expansion, or enhancement of learning
								Public health testing, personal protective equipment, supplies to sanitize
P21-00419	8/13/2020	Laptops	Cdw Government	2,227.75	774.08	3,001.83	10	and clean the facilities and school buses.
								Public health testing, personal protective equipment, supplies to sanitize
P21-00461	8/14/2020	Laptops	Cdw Government	56,912.03	-	56,912.03	10	and clean the facilities and school buses.

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P21-01324	11/13/2020	Laptops For Operations	Cdw Government	16,257.10	-	16,257.10	10	Public health testing, personal protective equipment, supplies to sanitize and clean the facilities and school buses.
P21-00982	9/16/2020	Late Ap Sciences Online Labs	Vernier Software & Technology	1,320.93	3,985.20	5,306.13	1	Addressing learning loss or accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning
	8/19/2020	Lca Plan Documents		-	799.17	799.17	4	Providing additional instructional materials or supports.
P21-00865	9/9/2020	Lcff Translations	Image One Corp	3,243.02	-	3,243.02	1	Addressing learning loss or accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning
P21-00380	8/3/2020	Learning A-Z License	Learning A-Z	-	6,096.75	6,096.75	5	Providing devices or connectivity for in-classroom and distance learning.
P21-00308	8/26/2020	License For Flat Ed - Jfk Music Program	Tutteo Inc	-	750.00	750.00	4	Providing additional instructional materials or supports.
P21-00065	7/7/2020	Lightspeed Web Filter - Renewal 7/20/20 -7/19/21	Cdw Government	-	20,400.00	20,400.00	5	Providing devices or connectivity for in-classroom and distance learning. Public health testing, personal protective equipment, supplies to sanitize and clean the facilities and school buses.
B21-00591	9/29/2020	Livescan Services	Secure Screening Solutions Inc	4,500.00	-	4,500.00	10	Providing additional instructional materials or supports.
	#N/A	Low Incidence - Adaptive Tech (B.G)/Corr Rsc To 3220	Cdw Government	-	1,739.41	1,739.41	4	Providing additional instructional materials or supports.
	#N/A	Low Incidence Assist Tech/Corr To Rsc 3220	#N/A	-	86.95	86.95	4	Providing additional instructional materials or supports.
P21-01393	10/14/2020	Macbooks & Ipads	Apple Inc	(0.00)	27,210.19	27,210.19	5	Providing devices or connectivity for in-classroom and distance learning.
	1/7/2021	Macbooks For las'S	Apple Inc	3,545.10	-	3,545.10	5	Providing devices or connectivity for in-classroom and distance learning.
P21-00998	10/12/2020	Macbooks For las'S	Apple Inc	-	3,503.78	3,503.78	5	Providing devices or connectivity for in-classroom and distance learning. Public health testing, personal protective equipment, supplies to sanitize and clean the facilities and school buses.
P21-00099	6/26/2020	Masks/Face Coverings For Staff	Varsity Brands Holding Co Inc	-	376.19	376.19	10	Providing additional instructional materials or supports.
P21-01170	11/9/2020	Materials For The Classroom	Julie Webb	324.00	-	324.00	4	Public health testing, personal protective equipment, supplies to sanitize and clean the facilities and school buses.
	11/16/2020	May 2020 Calcard Browning Covid Charges	Scud - Us Bank Cal Card	-	20,448.17	20,448.17	10	Providing additional instructional materials or supports.
P21-01083	11/2/2020	Meal Bag Sealers/Stands (Covid)	Ekon-O-Pac Llc	-	22,800.00	22,800.00	8	Access to school breakfast and lunch programs.
P21-01089	11/4/2020	Meal Prep Bags For Food Service (Covid)	Ekon-O-Pac Llc	-	68,400.00	68,400.00	8	Access to school breakfast and lunch programs.
	8/31/2020	Meal Service Changes Starting Sept 3Rd (Covid)		-	16,418.04	16,418.04	8	Access to school breakfast and lunch programs.
P21-01085	11/2/2020	Milk Coolers For Blended Meal Service (Covid)	Trimark Rw Smith	-	10,535.70	10,535.70	8	Access to school breakfast and lunch programs.
P21-01081	11/2/2020	Mobile Sheet Pan Rack For Meal Prep (Covid)	Hubert Co Llc	-	6,780.27	6,780.27	8	Access to school breakfast and lunch programs.
P21-01226	12/1/2020	Monster Design - Confirmed Complete	Monster Design Co	-	750.00	750.00	4	Providing additional instructional materials or supports.
	#N/A	Mv To Coronavirus Relief Funds	#N/A	-	270.00	270.00	4	Providing additional instructional materials or supports.
	#N/A	Mv To Coronavirus Relief Funds	#N/A	-	270.00	270.00	4	Providing additional instructional materials or supports.
	#N/A	Mv To Coronavirus Relief Funds	Office Depot Inc	-	270.00	270.00	4	Providing additional instructional materials or supports.
P21-00889	9/22/2020	N95 Makrite Niosh Masks-Covid	Cintas Corp	-	29,362.50	29,362.50	4	Providing additional instructional materials or supports.
	8/31/2020	Nathaniel Browning Cal Card	Scud - Us Bank Cal Card	-	-	-	-	
P21-00370	9/1/2020	Nearpod	Nearpod Inc	-	90,000.00	90,000.00	5	Providing devices or connectivity for in-classroom and distance learning.
P21-01003	8/25/2020	New Computer Teachers - Covid \$\$\$	Apple Inc	(0.00)	15,343.31	15,343.31	5	Providing devices or connectivity for in-classroom and distance learning. Public health testing, personal protective equipment, supplies to sanitize and clean the facilities and school buses.
P21-01086	11/3/2020	Nitrile Foodservice Gloves (Covid)	Home Depot Usa	10,801.85	10,611.03	21,412.88	10	Providing additional instructional materials or supports.
	#N/A	Non Li - Assistive Tech/Corr To Rsc 3220	Cdw Government	-	1,516.91	1,516.91	4	Providing additional instructional materials or supports.
P21-01423	12/18/2020	Novels - Play It As It Lays, The Handmaid'S Tale	Saint Marys Enterprises Inc	-	531.24	531.24	4	Providing additional instructional materials or supports.
	12/3/2020	Oct Transactions / November 6Th Cal Card Statement	Scud - Us Bank Cal Card	-	879.20	879.20	10	Public health testing, personal protective equipment, supplies to sanitize and clean the facilities and school buses.
	11/17/2020	October 2020 Calcard Browning - Covid	Scud - Us Bank Cal Card	-	6,216.38	6,216.38	10	Providing additional instructional materials or supports.
P21-01441	12/18/2020	Office Depot	Office Depot Inc	27,246.03	-	27,246.03	4	Providing additional instructional materials or supports.
CHB21-00088	6/22/2020	Office Depot 4310 '20-21' Supplies And Materials	Office Depot Inc	9,000.00	-	9,000.00	4	Providing additional instructional materials or supports.
P21-00417	9/11/2020	Office Supplies - Ink Order	Office Depot Inc	-	4,031.34	4,031.34	5	Providing devices or connectivity for in-classroom and distance learning.
P21-00305	8/13/2020	On Line Language Book Shop-Z. Bryant	Tprs Books	-	249.00	249.00	4	Providing additional instructional materials or supports. Professional development opportunities to help teachers and parents support pupils in distance-learning contexts.
	9/24/2020	Online Course For Teachers	Sacramento County Office Of Ed	900.00	-	900.00	7	Access to school breakfast and lunch programs.
P21-01420	12/14/2020	Online Lcff -Additional Forms	Image One Corp	3,924.00	-	3,924.00	8	Providing additional instructional materials or supports.
	#N/A	Online Program For English Learners/Corr Rsc To 322C Amazon Capital Services Inc		-	29,240.00	29,240.00	4	Providing additional instructional materials or supports.
	#N/A	Otter	J & C Books	-	-	-	-	
B21-00635	10/19/2020	Overflow Printing For Covid-19	Gsl Fine Lithographers	3,795.38	554.62	4,350.00	4	Providing additional instructional materials or supports.
	#N/A	P21-00010 / Social Distancing Signage Mv To Covid 01	Cdw Government	-	1,490.77	1,490.77	10	Public health testing, personal protective equipment, supplies to sanitize and clean the facilities and school buses.
	#N/A	P21-00627 F/C: Zoom: K-12 / Add'L Licenses	#N/A	-	8,000.00	8,000.00	5	Providing devices or connectivity for in-classroom and distance learning. Public health testing, personal protective equipment, supplies to sanitize and clean the facilities and school buses.
	#N/A	P21-00678 / For Dispaly Poster Frames Mv To Covid 0: Cdw Government		-	4,702.15	4,702.15	10	Providing additional instructional materials or supports.
B21-00562	9/16/2020	Packaging For Curbside Feeding (Covid)	Calvey Packaging	24,969.92	11,330.08	36,300.00	8	Access to school breakfast and lunch programs. Public health testing, personal protective equipment, supplies to sanitize and clean the facilities and school buses.
P21-00489	7/21/2020	Paint Shop Printer/Cutter For (Covid)	N Glantz & Son	175.00	13,995.00	14,170.00	10	Providing additional instructional materials or supports.
P21-01278	11/13/2020	Pe Equipment	School Specialty Inc	819.75	-	819.75	4	Providing additional instructional materials or supports.

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P21-01191	10/12/2020	Physics Lab.	Polyhedron Learning Media Inc	-	1,500.00	1,500.00	4	Providing additional instructional materials or supports.
		Postage			16,202.24	16,202.24	4	Providing additional instructional materials or supports.
		Postage			16,202.24	16,202.24	4	Providing additional instructional materials or supports.
P21-01391	12/14/2020	Printers & Ink	Office Depot Inc	3,419.26	-	3,419.26	5	Providing devices or connectivity for in-classroom and distance learning.
	11/9/2020	Printing Of Instructional Material, Nov 2020		500.00	-	500.00	4	Providing additional instructional materials or supports.
	12/8/2020	Printing, Phase 4 Site Posters, Covid-19	Paul Baker Printing Inc	-	-	-	10	Public health testing, personal protective equipment, supplies to sanitize and clean the facilities and school buses.
P21-00248	8/12/2020	Protective Guards For Office-Covid	Sierra Office Supply & Print	-	365.40	365.40	10	Public health testing, personal protective equipment, supplies to sanitize and clean the facilities and school buses.
	9/1/2020	Purchased Distance Learning Playbook For 5Th Gr.	Deana Mufua-Murphy	22.80	-	22.80	4	Providing additional instructional materials or supports.
P21-00408	7/30/2020	Purchasing Two Laptops For Staff Distance Learning	Cdw Government	2,227.75	-	2,227.75	5	Providing devices or connectivity for in-classroom and distance learning.
	11/20/2020	Quat- Stat 5 Fastdraw Disinfectant 4-2 Liter/Case	Home Depot Usa	37,949.40	-	37,949.40	10	Public health testing, personal protective equipment, supplies to sanitize and clean the facilities and school buses.
	#N/A	R20-03824 F/C: Chromebooks And Charging Cart	Cdw Government	-	5,134.92	5,134.92	5	Providing devices or connectivity for in-classroom and distance learning.
	#N/A	R20-04175 F/C:Computers For Student Use	Cdw Government	-	6,292.45	6,292.45	5	Providing devices or connectivity for in-classroom and distance learning.
	#N/A	R20-04372 F/C:Technology For Students	Cdw Government	-	1,715.14	1,715.14	5	Providing devices or connectivity for in-classroom and distance learning.
	#N/A	R2004382 F/C: Technology For Instruction	Cdw Government	-	23,090.51	23,090.51	5	Providing devices or connectivity for in-classroom and distance learning.
	#N/A	R21-00897 F/C: Online Lcff Support	Textbook Warehouse Llc	1,572.65	7,561.41	9,134.06	4	Providing additional instructional materials or supports.
P21-01346	12/11/2020	Rain Coats For Re-Assigned Staff Serving Curbside	Fastenal Co	-	1,146.23	1,146.23	8	Access to school breakfast and lunch programs.
P21-00570	9/11/2020	Read & Write	Texthelp Inc	-	76,298.27	76,298.27	4	Providing additional instructional materials or supports.
P21-01159	11/9/2020	Recruitment Material Envelopes/ Stamps	Office Depot Inc	602.55	-	602.55	4	Providing additional instructional materials or supports.
P21-00915	10/22/2020	Recruitment Material In Lieu Of Shadow Days	Office Depot Inc	-	581.99	581.99	4	Providing additional instructional materials or supports.
	7/1/2020	Reimb. Headset For Distance Learning/Corr Rsc To 3220		-	134.84	134.84	4	Providing additional instructional materials or supports.
		Reimburse probook		-	1,083.95	1,083.95	5	Providing devices or connectivity for in-classroom and distance learning.
	11/20/2020	Reimbursement For Books - In Cold Blood	Josue Guzman	-	110.87	110.87	4	Providing additional instructional materials or supports.
	10/9/2020	Reimbursement For Camera/ Tripod For Instruction	Christopher Chu	-	113.52	113.52	4	Providing additional instructional materials or supports.
	11/10/2020	Reimbursement For Instructional Material	Christopher Chu	-	185.54	185.54	4	Providing additional instructional materials or supports.
	12/1/2020	Reimbursement For Instructional Material	Victoria Lemus	-	106.50	106.50	4	Providing additional instructional materials or supports.
	12/17/2020	Reimbursement For Instructional Material	Kerry Lawlor	-	158.41	158.41	4	Providing additional instructional materials or supports.
	12/17/2020	Reimbursement For Instructional Material	Christopher Chu	-	564.43	564.43	4	Providing additional instructional materials or supports.
	12/1/2020	Reimbursement For Printer Ink	Francisco Gonzalez	-	74.14	74.14	4	Providing additional instructional materials or supports.
	10/12/2020	Reimbursement For Textbook Purchase	Christopher Chu	-	455.75	455.75	4	Providing additional instructional materials or supports.
	10/22/2020	Reimbursement For Usb C Adapters	Denise Lambert	-	395.70	395.70	4	Providing additional instructional materials or supports.
	10/27/2020	Reimbursement For Usb-C, Camera, Tripod	Phillip Horne	-	194.94	194.94	4	Providing additional instructional materials or supports.
	12/7/2020	Reimbursement- Kia K. Vang	Miscellaneous Vendors	-	-	-	4	Providing additional instructional materials or supports.
	10/30/2020	Reimbursement Whiteboard Wallpaper, Pens	Kerry Lawlor	-	37.80	37.80	4	Providing additional instructional materials or supports.
	12/7/2020	Reimbursement For Kia K. Vang	Kia Vang	-	43.43	43.43	4	Providing additional instructional materials or supports.
	12/8/2020	Reimbursement-Steven Ramsower	Steven Ramsower	-	71.75	71.75	4	Providing additional instructional materials or supports.
P21-01196	11/19/2020	Remote Doorbell	Amazon Capital Services Inc	-	413.22	413.22	10	Public health testing, personal protective equipment, supplies to sanitize and clean the facilities and school buses.
P21-01438	12/17/2020	Renaissance	Renaissance Learning Inc	6,212.50	-	6,212.50	1	Addressing learning loss or accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning
P21-01347	12/9/2020	Replacement Laptops - Covid Funding	Cdw Government	2,229.50	-	2,229.50	5	Providing devices or connectivity for in-classroom and distance learning.
CS21-00173	11/13/2020	Rgm Kramer Project Management Services	Rgm Kramer Inc	319,550.00	-	319,550.00	10	Public health testing, personal protective equipment, supplies to sanitize and clean the facilities and school buses.
P21-00395	8/7/2020	Rosetta Stone	Rosetta Stone Ltd	-	13,000.00	13,000.00	1	Addressing learning loss or accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning
P21-00108	7/6/2020	Roving Carts To Be Used Out Of Special Covid Fund	Cdw Government	-	5,611.72	5,611.72	5	Providing devices or connectivity for in-classroom and distance learning.
P21-01279	11/13/2020	Rsp Materials	School Specialty Inc	625.18	-	625.18	10	Public health testing, personal protective equipment, supplies to sanitize and clean the facilities and school buses.
	10/1/2020	Rth - Self Screening Poster		-	212.93	212.93	10	Public health testing, personal protective equipment, supplies to sanitize and clean the facilities and school buses.
P21-00174	8/20/2020	Rush Order - Office Depot	Office Depot Inc	-	1,386.73	1,386.73	10	Public health testing, personal protective equipment, supplies to sanitize and clean the facilities and school buses.
P21-00144	8/10/2020	Rush Order - Office Supplies	Office Depot Inc	0.00	4,848.08	4,848.08	10	Public health testing, personal protective equipment, supplies to sanitize and clean the facilities and school buses.
CS20-00175	7/17/2019	Sa For General Counsel Legal Services	Lozano Smith Llp	-	-	-	1	Addressing learning loss or accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning
CS21-00001	6/12/2020	Sa For General Counsel Legal Services	Lozano Smith Llp	-	110,304.35	110,304.35	1	Addressing learning loss or accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning
P21-00925	10/6/2020	Safelight Curriculum	Safe Life Coalition	-	8,281.69	8,281.69	1	Addressing learning loss or accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning

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B21-00324	7/24/2020	Safety Supplies 2020-21 Sy (Covid-19)	Home Depot Citibank	667.57	10,504.34	11,171.91	10	Public health testing, personal protective equipment, supplies to sanitize and clean the facilities and school buses.
B21-00505	7/8/2020	Sanitizer For The 2020-21 Sy	Symn Industries	11,326.49	18,673.51	30,000.00	10	Public health testing, personal protective equipment, supplies to sanitize and clean the facilities and school buses.
P21-01057	11/3/2020	Sanitizing Pails For School Kitchens (Covid)	Trimark Rw Smith	43.01	243.66	286.67	10	Public health testing, personal protective equipment, supplies to sanitize and clean the facilities and school buses.
P21-01058	11/3/2020	Sanitizing Supplies For Kitchens (Covid)	Home Depot Usa	2,815.65	114.84	2,930.49	10	Public health testing, personal protective equipment, supplies to sanitize and clean the facilities and school buses.
	12/14/2020	Scholarship Posters/Post Cards		-	1,429.68	1,429.68	4	Providing additional instructional materials or supports.
P21-01480	11/9/2020	Scholastic Book Club	Scholastic Book Clubs	10,603.68	-	10,603.68	4	Providing additional instructional materials or supports.
P21-01437	12/17/2020	School Specialty	School Specialty Inc	45,056.43	-	45,056.43	4	Providing additional instructional materials or supports.
P21-01459	12/28/2020	School Specialty - Add On	School Specialty Inc	30,363.89	-	30,363.89	4	Providing additional instructional materials or supports.
TB21-00039	8/20/2020	Science & Ss Wkbks Due To Covid-19 And DI	Textbook Warehouse Llc	413.75	43,148.04	43,561.79	4	Providing additional instructional materials or supports.
P21-01321	11/17/2020	Security Camera System	Icu Technologies Inc	84,979.35	51,000.00	135,979.35	10	Public health testing, personal protective equipment, supplies to sanitize and clean the facilities and school buses.
P21-01290	12/1/2020	Security Radios - Cares Funds	Delta Wireless Inc	-	10,040.13	10,040.13	10	Public health testing, personal protective equipment, supplies to sanitize and clean the facilities and school buses.
P21-01302	12/1/2020	Seesaw	Seesaw Learning Inc	-	792.00	792.00	5	Providing devices or connectivity for in-classroom and distance learning.
	11/4/2020	Sept Transactions / Oct 6Th Cal Card Statement	Scusd - Us Bank Cal Card	-	471.50	471.50	10	Public health testing, personal protective equipment, supplies to sanitize and clean the facilities and school buses.
	10/1/2020	September 2020 Cal Card Statement	Scusd - Us Bank Cal Card	-	2,820.87	2,820.87	10	Public health testing, personal protective equipment, supplies to sanitize and clean the facilities and school buses.
	11/17/2020	September 2020 Calcard Browning - Covid	Scusd - Us Bank Cal Card	-	21,815.10	21,815.10	10	Public health testing, personal protective equipment, supplies to sanitize and clean the facilities and school buses.
P21-00469	8/4/2020	Serna Sound Masking System Replacement	Bi-Jamar Inc	-	22,000.00	22,000.00	10	Public health testing, personal protective equipment, supplies to sanitize and clean the facilities and school buses.
P21-00919	10/12/2020	Sign In Program W/Ipap, Covid-19 Prevention	Envoy Inc	-	3,668.00	3,668.00	4	Providing additional instructional materials or supports.
P21-01409	12/17/2020	Small Computer Desk Folding Table	Amazon Capital Services Inc	0.00	1,813.90	1,813.90	8	Access to school breakfast and lunch programs.
B21-00592	9/16/2020	Smallware Supplies To Support Curbside (Covid)	Trimark Rw Smith	10,000.00	-	10,000.00	8	Access to school breakfast and lunch programs.
P21-01410	12/17/2020	Snaplock 1500Lbs Pushcart	Home Depot Usa	258.81	-	258.81	8	Access to school breakfast and lunch programs.
P21-00031	6/22/2020	Software Licenses Renewal 2021	Learning A-Z	-	346.35	346.35	4	Providing additional instructional materials or supports.
TB21-00037	8/19/2020	Sonday Kit Purchases Due To Covid-19 DI	Winsor Learning Inc	94,424.06	-	94,424.06	1	Addressing learning loss or accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning
P21-00815	9/9/2020	Soundtrap	Spotify Usa Inc	-	9,798.00	9,798.00	4	Providing additional instructional materials or supports.
P21-00059	7/13/2020	Spelling Books (Campa)	Savvas	874.30	-	874.30	4	Providing additional instructional materials or supports.
P21-01178	11/18/2020	Splashtop Business Access - Pro	Splashtop Inc	-	12,729.60	12,729.60	4	Providing additional instructional materials or supports.
B21-00308	6/1/2020	Sprint Acct 669188818 Cellular Services	T-Mobile Usa Inc	12,976.40	23,023.60	36,000.00	5	Providing devices or connectivity for in-classroom and distance learning.
P21-01289	11/12/2020	St. Patrick Cares Macbook Pro	Apple Inc	-	19,372.37	19,372.37	5	Providing devices or connectivity for in-classroom and distance learning.
P21-01333	10/21/2020	St. Patrick Chromebooks Cares	Cdw Government	10,766.25	-	10,766.25	5	Providing devices or connectivity for in-classroom and distance learning.
P21-00978	10/21/2020	St. Patrick Ms Office (Mac) Cares	Apple Inc	-	918.94	918.94	10	Public health testing, personal protective equipment, supplies to sanitize and clean the facilities and school buses.
P21-00786	10/7/2020	St. Robert Cares Ecolab	Ecolab Inc	-	290.61	290.61	10	Public health testing, personal protective equipment, supplies to sanitize and clean the facilities and school buses.
P21-01004	10/28/2020	St. Robert Cares Ecolab	Ecolab Inc	1,957.50	-	1,957.50	10	Public health testing, personal protective equipment, supplies to sanitize and clean the facilities and school buses.
P21-01069	11/9/2020	St. Robert Cares Ecolab 10.23.20	Ecolab Inc	290.61	-	290.61	10	Public health testing, personal protective equipment, supplies to sanitize and clean the facilities and school buses.
P21-00787	10/7/2020	St. Robert Cares Follett	Follett Educational Services	-	744.83	744.83	4	Providing additional instructional materials or supports.
P21-01047	10/28/2020	St. Robert Cares Gordon Walthall	Gordon Walthall Co	-	119.63	119.63	4	Providing additional instructional materials or supports.
P21-01006	10/28/2020	St. Robert Cares Hillyard	Hillyard Inc	497.94	-	497.94	10	Public health testing, personal protective equipment, supplies to sanitize and clean the facilities and school buses.
P21-01070	11/9/2020	St. Robert Cares Hillyard 10.26.20	Hillyard Inc	-	328.34	328.34	10	Public health testing, personal protective equipment, supplies to sanitize and clean the facilities and school buses.
P21-01199	11/9/2020	St. Robert Cares La Sallian	Lasallian Educational & Resear	-	135.00	135.00	4	Providing additional instructional materials or supports.
P21-00862	10/7/2020	St. Robert Cares Renaissance	Renaissance Learning Inc	-	45.85	45.85	4	Providing additional instructional materials or supports.
P21-00702	10/7/2020	St. Robert Cares Sadlier	William H Sadlier Inc	-	3,014.44	3,014.44	4	Providing additional instructional materials or supports.
P21-01065	10/28/2020	St. Robert Cares Sadlier-2	William H Sadlier Inc	3,014.44	-	3,014.44	10	Public health testing, personal protective equipment, supplies to sanitize and clean the facilities and school buses.
P21-00788	10/8/2020	St. Robert Cares Savvas	Savvas	14.73	662.19	676.92	10	Public health testing, personal protective equipment, supplies to sanitize and clean the facilities and school buses.
P21-01072	11/10/2020	St. Robert Cares Savvas 11.4.20	Savvas	-	1,054.96	1,054.96	4	Providing additional instructional materials or supports.
P21-00789	10/8/2020	St. Robert Cares Scholastic	Scholastic Inc	353.93	156.29	510.22	4	Providing additional instructional materials or supports.

COVID-19 CARES Act Report

PO #	Date	Description	Vendor	Encumbered	Expensed	Total Enc + Exp	Exp. % Category	Exp. % Description
P21-01077	11/5/2020	St. Robert Cares Scholastic	Scholastic Inc	250.55	185.36	435.91	4	Providing additional instructional materials or supports.
P21-01023	10/28/2020	St. Robert Cares Textbook Agency	Textbook Agency Llc	-	2,516.31	2,516.31	4	Providing additional instructional materials or supports.
P21-00785	10/8/2020	St. Robert Cares Zaner_Bloser	Zaner-Bloser Inc	-	325.98	325.98	4	Providing additional instructional materials or supports.
P21-01005	10/28/2020	St. Robert Cares Zaner-Bloser	Zaner-Bloser Inc	-	117.35	117.35	4	Providing additional instructional materials or supports.
P21-01068	11/9/2020	St. Robert Cares Zaner-Bloser 10.23.20	Zaner-Bloser Inc	-	32.61	32.61	4	Providing additional instructional materials or supports.
P21-01071	11/9/2020	St. Robert Cares Zaner-Bloser 10.28.20	Zaner-Bloser Inc	-	143.43	143.43	4	Providing additional instructional materials or supports.
P21-01066	10/28/2020	St. Robert Cares Zaner-Bloser2	Zaner-Bloser Inc	-	1,955.87	1,955.87	4	Providing additional instructional materials or supports.
P21-01067	11/9/2020	St. Robert Sadlier Cares 10.27	William H Sadlier Inc	152.07	-	152.07	4	Providing additional instructional materials or supports.
P21-01285	11/5/2020	Stickers For Sites - Covid	Juke Box Print, Inc.	-	76,542.60	76,542.60	10	Public health testing, personal protective equipment, supplies to sanitize and clean the facilities and school buses.
P21-01024	10/23/2020	Student & Table Partitions	Precision Products Llc	4,097.40	-	4,097.40	10	Public health testing, personal protective equipment, supplies to sanitize and clean the facilities and school buses.
P21-01288	11/9/2020	Student Desk Shields - Covid	Timothy J Mccrory	-	83,091.00	83,091.00	10	Public health testing, personal protective equipment, supplies to sanitize and clean the facilities and school buses.
P21-00802	9/15/2020	Student Headsets	Cdw Government	-	9,632.64	9,632.64	5	Providing devices or connectivity for in-classroom and distance learning.
	#N/A	Student Health Supplies/Corr Rsc To 3220	Amplified It Llc	-	57.35	57.35	4	Providing additional instructional materials or supports.
	#N/A	Student Health Supplies/Corr Rsc To 3220	#N/A	-	104.10	104.10	10	Public health testing, personal protective equipment, supplies to sanitize and clean the facilities and school buses.
P21-00194	8/13/2020	Student Whiteboards	School Specialty Inc	233.82	1,519.31	1,753.13	10	Public health testing, personal protective equipment, supplies to sanitize and clean the facilities and school buses.
TB21-00024	8/20/2020	Student Wkbk Need Due To Covid-19 DI	J & C Books	-	163.13	163.13	4	Providing additional instructional materials or supports.
		Summer Institute			59,285.63	59,285.63	4	Providing additional instructional materials or supports.
		Summer School Supplies			2,301.37	2,301.37	4	Providing additional instructional materials or supports.
P21-00985	9/25/2020	Super Duper Digital Library	Super Duper Inc	-	12,156.20	12,156.20	4	Providing additional instructional materials or supports.
P21-01365	12/10/2020	Syscloud Google Backup - 1 Yr License	Amplified It Llc	-	60,000.00	60,000.00	5	Providing devices or connectivity for in-classroom and distance learning.
P21-01256	11/3/2020	Tables For Onsite Meal Prep (Covid)	Scud - Us Bank Cal Card	8,739.15	-	8,739.15	8	Access to school breakfast and lunch programs.
P21-01011	9/25/2020	Tables For Onsite Student Meal Prep (Covid)	Scud - Us Bank Cal Card	13,364.51	-	13,364.51	8	Access to school breakfast and lunch programs.
P21-01180	11/3/2020	Tablet Accessories For Curbside Service (Covid)	Amazon Capital Services Inc	-	4,007.12	4,007.12	8	Access to school breakfast and lunch programs.
P21-00437	6/25/2020	Tablets For Ns Admin	Cdw Government	(0.00)	41,107.66	41,107.66	5	Providing devices or connectivity for in-classroom and distance learning.
P21-00169	8/10/2020	Teacher Laptops For Classroom & Distance Learning	Cdw Government	5,322.22	1,361.03	6,683.25	5	Providing devices or connectivity for in-classroom and distance learning.
	8/10/2020	Teacher Laptops For Classroom & Distance Learning	Cdw Government	-	-	-	5	Providing devices or connectivity for in-classroom and distance learning.
	8/19/2020	Teacher Material For 2021 (August)		-	400.37	400.37	4	Providing additional instructional materials or supports.
	8/19/2020	Teacher Material For 2021 (July)		-	4,075.17	4,075.17	4	Providing additional instructional materials or supports.
	8/19/2020	Teacher Material For 2021 (Sept)		1,000.00	-	1,000.00	4	Providing additional instructional materials or supports.
P20-02787	2/27/2020	Teacher Supplies For Covid-19	Office Depot Inc	-	-	-		
	10/22/2020	Tech Equipment For Shpd Staff Remote Work-Covid	Cdw Government	5,378.03	-	5,378.03	5	Providing devices or connectivity for in-classroom and distance learning.
P21-00338	8/14/2020	Tech For Teachers For Distance Learning	Cdw Government	(0.00)	15,512.52	15,512.52	5	Providing devices or connectivity for in-classroom and distance learning.
P21-00339	8/16/2020	Tech For Teachers For Distance Learning	Cdw Government	605.81	577.93	1,183.74	5	Providing devices or connectivity for in-classroom and distance learning.
P21-00897	9/9/2020	Tech For Teachers For Distance Learning	Cdw Government	18,648.61	1,009.35	19,657.96	5	Providing devices or connectivity for in-classroom and distance learning.
P21-00115	8/5/2020	Technology Equipment For Accounting Remote Work	Cdw Government	(0.00)	167.66	167.66	5	Providing devices or connectivity for in-classroom and distance learning.
P21-00153	8/7/2020	Technology Equipment For Nutrition Staff	Cdw Government	(0.00)	85,522.21	85,522.21	5	Providing devices or connectivity for in-classroom and distance learning.
P21-00114	8/3/2020	Technology Equipment For Serna Staff Remote Work	Cdw Government	(0.00)	1,882.73	1,882.73	5	Providing devices or connectivity for in-classroom and distance learning.
P21-00159	8/7/2020	Technology Equipment-Enrollment Center Remote W	Cdw Government	1,010.07	2,188.40	3,198.47	5	Providing devices or connectivity for in-classroom and distance learning.
P21-01217	11/9/2020	Technology Equipment-Enrollment Center Remote W	Cdw Government	11,439.78	-	11,439.78	5	Providing devices or connectivity for in-classroom and distance learning.
P21-00609	8/13/2020	Technology Equipment-Transportation Remote Work	Cdw Government	5,719.89	-	5,719.89	5	Providing devices or connectivity for in-classroom and distance learning.
		Technology for Remote Work			141,647.58	141,647.58	5	Providing devices or connectivity for in-classroom and distance learning.
TB21-00036	8/19/2020	Textbook Purchase Due To Covid-19 Loss	J & C Books	-	65,756.78	65,756.78	4	Providing additional instructional materials or supports.
TB21-00038	8/19/2020	Textbook Replacement Due To Covid-19 Loss	Textbook Warehouse Llc	4,872.76	105,051.20	109,923.96	4	Providing additional instructional materials or supports.
TB21-00048	8/25/2020	Textbook Replacements Due To Covid Loss	Follett Educational Services	58.93	112,140.90	112,199.83	4	Providing additional instructional materials or supports.
	11/5/2020	The Met Recruitment Flyer		-	-	-		
P21-00974	10/29/2020	Tilt Carts For Meal Prep Sites/Cardboard Transport	Home Depot Usa	993.98	477.30	1,471.28	8	Access to school breakfast and lunch programs.

COVID-19 CARES Act Report

PO #	Date	Description	Vendor	Encumbered	Expensed	Total Enc + Exp	Exp. % Category	Exp. % Description
P21-01055	11/3/2020	Timers For Hand Washing Intervals (Covid)	Office Depot Inc	-	325.82	325.82	10	Public health testing, personal protective equipment, supplies to sanitize and clean the facilities and school buses.
CS21-00129	10/6/2020	Uptown Studios	Uptown Studios Inc	22,500.00	-	22,500.00	10	Public health testing, personal protective equipment, supplies to sanitize and clean the facilities and school buses.
P21-01082	11/2/2020	Utility Carts For Meal Service (Covid)	Uline Inc	-	13,326.52	13,326.52	8	Access to school breakfast and lunch programs.
P21-01319	8/24/2020	Uvdi Vpac For Classrooms - Covid-19	Johnson Controls Inc	4,941,000.00	1,207,125.00	6,148,125.00	10	Public health testing, personal protective equipment, supplies to sanitize and clean the facilities and school buses.
P21-00307	8/26/2020	Vernier Video Analysis Software (Chen)	Vernier Software & Technology	-	149.00	149.00	5	Providing devices or connectivity for in-classroom and distance learning.
TB21-00040	8/25/2020	Walch Math Text Replacement Due To Covid Loss	Mathematics & Problem Solving	(0.00)	65,030.82	65,030.82	4	Providing additional instructional materials or supports.
P21-00637	9/23/2020	Wevideo License - Distance Learning	Wevideo	-	4,584.00	4,584.00	5	Providing devices or connectivity for in-classroom and distance learning.
P21-00611	9/1/2020	Wi-Fi Hotspots For Distance Learning	Natomas Usd	(0.00)	74,095.68	74,095.68	5	Providing devices or connectivity for in-classroom and distance learning.
P21-01446	12/15/2020	Wireless Access Points (Wap) - DI	Cdw Government	1,396,752.60	-	1,396,752.60	5	Providing devices or connectivity for in-classroom and distance learning.
P21-00464	8/31/2020	Zoom: K-12 / DI - Webinar Additions	Zoom Video Communications Inc	-	4,829.86	4,829.86	5	Providing devices or connectivity for in-classroom and distance learning.
Total Encumbered and Expensed				15,405,976	15,017,952	30,423,927.72		
Plus Salaries and Benefits Expensed as of 1-28-21						5,510,780.69		
Plus FY 2019-20 Expenditures						232,371.07		
Grand Total						36,167,079.48		
To Be Moved to LLM Funds						(797,887.48)		



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 11.1f

Meeting Date: February 4, 2021

Subject: Approve Minutes of the January 14, 2021, 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 January 14, 2021, Board of Education Meeting.

Background/Rationale: None

Financial Considerations: None

LCAP Goal(s): Family and Community Empowerment

Documents Attached:

1. Minutes of the January 14, 2021, Board of Education Regular Meeting

<p>Estimated Time of Presentation: N/A Submitted by: Jorge A. Aguilar, Superintendent Approved by: N/A</p>



Putting
Children
First

BOARD OF EDUCATION MEETING AND WORKSHOP

Board of Education Members

Christina Pritchett, President (Trustee Area 3)
Lisa Murawski, Vice President (Trustee Area 1)
Darrel Woo, Second Vice President (Trustee Area 6)
Leticia Garcia (Trustee Area 2)
Jamee Villa (Trustee Area 4)
Chinua Rhodes (Trustee Area 5)
Lavinia Grace Phillips (Trustee Area 7)
Isa Sheikh, Student Member

Thursday, January 14, 2021

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

2020/21-17

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 Pritchett, and roll was taken.

Members Present:

*President Christina Pritchett
Vice President Lisa Murawski
Second Vice President Darrel Woo
Leticia Garcia
Lavinia Grace Phillips
Chinua Rhodes
Jamee Villa*

Student Member Isa Sheikh arrived at 6:00 p.m. for Open Session.

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/SCUSDcommentJanuary14> 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, January 14. 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 or nonagenda 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) Existing litigation pursuant to subdivision (d)(1) of Government Code section 54956.9 (SCUSD v. Workday and Sierra-Cedar – Case No. STK-CV-UBC-2019-0007274)*
- 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 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 #7, 2019-20*

4.0 CALL BACK TO ORDER/PLEDGE OF ALLEGIANCE

4.1 The Pledge of Allegiance

4.2 Broadcast Statement

- #### **4.3 Stellar Student – Raelynn O’Bray, a Sixth Grade student from Harkness Elementary School was introduced by Member Rhodes.**

5.0 ANNOUNCEMENT OF ACTION TAKEN IN CLOSED SESSION

None

6.0 AGENDA ADOPTION

President Ryan asked for a motion to adopt the agenda. A motion was made to approve by Second Vice President Woo and seconded by Vice President Murawski. The Board voted unanimously to adopt the agenda.

7.0 SPECIAL PRESENTATION

7.1 Update on the Adopted Conditions of Readiness for the Re-opening of School (Various District Departments) Information

Superintendent Aguilar made some introductory comments, after which the team (Chief Academic Officer Christine Baeta, Facilities Director Nathaniel Browning, Student Support and Health Services Director Victoria Flores, Chief Communication Officer Tara Gallegos, Chief Continuous Improvement and Accountability Officer Vincent Harris, Coordinator of Risk Management Keyshun Marshall, and Chief Human Resources Officer Cancy McArn) presented on a return together vision statement, critical milestones, COVID-19 cases in Sacramento County, learning hubs and waiver applications, the Governor's 2021 school re-opening focus and safe school plan, key considerations for the development of proposed metrics, and COVID-19 testing.

*Public Comment:
Morena Bray*

Board Comments:

President Pritchett asked if it had been considered that not all sanitizing stations can be alcohol based. Ms. Flores answered that she will look into this; she feels there will be an alternative available for students. President Pritchett also asked if parents were asked in the survey how they felt about swabbing. Ms. Flores said we do not know that yet, but it is a self-swab, so students will be able to control it. Parent permission will be required as well.

Member Villa thanked staff and said it is exciting to see what staff will be doing to keep students and staff safe.

Student Member Sheikh also thanked staff and said he hopes the presentation reassures parents when the time comes for them to decide to send students back to school. He asked for more explanation of the filtration system. Mr. Browning provided that information.

Vice President Murawski also thanked staff for the presentation. She feels the dashboard will be very helpful, and she clarified with Ms. Gallegos that it will be available in the next week or so. She asked what vaccine deployment will look like. Ms. Flores said we have an immunization grade freezer, but not a very deep one, so that means we would probably get the Moderna vaccine. The thought is to conduct this as a drive-through clinic as we have a large parking lot at Serna that is not currently being much utilized. Also the thought is to have registration online. Some people may want to go to their own

provider, and also there is Cal Expo. These options will help to move through this large group as quickly as possible. Vice President Murawski said she is happy the District is looking at the rapid test. She asked if we can offer a diagnostic option as well. Ms. Flores said that we are pursuing both types of test. Vice President Murawski asked if we will need additional staff. Ms. Flores said it depends on different variables, of which the District is actively exploring. Vice President Murawski said she would like to hear, at a later time, about the instructional model.

Member Garcia said she is also interested in hearing about the instructional model. She thanked staff, and noted that the state guidelines are ever changing. She asked, on a scale of one to ten, where is the District plan in relation to the governor's plan. Superintendent Aguilar referred to the data dashboard slide and the state's. He said we are still not clear on details that will determine meeting the state's metrics, such as for personal protective equipment. Therefore, it is hard to say right now how the metrics align. He thanked staff for being proactive however. Mr. Harris explained that we are using the same source documents, therefore there is a tight relationship between local and state metrics. Member Garcia asked for the progress toward a memorandum of understanding, which is a requirement to re-open. Superintendent Aguilar noted that the latest on negotiations can be accessed on the District website. He said that the latest counter proposal to labor partners is in line with the metrics we have adopted. He also noted that we are not currently eligible to apply for state funds due to the number of COVID-19 cases. He said also that it is difficult to tell right now what metrics will ultimately be followed, local, governor's proposal, or some sort of statewide guidance. Member Garcia asked for clarification on the ability of the District to apply for funds. She also asked what is going out to the workforce regarding intent to return and intent regarding the vaccine. Superintendent Aguilar agreed that staffing for re-opening must be determined and is critical to prepare for re-opening. Ms. McArn noted that in August staff was asked if they planned to return physically and if there were any underlying conditions and/or if they required any accommodations to report remotely or in person. In the fall, it was asked more specifically at school sites if they would return in person. Member Garcia then asked about opening athletic fields for recreational leagues that are willing to abide by the guidelines. Superintendent Aguilar asked Mr. Bozio and Ms. Marshall to respond. Mr. Bozio explained the current agreement, and noted that there is a meeting scheduled with SEIU. Member Garcia asked for a timeline, and Mr. Bozio said they would like it to be sooner than later. It is contingent upon state and local guidelines, and he said the Facilities Department has been working on signage regarding social distancing for this. Liability waivers would be attach to any permits issued.

Member Rhodes said that COVID-19 relief and recovery is 100 percent one of the most pressing things for our families, students, and District, so it is amazing to hear the work that is being done and the collaboration that is being done with labor partners. He asked when tours will be happening at the Cal Expo site. Ms. Flores said that was a collaboration with Sacramento County Public Health; they offered to link us with someone that will give us a tour of that vaccine program. She thinks it will happen next week. Member Rhodes said he would like to attend.

7.2 Approve Resolution No. 3179: Recognition of Human
Trafficking Awareness Month, January 2021

Action
(Roll Call Vote)

(President Christina Pritchett)

President Pritchett read parts from the resolution. She noted that trafficking comes in all kinds of forms, including labor.

Public Comment:

Renee Webster-Hawkins

Board Comments:

Second Vice President Woo moved to adopt the resolution, and Member Garcia seconded.

Ms. Webster-Hawkins brought up a point during her public comment which the Board discussed. Members Garcia and Rhodes commented. Vice President Murawski suggested moving forward with the resolution tonight and following up with specific points in the future. President Pritchett agreed. Member Rhodes suggested getting community input and bringing this back in the future. Member Phillips agreed. She asked if this is something we already have, and President Pritchett replied that we have been bringing this resolution to the Board every year and that we will bring this back to be amended. Superintendent Aguilar asked Matt Turkie to give a Curriculum perspective. He said that human trafficking is part of mandatory sexual health curriculum. Ms. Flores reported that Aliya Holmes has been heading work in this area in the Foster Youth Department for many years.

Member Garcia asked if this resolution directs staff to come back with a plan. President Pritchett said that the resolution is to recognize human trafficking awareness month.

Member Rhodes questioned why the resolution speaks to LCFF funds. Mr. Harris said historically LCFF funding has been noted because of the broad notion of recognizing and supporting at risk student populations. He said that can be adjusted and should not hold up the vote tonight.

Superintendent Aguilar took the roll call vote, and the motion was unanimously approved.

President Pritchett reported that the City of Refuge will be accepting this resolution for the work they do.

7.3 State and Federal Budget Overview (Rose Ramos)

Information

Chief Business Officer Rose Ramos and a representative from School Services of California, Leilani Aguinaldo, presented. Ms. Aguinaldo gave an overview of the current state and federal budget. Ms. Ramos reported on what this means for the District.

Public Comment:

Nikki Milevsky

Board Comments:

President Pritchett said she has been thinking about the upcoming fiscal recovery plan discussion that the Board will need to be talking about in the near future, and she feels

they need an in-depth conversation and to unpack it a little bit more. Therefore, she asked for a special board meeting to happen within the next two weeks, prior to the next board meeting.

Member Rhodes said that this is some welcome news compared to the news being received previously. He said it is an opportunity to look at things differently and perhaps move in a different direction. He asked if we can apply for funding even though the District is not yet ready to return to school in person. Ms. Aguinaldo said that is correct, districts are able to apply for the grants as long as they meet the criteria by the February 1st deadline. She reviewed the requirements. Member Rhodes then asked if the projected funds would allow us to say that our proposed cuts would be unneeded. Ms. Ramos said that it depends on where we land with enrollment. Member Rhodes verified enrollment projection numbers and asked if it is highly possible that the amount we are taking about coming in will net as a positive. Ms. Ramos said that the amount is not enough to satisfy our deficit and that the deficit is the problem; it will help, but it will not resolve the deficit problem. Member Rhodes asked if these cuts will help our deficit. Ms. Ramos said that the cuts do help the deficit but do not eliminate it.

Member Garcia thanked Ms. Ramos and Ms. Aguinaldo for the presentation. Even though the state and federal budgets look good, she noted the distinction between on-going dollars and one-time dollars, and stated that the District's structural deficit problem is on-going. She asked what the net savings is regarding the COLA and the PERS/STRS retirement saving, and if the savings are on-going or one-time. Ms. Ramos said that number has not been calculated, but she believes the adjustment is for only one year. Ms. Aguinaldo said that is correct, the adjustment is for one year, and then the rates go back up from there. Member Garcia then asked if we know what additional needs we may have as a district in relation to COVID-19 and the federal funding of \$69 million dollars for that. She also asked about the application status for the deferral exemption. Ms. Ramos said that the District has not heard back yet on the exemption. Ms. Aguinaldo said she will check on this. Regarding the \$69 million dollars, Ms. Ramos said, as the District has just learned of this funding over the holiday break, an analysis has not yet been done, but they are starting to have conversations. Superintendent Aguilar said that the COVID-19 relief funds have strict restrictions and regulations, therefore these one-time funds are very different than those received in the past. This does not mean however that the District will not be creative in trying to use some of these resources on a temporary basis for staffing perhaps, but it is early right now, and we must still think about negotiations implications even if we think that there are ways in which we can argue that some of our on-going expenditures are preparing us for dealing with this pandemic. Member Garcia commented that she hopes that as a district we will advocate for some of the proposals that greatly benefit the District. She also said that she supports President Pritchett's request to have an in-depth conversation about the fiscal recovery plan as a special session.

Vice President Murawski said she wanted to echo the comments of Member Garcia regarding on-going versus one-time funds. She would like to talk more about that in the fiscal recovery plan. She also said, as did Member Rhodes, that this is extremely good news in an era of a lot of bad news. She feels the District has the opportunity to be creative and noted that the District has the next two school years to use these federal dollars. She said she would like to hear what the planning process is for designing a plan for how these funds should be used. Superintendent Aguilar answered that as we continue

to wait to see what might be further details from, say the governor's plan for reopening, we will know the actual requirements. We are still going to wait for the legislature to weigh-in as well, and at some point, once we have all of those details, he feels there will be opportunities for us to think about additional investments that might give greater confidence to our community that we have done everything that is required and also demonstrate a commitment to go above and beyond which he feels we have continued to do even at this early stage as we are waiting and reacting to new guidance on an on-going basis. He said we should probably have a discussion about how we make sure that we have a balanced approach so that we are ready to respond to more specific details around potential requirements in the governor's plan and legislature's plan for reopening as we wait to see what the discussions around AB-10 look like, for example. In terms of the local metrics, he feels we should probably have a further discussion about additional details that we might want to add. He spoke about personal protective equipment (PPE) as an example. Vice President Murawski said maybe we can follow up and see what makes sense for the Board and the larger community in terms of how we stay informed of what the District's plans are for those dollars, about how we appropriate that money. She feels it is a really good opportunity to be strategic with those dollars, so she would like to see some kind of process where we talk about a strategy across the two years. She asked Ms. Ramos if cash flow is something that we do not need to be that worried about since the TRAN is set up. Ms. Ramos said that right now we are fine in that we are going to be able to repay the TRAN if we end up issuing it this spring. She said that the coming year is where the projection shows that we will begin to struggle with cash. Vice President Murawski asked if the federal funds will help with this, and Ms. Ramos said yes. Vice President Murawski said the enrollment numbers look odd to her, increases in 9-12 grade and decreases in the other grades. She would like to look at this more during the later discussion on the fiscal recovery plan. She said she appreciated the presentation's coverage of the books and supplies line item.

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/SCUSDcommentJanuary14> 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, January 14 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 or nonagenda 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:
Renee Webster-Hawkins
Maria Rodriguez
Trina Hahm
David Aleman*

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 Advisory Committees:

Information

- Community Advisory Committee – Rose McAuliffe reported on behalf of the CAC; Maria Rodriguez gave public comment
- District English Learner Advisory Committee – No report given
- Local Control Accountability Plan/Parent Advisory Committee – No report given
- Student Advisory Council – No report given

9.3 Superintendent's Report (Jorge A. Aguilar)

Information

Superintendent Aguilar said a special board meeting will be scheduled to discuss the fiscal recovery plan. He spoke about the efforts being engaged in regarding the re-opening of schools and thanked staff for their contributions. He said we are encouraged by the governor's proposals and that our community has been disproportionately impacted by the pandemic. He acknowledged the work being done at the learning hubs, and spoke about the COVID-19 case rate in the county. He recently visited several schools providing learning hubs. He reminded that the District will be closed in honor of Dr. Martin Luther King, Jr. Lastly, he shared information on current and future vaccine distribution.

9.4 President's Report (Christina Pritchett)

Information

President Pritchett applauded the efforts of District nurses that have received the vaccine.

9.5 Student Member Report (Isa Sheikh)

Information

Student Member Sheikh spoke about exacerbated inequities during the pandemic for students. He shared information from a listening session held with Members Garcia, Rhodes, and Villa, and although he acknowledged the work of

District staff, he stated that it has and will never be enough as we do not have the staff to replicate the success of in-person learning. He is excited for efforts such as AB-10, and he hopes we can move from the purple tier soon. He feels there is a disconnect between the Board and the ground level situation and has heard that some teachers do not want in-person instruction to commence until September, and he is disheartened by that. He reported that the floor for grading is not universally being used, and spoke of difficulties students face in the realm of distance learning.

9.6 Information Sharing By Board Members

Information

Member Garcia thanked Student Board Member Sheikh for sharing information from the listening session held, and she said that they targeted high schools in Members Rhode's and Villa's trustee areas. They had a high turnout from students. She said students shared how exhausted they feel from the academic work load, many stating that they are working 11 hours a day between classes and homework.

Member Villa shared that she was very concerned with things the students shared; some stated that they were doing their homework rather than eating. Some students are frustrated with the education they are receiving from their teachers; she said the accountability factor is huge. She wants to make sure that moving forward we are doing all we can for students in terms of mental health and counseling.

Superintendent Aguilar said that we will be expanding the number of listening sessions. He said we may be able to partner with the Student Advisory Council through the Youth Development Department. He spoke of utilizing the space of the learning hubs and using the learning hubs to get feedback from students more directly.

10.0 PUBLIC HEARINGS

10.1 Public Hearing: California Montessori Project (Jesse Ramos and Vincent Harris)

Information

The Director of Innovative Schools, Jesse Ramos, presented. He gave an overview of the charter school and explained the purpose

of a public hearing and process for renewal. The petitioners, Superintendent Brett Barley, Principal Bernie Evangelista, and Dean Shannon Schmidt, also presented.

Vice President Murawski motioned to extend the meeting to 11:30 p.m., and Student Member Sheikh seconded. The motion passed unanimously.

Public Comment:

*Melanie Brown
Tamika L'Ecluse
Marwa Helmy
Sam Hartsell-Jenkins*

Board Comments:

Member Garcia congratulated the school on outstanding student performance. She shared that her daughters were able to participate in a Montessori pre-school program, and one of the speakers tonight was their pre-school teacher. Member Garcia said it is a great model. She said she would like to know more about their student demographics. She asked where their students generally go once they leave 8th grade. Principal Evangelista said that they go to many different schools including many District schools. Member Garcia asked if the 330 students currently served is the school's capacity. Principal Evangelista said they are just at 330 students, and Superintendent Barley said they do not have great growth goals as they are utilizing the space in the building that they have now. Member Garcia clarified that the petition is for renewal for five years and that they are not asking for growth. Superintendent Barley said that is correct.

Member Villa thanked the presenters and asked if they are a lottery based enrollment. Superintendent Barley said that is correct.

10.2 Public Hearing: Capitol Collegiate Academy (Jesse Ramos and Vincent Harris)

Information

The Director of Innovative Schools, Jesse Ramos, presented. He gave an overview of the charter school and explained the purpose of a public hearing and process for renewal. The principal, Cristin Fiorelli, also presented.

Public Comment:

*Thomas Her
Ronnie Chavez
V. Gutierrez
Ryan Reynolds
Treasure Jardines*

*Megan Yazigi
Aiden Cabrera
Veronica Morales
Shannon Wood
Brandon Baston
Alexandra Cruz
Alejandra Gonzalez
Anna Miller
Myan Nguyen
Brandi Arendt
Allison Volga
Marisa Ramirez
Tyler Deaton
Portia Howard
Karen Hernandez
Elisianna Rios
Katie Arkfeld
Leslie Grundy
Icarius Hernandez
Juliana Naulivou
Britanny Coghlan
Pam Thompson
Belinda Fulbright
Mariela Cruz*

Board Comments:

None

*10.3 Public Hearing: First Reading of Proposed Board Policy
4033, Lactation Accommodation (Raoul Bozio)*

Information

*In House Counsel Raoul Bozio gave the first reading of proposed
Board Policy (BP) 4033.*

Public Comment:

None

Board Comments:

*Member Phillips noted that not all persons expressing breast milk
are mothers. Mr. Bozio said we can look at making an alternation
to the language.*

*10.4 Public Hearing: First Reading of Revised Board Policy 6173,
Education for Homeless Children (Raoul Bozio)*

Information

In House Counsel Raoul Bozio gave the first reading of revised Board Policy (BP) 6173.

*Public Comment:
Renee Webster Hawkins*

Board Comments:

Member Garcia said she would like to take this opportunity to beef up the policy by having areas where we are more committed to the identification of homeless youth and by having the housing questionnaire provided be mandatory rather than optional. She would like to make sure that as the policy is revised that we make sure that we think about opportunities to make it stronger and also train staff in the science of homelessness, because homelessness is not just lacking shelter. The federal definition of homelessness is much broader, i.e., living on a temporary basis with other family members. She would also like to disseminate the information to the public. Mr. Bozio said that some of these aspects are in the regulation, so he will be sure to attach the regulation when this comes back to the Board.

Member Murawski also agrees with Member Garcia's comments about the housing questionnaire and noted that there needs to be a process in place to periodically review policies for compliance and when they need to be updated.

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 Amendment to Leataata Floyd Elementary School Farm and Community Garden Project Agreement (Rose Ramos)

11.1c Approve Personnel Transactions (Cancy McArn)

11.1d Approve Mandatory Reporting to the Sacramento County Office of Education – Uniform Complaints Regarding the Williams Settlement Processed for the Period of October 2020 through December 2020 (Cancy McArn)

- 11.1e *Approve Staff Recommendations for Expulsion Re-Entry of Expulsion #7, 2019-20, as Determined by the Board (Doug Huscher and Stephan Brown)*
- 11.1f *Approve Minutes of the December 10, 2020, Board of Education Meeting (Jorge A. Aguilar)*
- 11.1g *Approve Annual Adjustment to Bid Threshold per Public Contract Code §20111 (Rose Ramos and Jessica Sulli)*
- 11.1h *Approve Donations to the District for the Period of December 1-31, 2020 (Rose Ramos)*
- 11.1i *Approve Business and Financial Report: Warrants, Checks, and Electronic Transfers Issued for the Period of December 2020 (Rose Ramos)*
- 11.1j *Approve Minutes of the December 17, 2020, Board of Education Meeting (Jorge A. Aguilar)*

President Pritchett asked for a motion to adopt the Consent Agenda. A motion was made to approve by Second Vice President Woo and seconded by Member Villa. The Board voted unanimously to adopt the Consent Agenda.

Student Member Sheikh made a motion to extend the meeting to 11:45 p.m. Member Villa seconded, and the motion passed unanimously.

12.0 BUSINESS AND FINANCIAL INFORMATION/REPORTS

Receive Information

12.1 Business and Financial Information:

- *Enrollment and Attendance Report, Month 3 (Rose Ramos)*
- *Purchase Order Board Report for the Period of November 15, 2020, through December 14, 2020 (Rose Ramos)*

President Pritchett received the Business and Financial information/reports.

Public comment was made on the Business and Financial Information by Maria Rodriguez.

13.0 FUTURE BOARD MEETING DATES / LOCATIONS

- ✓ *February 4, 2021 4:30 p.m. Closed Session, 6:00 p.m. Open Session, Serna Center, 5735 47th Avenue, Community Room, Regular Workshop Meeting*
- ✓ *February 18, 2021 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 Pritchett asked for a motion to adjourn the meeting; a motion was made by Student Member Sheikh and seconded by Member Phillips. The motion was passed unanimously, and the meeting adjourned at 11:45 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



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 11.1g

Meeting Date: February 4, 2021

Subject: Approve the Commission on Professional Competence Decision in the Matter of the Dismissal Against Jonathan Hubbard, OAH Case No. 2019120095

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

Division: Legal Services

Recommendation: Approve the decision in the matter of the dismissal against Jonathan Hubbard.

Background/Rationale: This matter came on for hearing before the Commission on Professional Competence (“Commission”) on July 9, September 14 through September 18, and October 9, 2020.

This matter concerns charges that Jonathan Hubbard violated multiple sections of the Education Code and violated or refused to obey laws of the State or reasonable regulations prescribed for the government of public schools by the State Board or by the District’s Board. Specifically, the charges provide that Jonathan Hubbard sent unsolicited sexually explicit messages and content to current and former students on Instagram, had inappropriate conversations with students, posted inappropriate photos and photo comments on Instagram that were visible to current and former students, verbally disparaged his ex-wife during class instruction, and made dishonest statements to the District to conceal or otherwise absolve his culpability for his conduct.

After considering the applicable standards and the evidence, the Commission determined that Jonathan Hubbard is unfit to teach. The Commission further determined cause exists to dismiss Jonathan Hubbard under Education Code section 44932 for immoral conduct, persistent violations of Board policy, and an evident unfitness for service based upon his inappropriate communications and propositions to

District students. The Commission found no cause exists to dismiss him for dishonesty. Based on the aforementioned, the Commission upheld the District's dismissal of Jonathan Hubbard and his appeal of his dismissal from employment was denied.

Documents Attached:

<p>Estimated Time of Presentation: N/A Submitted by: Raoul Bozio, In House Counsel Approved by: Jorge A. Aguilar, Superintendent</p>



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 12.1

Meeting Date: February 4, 2021

Subject: Business and Financial Information

- 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 business and financial information.

Background/Rationale: Enrollment and Attendance Report for Month 4 Ending December 18, 2020.

Financial Considerations: Reflects standard business information.

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

Documents Attached:

1. Enrollment and Attendance Report for Month 4 Ending December 18, 2020

<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
ENROLLMENT AND ATTENDANCE REPORT
MONTH 4, ENDING FRIDAY, DECEMBER 18, 2020
TRADITIONAL SCHOOLS

ELEMENTARY TRADITIONAL	REGULAR ENROLLMENT			Special Education Grades K-6	TOTAL MONTH-END ENROLLMENT	PERCENTAGE FOR THE MONTH	AVERAGE CUMULATIVE ACTUAL ATTENDANCE	
	Kdgn	Grades 1-3	Grades 4-6				2020-2021 Actual Attendance	Cum Attd Days /70 2020-2021
A M Winn Elementary K-8 Waldorf	59	121	122	15	317	94.66%	306.31	96.50%
Abraham Lincoln Elementary	59	219	224	1	503	90.46%	457.41	91.57%
Alice Birney Waldorf-Inspired K-8	71	143	173	2	389	94.88%	379.75	97.61%
Bret Harte Elementary	22	64	83	38	207	87.92%	188.92	90.20%
Caleb Greenwood	72	239	223	1	535	96.95%	529.02	97.92%
Camellia Basic Elementary	65	187	177	9	438	98.48%	431.77	99.02%
Capital City School	5	11	17	0	33	97.17%	28.67	97.40%
Caroline Wenzel Elementary	29	97	103	40	269	89.78%	250.92	93.06%
Cesar Chavez Elementary	0	0	361	9	370	89.88%	332.10	90.52%
Crocker/Riverside Elementary	96	268	267	0	631	99.50%	634.04	99.57%
David Lubin Elementary	66	200	198	32	496	95.46%	477.43	95.58%
Earl Warren Elementary	48	175	194	13	430	94.50%	397.84	92.73%
Edward Kemble Elementary	109	409	0	11	529	90.40%	467.04	90.01%
Elder Creek Elementary	92	347	323	0	762	95.29%	726.69	95.46%
Ethel I Baker Elementary	72	262	275	12	621	93.74%	582.84	94.31%
Ethel Phillips Elementary	66	197	170	16	449	92.00%	408.78	91.71%
Father Keith B Kenny Elementary	22	127	137	25	311	94.46%	271.71	88.26%
Genevieve Didion K-8	70	206	194	10	480	98.38%	475.84	98.34%
Golden Empire Elementary	62	223	269	14	568	96.42%	543.92	96.67%
H W Harkness Elementary	47	123	131	9	310	91.68%	290.45	93.69%
Hollywood Park Elementary	44	121	108	32	305	90.18%	263.33	90.75%
Home/Hospital	0	4	3	6	13	100.00%	6.87	100.00%
Hubert H. Bancroft Elementary	69	153	181	21	424	94.69%	401.88	95.58%
Isador Cohen Elementary	25	98	112	30	265	87.25%	230.14	87.49%
James W Marshall Elementary	46	145	137	32	360	91.19%	330.73	92.80%
John Bidwell Elementary	42	112	119	6	279	84.62%	240.31	87.62%
John Cabrillo Elementary	29	115	145	29	318	95.03%	301.24	95.32%
John D Sloat Elementary	36	116	89	17	258	85.84%	222.20	87.61%
John H. Still K-8	59	248	287	14	608	87.15%	519.94	86.12%
John Morse Therapeutic Center	0	0	0	26	26	86.67%	24.24	93.35%
Leataata Floyd Elementary	34	126	147	14	321	81.23%	260.16	81.27%
Leonardo da Vinci K - 8 School	120	284	289	25	718	95.77%	701.75	97.61%
Mark Twain Elementary	24	109	105	22	260	95.02%	233.49	91.21%
Martin Luther King Jr K-8	38	118	109	29	294	93.55%	276.57	93.46%
Matsuyama Elementary	58	221	244	1	524	98.04%	513.41	97.70%
Nicholas Elementary	48	247	258	21	574	90.70%	512.06	89.38%
O W Erlewine Elementary	38	110	109	18	275	93.06%	259.86	93.81%
Oak Ridge Elementary	62	209	218	5	494	84.04%	426.04	87.79%
Pacific Elementary	113	310	293	0	716	87.80%	609.82	87.22%
Parkway Elementary School	64	214	217	31	526	89.04%	465.00	88.90%
Peter Burnett Elementary	47	163	190	25	425	86.88%	380.67	89.01%
Phoebe A Hearst Elementary	95	285	280	1	661	99.42%	656.37	99.52%
Pony Express Elementary	40	160	177	9	386	96.62%	364.37	94.35%
Rosa Parks K-8 School	32	136	144	5	317	84.96%	275.39	87.08%
Sequoia Elementary	48	165	159	10	382	90.24%	357.47	93.81%
Success Academy K-8	0	0	1	0	1	86.67%	0.87	86.67%
Susan B Anthony Elementary	47	138	137	1	323	94.72%	299.24	92.19%
Sutterville Elementary	61	202	189	6	458	98.40%	451.00	98.16%
Tahoe Elementary	61	109	105	49	324	93.09%	302.00	93.97%
Theodore Judah Elementary	70	205	179	18	472	97.37%	457.12	97.34%
Washington Elementary	64	133	111	22	330	88.19%	269.67	83.89%
William Land Elementary	58	161	168	0	387	92.85%	366.67	94.49%
Woodbine Elementary	40	129	104	24	297	87.87%	255.84	85.79%
TOTAL ELEMENTARY SCHOOLS	2,744	8,664	8,755	806	20,969	92.73%	19,417.15	93.03%
Change from prior month					2	42		

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
 ENROLLMENT AND ATTENDANCE REPORT
 MONTH 4, ENDING FRIDAY, DECEMBER 18, 2020
 TRADITIONAL SCHOOLS

MIDDLE SCHOOLS	REGULAR ENROLLMENT			Special Education Grades 7-8	TOTAL MONTH- END ENROLLMENT	PERCENTAGE FOR THE MONTH	AVERAGE CUMULATIVE ACTUAL ATTENDANCE	
	Grade 7	Grade 8	Total Grades 7-8			2020-2021 Actual Attendance	Cum Attd Days/70	PERCENTAGE 2020-2021
							2020-2021	
A M Winn Elementary K-8 Waldorf	25	41	66	0	66	89.29%	58.86	92.40%
Albert Einstein MS	319	339	658	40	698	96.44%	678.22	96.60%
Alice Birney Waldorf-Inspired K-8	59	59	118	0	118	93.16%	114.84	97.34%
California MS	419	493	912	11	923	91.50%	853.69	92.79%
Capital City School	15	13	28	0	28	54.88%	18.06	73.50%
Fern Bacon MS	333	336	669	38	707	88.15%	635.29	90.38%
Genevieve Didion K-8	51	53	104	0	104	99.49%	103.31	99.34%
Home/Hospital	1	1	2	5	7	100.00%	5.18	100.00%
John H. Still K-8	109	140	249	19	268	89.13%	239.73	89.39%
John Morse Therapeutic Center	0	0	0	14	14	77.83%	12.65	84.76%
Kit Carson 7-12	181	192	373	25	398	92.45%	367.73	93.09%
Leonardo da Vinci K - 8 School	67	51	118	17	135	99.21%	132.47	98.47%
Martin Luther King Jr K-8	27	29	56	0	56	93.10%	51.80	91.48%
Rosa Parks K-8 School	199	180	379	39	418	83.45%	355.24	85.59%
Sam Brannan MS	147	175	322	44	366	94.09%	346.78	95.18%
School of Engineering and Science	127	126	253	0	253	94.65%	244.26	96.13%
Success Academy K-8	0	0	0	0	0	0.00%	0.00	0.00%
Sutter MS	559	562	1121	21	1142	97.39%	1123.31	97.97%
Will C Wood MS	324	332	656	49	705	94.45%	660.24	93.54%
TOTAL MIDDLE SCHOOLS	2,962	3,122	6,084	322	6,406	92.88%	6,001.65	93.84%

Change from prior month	-1	8
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SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
 ENROLLMENT AND ATTENDANCE REPORT
 MONTH 4, ENDING FRIDAY, DECEMBER 18, 2020
 TRADITIONAL SCHOOLS

HIGH SCHOOLS	REGULAR ENROLLMENT					Total Grade 9-12	Special Education Grades 9-12	TOTAL MONTH- END ENROLLMENT	PERCENTAGE FOR THE MONTH	AVERAGE CUMULATIVE ACTUAL ATTENDANCE	
	Continuation	Grade 9	Grade 10	Grade 11	Grade 12				2020-2021 Actual Attendance	Cum Attd Days/70	PERCENTAGE 2020-2021
American Legion HS	178	0	0	0	0	178	0	178	57.06%	101.00	57.20%
Arthur A. Benjamin Health Prof	0	51	48	45	53	197	14	211	92.32%	191.06	92.58%
C K McClatchy HS	0	584	609	529	504	2226	78	2304	88.90%	2046.94	91.17%
Capital City School	0	21	30	64	112	227	0	227	75.98%	185.12	78.83%
Hiram W Johnson HS	0	515	425	441	316	1697	177	1874	81.46%	1522.10	83.82%
Home/Hospital	0	0	0	0	1	1	12	13	100.00%	10.39	100.00%
John F Kennedy HS	0	546	511	492	462	2011	125	2136	91.68%	1948.88	93.02%
Kit Carson 7-12	0	72	64	38	18	192	0	192	97.92%	187.47	97.27%
Luther Burbank HS	0	399	390	355	387	1531	162	1693	85.69%	1492.61	88.66%
Rosemont HS	0	389	381	271	280	1321	114	1435	89.81%	1309.33	92.41%
School of Engineering and Science	0	97	97	65	56	315	0	315	96.06%	306.20	97.03%
West Campus HS	0	219	195	215	199	828	0	828	98.86%	820.12	99.20%
TOTAL HIGH SCHOOLS	178	2,893	2,750	2,515	2,388	10,724	682	11,406	88.22%	10,121.21	90.21%

Change from prior month	-1	-1
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SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
 ENROLLMENT AND ATTENDANCE REPORT
 MONTH 4, ENDING FRIDAY, DECEMBER 18, 2020
 TRADITIONAL SCHOOLS

DISTRICT TOTALS	TOTAL MONTH-END ENROLLMENT	PERCENTAGE FOR THE MONTH	AVERAGE CUMULATIVE ACTUAL ATTENDANCE	
		2020-2021 Actual Attendance	Cum Attd Days/70	PERCENTAGE 2020-2021
			2020-2021	
ELEMENTARY	20,969	92.73%	19,417	93.03%
MIDDLE	6,406	92.88%	6,002	93.84%
HIGH SCHOOL	11,406	88.22%	10,121	90.21%
TOTAL ALL DISTRICT SEGMENTS	38,781	91.45%	35,540	92.35%

Total Non-Public Schools as of 1/19/21	307
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Non-Public change from prior month	6
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SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
 ENROLLMENT AND ATTENDANCE REPORT
 MONTH 4, ENDING FRIDAY, DECEMBER 18, 2020
 CHARTER SCHOOLS

2020-2021 DEPENDENT CHARTER SCHOOLS	REGULAR ENROLLMENT					Special Education Grades K-12	TOTAL MONTH-END ENROLLMENT	PERCENTAGE FOR THE MONTH	AVERAGE CUMULATIVE ACTUAL ATTENDANCE	
	Kdgn	Grades 1-3	Grades 4-6	Grades 7-8	Grades 9-12			2020-2021 Actual Attendance	2020-2021	PERCENTAGE 2020-2021
Bowling Green-Mc Coy	37	195	184	0	0	1	417	94.20%	389.51	93.93%
Bowling Green-Chacon	44	138	155	0	0	1	338	96.94%	334.67	98.44%
George W. Carver SAS	0	0	0	0	224	12	236	97.68%	230.90	97.35%
New Joseph Bonnheim Charter	32	131	132	0	0	1	296	86.04%	251.06	84.09%
New Tech High	0	0	0	0	172	2	174	94.26%	162.17	96.46%
The Met High School	0	0	0	0	233	2	235	89.17%	212.06	90.07%
TOTAL DEPENDENT CHARTER SCHOOLS	113	464	471	0	629	19	1,696	93.10%	1,580.37	93.31%

Change from prior month **-1** **-4**

2020-2021 INDEPENDENT CHARTER SCHOOLS	REGULAR ENROLLMENT					Special Education Grades K-12	TOTAL MONTH-END ENROLLMENT	PERCENTAGE FOR THE MONTH	AVERAGE CUMULATIVE ACTUAL ATTENDANCE	
	Kdgn	Grades 1-3	Grades 4-6	Grades 7-8	Grades 9-12			2020-2021 Actual Attendance	2020-2021	PERCENTAGE 2020-2021
Aspire Capitol Heights Academy	21	101	61	0	0	0	183	92.58%	170.78	92.22%
CA Montessori Project Capitol Campus	44	129	119	38	0	0	330	99.29%	328.61	99.53%
Capitol Collegiate Academy	48	163	146	63	0	0	420	93.82%	398.75	95.06%
Growth Public Schools	74	138	28	0	0	0	240	93.83%	233.18	95.62%
Language Academy	84	198	144	0	0	0	426	97.43%	560.72	98.13%
PS 7 Elementary	55	170	176	180	0	0	581	91.94%	525.38	92.28%
Sacramento Charter HS	0	0	0	0	424	0	424	93.06%	387.18	92.31%
SAVA	0	0	0	82	709	0	791	87.91%	631.06	90.18%
Sol Aureus College Preparatory	40	141	138	73	0	0	392	95.68%	377.68	95.30%
Yav Pem Suab Academy	52	216	197	0	0	0	465	95.61%	444.63	95.88%
TOTAL INDEPENDENT CHARTER SCHOOLS	418	1,256	1,009	436	1,133	0	4,252	94.12%	4,057.98	94.65%

Change from prior month **0** **34**

TOTAL CHARTER SCHOOLS	531	1,720	1,480	436	1,762	19	5,948	93.61%	5,638.35	93.98%
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SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
 ENROLLMENT AND ATTENDANCE REPORT
 MONTH 4, ENDING FRIDAY, DECEMBER 18, 2020
 ADULT EDUCATION SCHOOLS

ADULT EDUCATION	ENROLLMENT	HOURS EARNED			2020-2021 CUMULATIVE ADA		
		CONCURRENT	OTHER	TOTAL	CONCURRENT	OTHER	TOTAL
A. Warren McClaskey Adult Center	179	0	4,040.54	4,040.54	0	27.36	27.36
Charles A. Jones Career & Education Center	300	0	11,269.44	11,269.44	0	129.51	129.51
TOTAL ADULT EDUCATION	479	0	15,309.98	15,309.98	0	156.87	156.87

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
 ENROLLMENT AND ATTENDANCE REPORT
 MONTH 4, ENDING FRIDAY, DECEMBER 18, 2020
 GRADE BY GRADE ENROLLMENT

ELEMENTARY SCHOOLS	REGULAR CLASS ENROLLMENT							TOTAL
	Kdgn	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	REGULAR
A M Winn Elementary K-8 Waldorf	59	40	39	42	38	41	43	302
Abraham Lincoln Elementary	59	71	71	77	71	72	81	502
Alice Birney Waldorf-Inspired K-8	71	48	48	47	48	63	62	387
Bret Harte Elementary	22	16	24	24	24	31	28	169
Caleb Greenwood	72	72	95	72	66	63	94	534
Camellia Basic Elementary	65	54	67	66	55	63	59	429
Capital City School	5	3	3	5	6	5	6	33
Caroline Wenzel Elementary	29	29	32	36	44	19	40	229
Cesar Chavez Elementary	0	0	0	0	137	120	104	361
Crocker/Riverside Elementary	96	93	86	89	88	90	89	631
David Lubin Elementary	66	68	63	69	74	70	54	464
Earl Warren Elementary	48	62	62	51	64	72	58	417
Edward Kemble Elementary	109	144	131	134	0	0	0	518
Elder Creek Elementary	92	117	119	111	116	116	91	762
Ethel I Baker Elementary	72	96	80	86	89	105	81	609
Ethel Phillips Elementary	66	67	70	60	55	58	57	433
Father Keith B Kenny Elementary	22	35	47	45	52	45	40	286
Genevieve Didion K-8	70	69	64	73	66	64	64	470
Golden Empire Elementary	62	71	75	77	82	94	93	554
H W Harkness Elementary	47	35	40	48	41	45	45	301
Hollywood Park Elementary	44	31	47	43	29	37	42	273
Home/Hospital	0	1	1	2	1	1	1	7
Hubert H. Bancroft Elementary	69	64	48	41	73	50	58	403
Isador Cohen Elementary	25	23	40	35	37	42	33	235
James W Marshall Elementary	46	48	55	42	44	51	42	328
John Bidwell Elementary	42	43	30	39	30	36	53	273
John Cabrillo Elementary	29	44	34	37	50	52	43	289
John D Sloat Elementary	36	42	29	45	29	28	32	241
John H. Still K-8	59	74	95	79	101	88	98	594
John Morse Therapeutic Center	0	0	0	0	0	0	0	0
Leataata Floyd Elementary	34	39	38	49	46	53	48	307
Leonardo da Vinci K - 8 School	120	96	95	93	96	96	97	693
Mark Twain Elementary	24	34	38	37	39	33	33	238
Martin Luther King Jr K-8	38	48	38	32	44	32	33	265
Matsuyama Elementary	58	71	70	80	77	83	84	523
Nicholas Elementary	48	76	85	86	85	90	83	553
O W Erlewine Elementary	38	32	44	34	33	43	33	257
Oak Ridge Elementary	62	78	72	59	82	78	58	489
Pacific Elementary	113	105	97	108	99	96	98	716
Parkway Elementary School	64	72	70	72	65	66	86	495
Peter Burnett Elementary	47	54	54	55	61	62	67	400
Phoebe A Hearst Elementary	95	93	96	96	96	91	93	660
Pony Express Elementary	40	43	54	63	57	59	61	377
Rosa Parks K-8 School	32	47	41	48	45	53	46	312
Sequoia Elementary	48	50	56	59	60	53	46	372
Success Academy K-8	0	0	0	0	0	1	0	1
Susan B Anthony Elementary	47	43	47	48	39	61	37	322
Sutterville Elementary	61	67	67	68	58	57	74	452
Tahoe Elementary	61	46	30	33	38	35	32	275
Theodore Judah Elementary	70	66	67	72	59	58	62	454
Washington Elementary	64	49	42	42	48	32	31	308
William Land Elementary	58	50	61	50	58	54	56	387
Woodbine Elementary	40	44	48	37	35	37	32	273
TOTAL	2,744	2,863	2,905	2,896	2,930	2,944	2,881	20,163

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
 ENROLLMENT AND ATTENDANCE REPORT
 MONTH 4, ENDING FRIDAY, DECEMBER 18, 2020
 CUMULATIVE TOTAL ABSENCES

ELEMENTARY	TOTAL ENROLLMENT	TOTAL ABSENCES	ACTUAL DAYS OF ATTENDANCE	DAYS ENROLLED	PERCENTAGE OF ATTENDANCE
A M Winn Elementary K-8 Waldorf	317	567	15622	16189	96.50%
Abraham Lincoln El	503	2147	23328	25475	91.57%
Alice Birney Waldorf-Inspired K8	389	474	19367	19841	97.61%
Bret Harte Elementary	207	1047	9635	10682	90.20%
Caleb Greenwood	535	572	26980	27552	97.92%
Camellia Basic Elementary	438	219	22020	22239	99.02%
Capital City School	33	39	1462	1501	97.40%
Caroline Wenzel Elementary	269	954	12797	13751	93.06%
Cesar Chavez ES	370	1773	16937	18710	90.52%
Crocker/Riverside Elementary	631	140	32336	32476	99.57%
David Lubin Elementary	496	1127	24349	25476	95.58%
Earl Warren Elementary	430	1591	20290	21881	92.73%
Edward Kemble Elementary	529	2644	23819	26463	90.01%
Elder Creek Elementary	762	1763	37061	38824	95.46%
Ethel I Baker Elementary	621	1793	29725	31518	94.31%
Ethel Phillips Elementary	449	1884	20848	22732	91.71%
Father Keith B Kenny K-8 School	311	1844	13857	15701	88.26%
Genevieve Didion Elementary	480	410	24268	24678	98.34%
Golden Empire Elementary	568	957	27740	28697	96.67%
H W Harkness Elementary	310	997	14813	15810	93.69%
Hollywood Park Elementary	305	1369	13430	14799	90.75%
Home/Hospital	13	0	481.00	481.00	100.00%
Hubert H. Bancroft Elementary	424	947	20496	21443	95.58%
Isador Cohen Elementary	265	1678	11737	13415	87.49%
James W Marshall Elementary	360	1309	16867	18176	92.80%
John Bidwell Elementary	279	1732	12256	13988	87.62%
John Cabrillo Elementary	318	755	15363	16118	95.32%
John D Sloat Elementary	258	1603	11332	12935	87.61%
John H. Still K-8	608	4357	27037	31394	86.12%
John Morse Therapeutic Center	26	88	1236	1324	93.35%
Leataata Floyd Elementary	321	3057	13268	16325	81.27%
Leonardo da Vinci K - 8 School	718	878	35789	36667	97.61%
Mark Twain Elementary	260	1147	11908	13055	91.21%
Martin Luther King Jr Elementary	294	987	14105	15092	93.46%
Matsuyama Elementary	524	617	26184	26801	97.70%
Nicholas Elementary	574	3104	26115	29219	89.38%
O W Erlewine Elementary	275	874	13253	14127	93.81%
Oak Ridge Elementary	494	3023	21728	24751	87.79%
Pacific Elementary	716	4558	31101	35659	87.22%
Parkway Elementary School	526	2961	23715	26676	88.90%
Peter Burnett Elementary	425	2397	19414	21811	89.01%
Phoebe A Hearst Elementary	661	163	33475	33638	99.52%
Pony Express Elementary	386	1112	18583	19695	94.35%
Rosa Parks K-8 School	317	2083	14045	16128	87.08%
Sequoia Elementary	382	1203	18231	19434	93.81%
Success Academy K-8	1	2	13	15	86.67%
Susan B Anthony Elementary	323	1293	15261	16554	92.19%
Sutterville Elementary	458	430	23001	23431	98.16%
Tahoe Elementary	324	989	15402	16391	93.97%
Theodore Judah Elementary	472	636	23313	23949	97.34%
Washington Elementary	330	2642	13753	16395	83.89%
William Land Elementary	387	1091	18700	19791	94.49%
Woodbine Elementary	297	2162	13048	15210	85.79%
TOTAL	20,969	74,189	990,894	1,065,083	93.03%

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
 ENROLLMENT AND ATTENDANCE REPORT
 MONTH 4, ENDING FRIDAY, DECEMBER 18, 2020
 CUMULATIVE TOTAL ABSENCES

MIDDLE	TOTAL ENROLLMENT	TOTAL ABSENCES	ACTUAL DAYS OF ATTENDANCE	DAYS ENROLLED	PERCENTAGE OF ATTENDANCE
A M Winn Elementary K-8 Waldorf	66	247	3002	3249	92.40%
Albert Einstein MS	698	1216	34589	35805	96.60%
Alice Birney Waldorf-Inspired K-8	118	160	5857	6017	97.34%
California MS	923	3381	43538	46919	92.79%
Capital City School	28	332	921	1253	73.50%
Fern Bacon MS	707	3447	32400	35847	90.38%
Genevieve Didion K-8	104	35	5269	5304	99.34%
Home/Hospital	7	0	362.75	362.75	100.00%
John H. Still K-8	268	1451	12226	13677	89.39%
John Morse Therapeutic Center	14	116	645	761	84.76%
Kit Carson 7-12	398	1393	18754	20147	93.09%
Leonardo da Vinci K - 8 School	135	105	6756	6861	98.47%
Martin Luther King Jr K-8	56	246	2642	2888	91.48%
Rosa Parks K-8 School	418	3051	18117	21168	85.59%
Sam Brannan MS	366	895	17686	18581	95.18%
School of Engineering and Science	253	502	12457	12959	96.13%
Success Academy K-8	0	0	0	0	0.00%
Sutter MS	1142	1186	57289	58475	97.97%
Will C Wood MS	705	2326	33672	35998	93.54%
TOTAL	6,406	20,089	306,183	326,272	93.84%

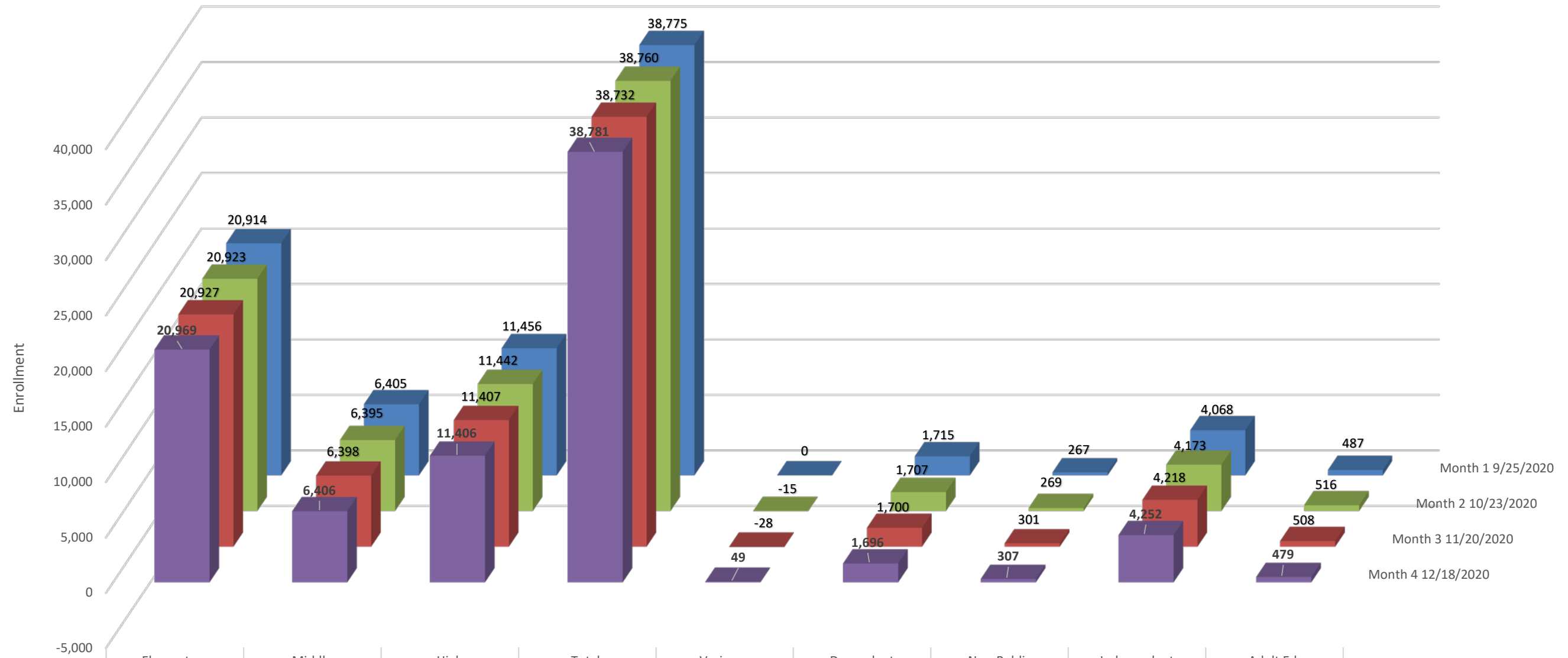
SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
 ENROLLMENT AND ATTENDANCE REPORT
 MONTH 4, ENDING FRIDAY, DECEMBER 18, 2020
 CUMULATIVE TOTAL ABSENCES

HIGH SCHOOL	ENROLLMENT	TOTAL ABSENCES	ACTUAL DAYS OF ATTENDANCE	DAYS ENROLLED	PERCENTAGE OF ATTENDANCE
American Legion HS	178	3854	5151	9005	57.20%
Arthur A. Benjamin Health Prof	211	781	9744	10525	92.58%
C K McClatchy HS	2304	10117	104394	114511	91.17%
Capital City School	227	2535	9441	11976	78.83%
Hiram W Johnson HS	1874	14983	77627	92610	83.82%
Home/Hospital	13	0	727.00	727.00	100.00%
John F Kennedy HS	2136	7463	99393	106856	93.02%
Kit Carson 7-12	192	268	9561	9829	97.27%
Luther Burbank HS	1693	9741	76123	85864	88.66%
Rosemont HS	1435	5485	66776	72261	92.41%
School of Engineering and Science	315	478	15616	16094	97.03%
West Campus HS	828	339	41826	42165	99.20%
TOTAL	11,406	56,044	516,379	572,423	90.21%

	TOTAL ENROLLMENT	TOTAL ABSENCES	ACTUAL DAYS OF ATTENDANCE	DAYS ENROLLED	PERCENTAGE OF ATTENDANCE
TOTAL ALL SCHOOLS	38,781	150,322	1,813,456	1,963,778	92.35%

	Students in Non Public Schools	Total Enrollment	ADA	ADA %	% Change
2019-2020 Actual		40,408	38,220	94.58%	
2020-2021 Projected		40,383	38,208	94.61%	
Month 01	267	38,775	35,777	93.08%	
Month 02	269	38,760	35,673	92.72%	-0.36%
Month 03	301	38,732	35,612	92.55%	-0.17%
Month 04	307	38,781	35,540	92.35%	-0.20%

Monthly Attendance



	Elementary	Middle	High	Total	Variance	Dependent Charter	Non-Public Schools	Independent Charter	Adult Ed.
Month 4 12/18/2020	20,969	6,406	11,406	38,781	49	1,696	307	4,252	479
Month 3 11/20/2020	20,927	6,398	11,407	38,732	-28	1,700	301	4,218	508
Month 2 10/23/2020	20,923	6,395	11,442	38,760	-15	1,707	269	4,173	516
Month 1 9/25/2020	20,914	6,405	11,456	38,775	0	1,715	267	4,068	487