



BOARD OF EDUCATION MEETING AND WORKSHOP

Board of Education Members

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

Thursday, August 20, 2020

4:30 p.m. Closed Session

6:00 p.m. Open Session

Serna Center

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

AGENDA

2020/21-4

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/SCUSDcommentAugust20th>; or (3) using the same URL, submitting a request for oral comment only when the matter is called, instead of written comment. Regardless of the method by which public comment is submitted, the submission deadline for closed and open session items shall be no later than noon, August 20. Individual written public comment shall be no more than two minutes in length on each agenda or nonagenda item. The Board shall limit the total time for public comment on each agenda item, including communications and organizational reports, to 15 minutes in length. With Board consent, the President may increase or decrease the length of time allowed for public comment, depending on the topic and the number of written public comments.

3.0 CLOSED SESSION

While the Brown Act creates broad public access rights to the meetings of the Board of Education, it also recognizes the legitimate need to conduct some of its meetings outside of the public eye. Closed session

meetings are specifically defined and limited in scope. They primarily involve personnel issues, pending litigation, labor negotiations, and real property matters.

- 3.1 *Government Code 54956.9 - Conference with Legal Counsel:*
 - a) *Existing litigation pursuant to subdivision (d)(1) of Government Code section 54956.9 (OAH Case No. 2020040567 and OAH Case No. 2020040288)*
 - b) *Significant exposure to litigation pursuant to subdivision (d)(2) of Government Code section 54956.9 (One Potential Case)*
 - c) *Initiation of litigation pursuant to subdivision (d)(4) of Government Code section 54956.9 (One Potential Case)*

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

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

- 3.4 *Government Code 54957 – Public Employee Performance Evaluation*
 - a) *Superintendent*

- 3.5 *Student Record Appeal (AR 5125.3; Education Code 49070)*

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

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

4.1 *The Pledge of Allegiance*

4.2 *Broadcast Statement*

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

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

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

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

30 minutes

o **Potential Key Themes for August 20th Board Meeting**

- *Public Health Measures (Victoria Flores)*
- *Distance Learning Instructional Practices (Christine Baeta, IASs)*
- *Assessments/Professional Development (Matt Turkie, C&I)*
- *Teacher Hiring (Human Resources)*

- *Student Schedules (Christina Espinosa/Linda Kingston)*
- *Safety Mitigation and Cleaning Practices (Keyshun Marshall, Nathaniel Browning)*
- *Chromebook Distribution/Internet Access (Chad Sweitzer/Tu Moua)*
- *Student and Family Engagement (Jennifer Kretschman/Sean Alexander)*
- *Student Enrollment (Ken McPeters)*
- *Meal Delivery and Access (Diana Flores/Kelsey Nederveld)*
- *Culture/Climate/Capacity to address racial inequities/anti-racism (Mai Xi Lee/Mark Carnero)*
- *Risks???*

7.2 *California Collaborative for Educational Excellence: Engaging in the Systemic Instructional Review Process (Karla Estrada, Deputy Executive Director of Systems Improvement and Innovation)* 25 minutes

7:10 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/SCUSDcommentAugust20th>; or (3) using the same URL, submitting a request for oral comment only when the matter is called, instead of written comment. Regardless of the method by which public comment is submitted, the submission deadline shall be no later than noon, August 20 for any agenda item. Individual written public comment shall be no more than two minutes in length on each agenda or nonagenda item. The Board shall limit the total time for public comment on each agenda item to 15 minutes in length. With Board consent, the President may increase or decrease the length of time allowed for public comment. By law, the Board is allowed to take action only on items on the agenda. The Board may, at its discretion, refer a matter to district staff or calendar the issue for future discussion.

7:40 p.m. **9.0 COMMUNICATIONS**

9.1 *Employee Organization Reports:* **Information**
3 minutes each

- *SCTA*
- *SEIU*
- *TCS*
- *Teamsters*
- *UPE*

7:55 p.m. 9.2 *District Parent Advisory Committees:* **Information**
3 minutes each

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

8:04 p.m.	9.3 Superintendent's Report (Jorge A. Aguilar)	Information 5 minutes
8:09 p.m.	9.4 President's Report (Jessie Ryan)	Information 5 minutes
8:14 p.m.	9.5 Student Member Report (Isa Sheikh)	Information 5 minutes
8:19 p.m.	9.6 Information Sharing By Board Members	Information 10 minutes

10.0 BOARD WORKSHOP/STRATEGIC PLAN AND OTHER INITIATIVES

8:29 p.m.	10.1 DASS Application Submission (Steven Ramirez Fong and Vincent Harris)	Action 5 minute presentation 5 minute discussion (Roll Call Vote)
8:39 p.m.	10.2 2020-2021 Budget Revision (Rose Ramos)	Action 20 minute presentation 20 minute discussion (Roll Call Vote)
9:19 p.m.	10.3 Approve Submission of a Credential Waivers Application to the California Commission on Teacher Credentialing (Cancy McArn)	Action 2 minute presentation 5 minute discussion (Roll Call Vote)
9:26 p.m.	10.4 Approve the Declaration of Need for Fully Qualified Educators for the 2020-2021 School Year (Cancy McArn)	Action 2 minute presentation 5 minute discussion (Roll Call Vote)

9:33 p.m.	11.0 CONSENT AGENDA (Roll Call Vote)	2 minutes
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Generally routine items are approved by one motion without discussion. The Superintendent or a Board member may request an item be pulled from the consent agenda and voted upon separately.

11.1 Items Subject or Not Subject to Closed Session:

11.1a Approve Grants, Entitlements and Other Income Agreements, Ratification of Other Agreements, Approval of Bid Awards, Approval of Declared Surplus Materials and Equipment, Change Notices and Notices of Completion (Rose F. Ramos)

11.1b Approve Personnel Transactions (Cancy McArn)

- 11.1c Approve Mandatory Reporting to the Sacramento County Office of Education – Uniform Complaints Regarding the Williams Settlement Processed for the Period of April 2020 through June 2020 (Cancy McArn)*
- 11.1d Approve Resolution No. 3159: Approve Temporary Interfund Transfers of Special or Restricted Fund Moneys (Rose Ramos)*
- 11.1e Approve Business and Financial Report: Warrants, Checks and Electronic Transfers Issued for the Period of June 2020 (Rose F. Ramos)*
- 11.1f Approve Donations for the Period of June 1-30, 2020 (Rose F. Ramos)*
- 11.1g Approve Resolution No. 3160: Authorizing Execution of the Workforce Innovation and Opportunity Act, Title I, Adult and Dislocated Worker SETA Grant (Rose F. Ramos)*
- 11.1h Approve Annual Charter Facilities Usage Agreements (Jesse Ramos)*
- 11.1i Approve Consolidated Application (Kelley Odipo)*
- 11.1j Approve the Operational Memorandum of Understanding and the Amendment Extending Term of Special Education Memorandum of Understanding with Yav Pem Suab Academy – Preparing for the Future Charter (Jesse Ramos)*
- 11.1k Approve Resolution No. 3158: Approving the Sacramento City Unified School District Community Facilities District No. 2 Tax Report for Fiscal Year 2020-2021 and Levying and Apportioning the Special Tax as Provided Therein (Nathaniel Browning)*
- 11.1l Approve Minutes of the June 18, 2020, Board of Education Meeting (Jorge A. Aguilar)*
- 11.1m Approve Minutes of the June 25, 2020, Board of Education Meeting (Jorge A. Aguilar)*
- 11.1n Approve Minutes of the July 16, 2020, Board of Education Meeting (Jorge A. Aguilar)*
- 11.1o Approve Adoption of New Courses of Study (Christine Baeta and Matt Turkie)*
- 11.1p Approve Staff Recommendations for Expulsion Re-Entry of Expulsions #19, 2018-19, as Determined by the Board (Stephan Brown)*
- 11.1q Approve Resolution No. 3161: Authorization of Personnel to Sign Orders on District Funds (Rose Ramos)*

9:35 p.m.

12.0 BUSINESS AND FINANCIAL INFORMATION/REPORTS

Receive Information

12.1 Business and Financial Information:

- *Purchase Order Board Report for the Period of May 15, 2020, through June 14, 2020*
- *Purchase Order Board Report for the Period of June 15, 2020, through July 14, 2020*

9:38 p.m.

13.0 FUTURE BOARD MEETING DATES / LOCATIONS

- ✓ *September 3, 2020 4:30 p.m. Closed Session, 6:00 p.m. Open Session, Serna Center, 5735 47th Avenue, Community Room, Regular Workshop Meeting*
- ✓ *September 17, 2020 4:30 p.m. Closed Session, 6:00 p.m. Open Session, Serna Center, 5735 47th Avenue, Community Room, Regular Workshop Meeting*

9:40 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: August 20, 2020

Subject: Provide Update on Opening of School Preparation

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

Division: Continuous Improvement and Accountability

Recommendation: N/A

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

Financial Considerations: N/A

LCAP Goal(s):

All Goals

Documents Attached:

N/A

<p>Estimated Time of Presentation: 30 minutes</p> <p>Submitted by: Vincent Harris, Chief Continuous Improvement and Accountability Officer and Jesse Ramos, Director of Innovative Programs</p> <p>Approved by: Jorge A. Aguilar, Superintendent</p>



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 7.2

Meeting Date: August 20, 2020

Subject: California Collaborative for Educational Excellence: Engaging in the Systemic Instructional Review Process

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

Division: Office of the Superintendent

Recommendation: N/A

Background/Rationale: Sacramento City USD met the criteria for a review and support process designed to assist us on our path to improvement in pupil achievement. Our school district meets the criteria established pursuant to subdivision (g) of Section 52064.5 (CA School Dashboard) whereby three or more pupil subgroups identified pursuant to Section 52052 did not make progress based on the CA School Dashboard. Those student groups include students with disabilities, students experiencing homelessness, and foster youth.

Financial Considerations: N/A

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

Documents Attached:

1. PowerPoint
2. Systemic Instructional Review Support - handout

<p>Estimated Time of Presentation: 25 minutes Submitted by: Christine Baeta, Chief Academic Officer Approved by: Jorge A. Aguilar, Superintendent</p>
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Engaging in the Systemic Instructional Review (SIR) Process

August 20, 2020

CCEE
California Collaborative
for Educational Excellence



CCEE SIR TEAM



Thomas Armelino
Executive Director
tarmelino@ccee-ca.org



Dr. Karla Estrada
Deputy Executive Director
kestrada@ccee-ca.org



Dr. Matthew Roberts
Director
mroberts@ccee-ca.org



Dr. Judy Elliott
Professional Expert
MTSS, SWD



Nancy Brownell
Professional Expert
K-12 Education, WASC



Rocio Gonzalez-Frausto
Sr. Manager, Instructional
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rgonzalez-frausto@ccee-ca.
org

Topics to be Discussed:

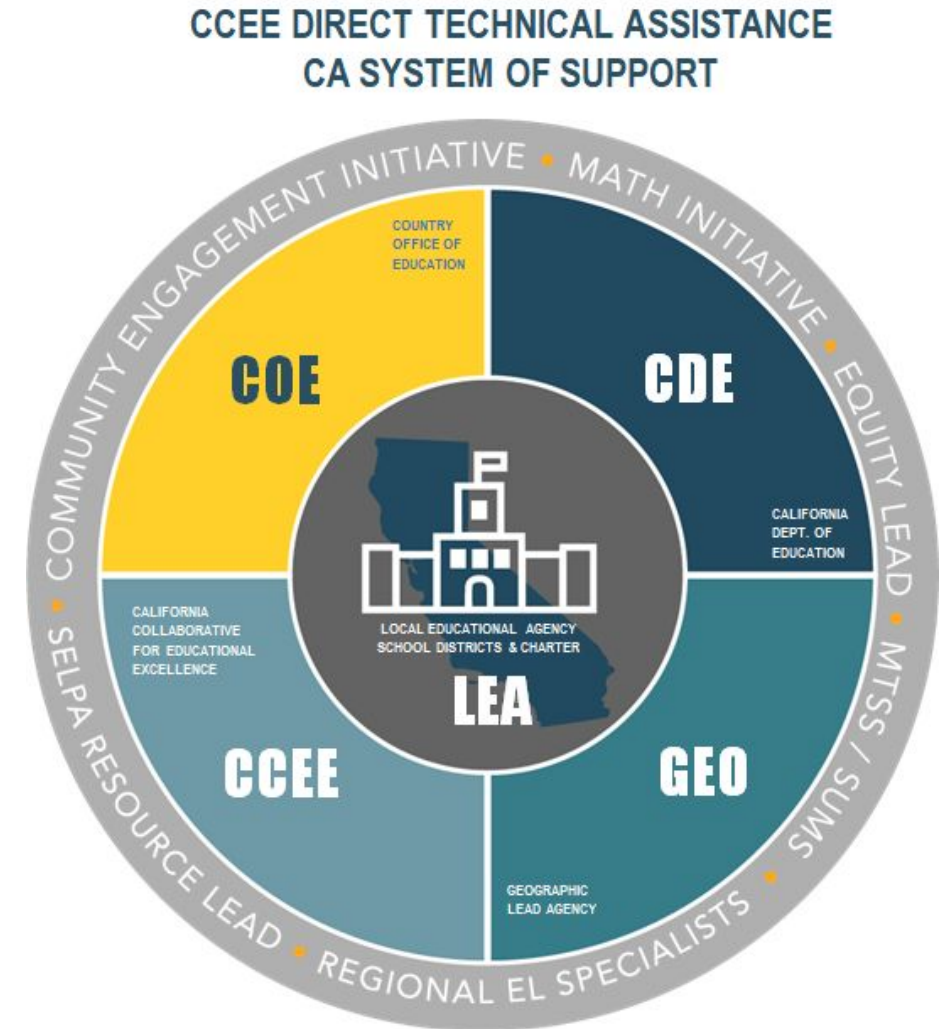
- CA System of Support working together to support SCUSD
 - CCEE and SCOE partnership
 - Partnership with SCUSD
 - Criteria for support
- Systemic Instructional Review (SIR) Support
 - Comprehensive Instructional Assessment
 - SWOT Approach and Action Plan
 - Coordination of support and Progress updates
- General timelines
- Questions



Key Roles in the State System of Support

Working together to identify the right support.

- Partner with local educational agencies to **address chronic and complex instructional strategy and outcome** needs.
- **Coordinating individualized support** to meet LCAP goals.
- **Leverage the resources** within the CA System of Support.
- Engaging with LEAs in **progress monitoring and cycles of improvement.**



Continuum of Support: SIR Support

Criteria: The school district meets the criteria established pursuant to subdivision (g) of Section 52064.5 (CA School Dashboard) for **three or more pupil subgroups** identified pursuant to Section 52052 or, if the school district has less than three pupil subgroups, all of the school district's pupil subgroups, in **three out of four consecutive school years**.

- The **CCEE provides advice and assistance** to the school district, and COE.
- CCEE, along with the COE, will report on **ongoing progress** on the implementation of recommendations to the State Superintendent.
- **Systemic Instructional Review and Differentiated Assistance Support coming together** in service of the school district.
- The **SIR will help inform** as you make decisions on your **LCAP priorities**, meet with stakeholders, and determine investments.

LCFF Assistance Status

Sacramento City Unified

2016-17	2017-18	2018-19
Differentiated Assistance	Differentiated Assistance	Differentiated Assistance

Focus Student Group	Priority Areas Eligibility Criteria Met for DA in 2019
Students Experiencing Homelessness	4 (Pupil Achievement) , 5 (Pupil Engagement)
Foster Youth	4 (Pupil Achievement) , 5 (Pupil Engagement), 6 (School Climate)
Students with Disabilities	4 (Pupil Achievement) , 5 (Pupil Engagement)

Bridging SCUSD Instructional Priorities and the Systemic Instructional Review (SIR)

- Alignment and use of data driven decision making that supports continuous improvement
- Implementation of a multi-tiered system of support
- Identifying and addressing organizational barriers to improving all student outcomes, including students with disabilities
- Integrating and supporting academics, behavioral and social emotional well being
- Continuing to build central office capacity



Systemic Instructional Review Components

The Systemic Instructional Review

(SIR) is a Pre-K to 12 instructional comprehensive assessment (Academic and Social Emotional) of an LEAs strengths, weaknesses, opportunities, and threats to effective instructional systems that successfully meet the needs of all learners.

The SIR process and product produced from the SIR is individualized to the needs of the LEA.

🔍 The [instructional components](#) reviewed: (click for handout)

Culture, Coherence and the Planning Processes	Curriculum, Learning, and Support	Instructional Practice and Strategies
Assessment & Accountability	Professional Learning and Coaching	Data Management and Use, and Student Information Systems
School-based Instructional Leadership Teams	Administrative Coaching and Leadership	Social-Emotional and Behavioral Health and Development
Student and Family Engagement	District and Leadership Capacity	Governance Support with Instruction

Possible Data Gathering Methods

The analysis of the instructional components uses a combination of various data review methods to triangulate the data collected.

Empathy Interviews

Focus group interviews of stakeholders

Instructional walks
Classroom observations

LEA Self-Assessment (district)

Instructional Crosswalks

Data Dialogues

Document Review
(including external reports)

Fidelity Integrity Assessment (school)

Targeted school deeper dives, outliers (high and low)

Community Convenings

Stakeholder Shadowing
Stakeholder Meeting Observations

Further LCAP review



Systemic Instructional Review Report

- Asset based – highlight bright spots and previous work that has occurred that can be leveraged
- Comprehensive SWOT* analysis of all 12 Systemic Instructional Review Components
- Engagement with LEA and COE for feedback through report drafting process.
- Based on the SIR report, the team develops an action plan for progress monitoring to successfully meet the needs of all learners.

*SWOT: Strengths, Weaknesses, Opportunities, Threats

SIR Support- General Timelines

- **Listen and Learn : July**
 - Empathy interviews, data profile, meetings with LEA and COE
- **Data Gathering and Analysis: July- November**
- **SIR Report Writing and Calibration**
 - Review Report draft 1 : Mid-November
 - Review Report draft 2 : End of November
 - Final report : December (before winter break)
- **Multi-Agency Meetings for updates and coordination of support**



What occurs after the SIR?

- CCEE will engage with SCUSD and SCOE to identify priorities and develop an action.
- Identify and coordinate ongoing support for identified priorities
- Ongoing progress monitoring with SCUSD, SCOE, CDE, and State Board of Education
- Determine communication plan with SCUSD and SCOE.

THANK YOU

ANY QUESTIONS?

Appendix

Additional details

Strengths, Weakness Threats and Opportunities (SWOT) Approach in SIR

Strengths: Identify the specific instructional systems, structures, strategies, and practices that there is **evidence of student growth or potential** for student growth.

- What are the **assets** of the organization?
- What are the practices, protocols, procedures, actions, engagements etc. that are being done well?

Weakness: Identify instructional systems, structures, strategies, and practices that are missing and/or could be **limiting student performance** at an optimal level.

- What are **the patterns consistent** across that can be targeted to turn around and make gains (**high leverage moves**)?

Opportunities: Identify **opportunities**, both external and internal, that should be leveraged to address instructional quality and student performance.

- Are there any **current or possible partnerships** that can be strengthen or used?
- What **bright spots** are found and can be taken organization-wide?

Threats: Identify **obstacles** that have the potential keep the organization from meeting goals in instructional quality improvement and student performance.

- Are there **internal practices** that are negatively affecting the organization?

References

AdvancED. (n.d.). *Index of Educational Quality (IEQ) (White Paper)*. Retrieved from Overview of the Index of Education Quality: <https://www.advanc-ed.org/services/overview-index-education-quality>

Ahlstrom, J. (2014). *How to Succeed with Continuous Improvement: A Primer for Becoming the Best in the World*. McGraw-Hill Education.

Bryk, A. S., Gomez, L. M., Grunow, A., & LeMahieu, P. G. (n.d.). *Learning to Improve: How America's Schools Can Get Better at Getting Better*. 2015: Harvard Education Press.

CCSESA. (2017). *LEA Self-Assessment*.

*Chester, M. C. (2015). *District Review Report: Holyoke Public Schools*. Malden, MA: Massachusetts Department of Elementary and Secondary Education.

Comprehensive School Rubric For DTSDE Tenets. (2015). Retrieved from New York State Education Department: http://www.p12.nysed.gov/accountability/School_Improvement/documents/2015-16DTSDEComprehensiveSchoolRubric.pdf

Darling-Hammond, L., & Cook-Harvey, C. M. (2018). *Educating the whole child: Improving school climate to support student success*. Palo Alto, CA: Learning Policy Institute.

Forman, M. L., Stosich, E. L., & Bocala, C. (2017). *The Internal Coherence Framework : Creating the Conditions for Continuous Improvement in Schools*. Harvard Education Press.

Geier, R., & Smith, S. (2012). *District and School Data Team Toolkit*. Everett, WA: Washington Office of Superintendent of Public Instruction, Washington School Information Processing Cooperative, and Public Consulting Group.

*George Fields, M., & Wendy P. (2012). *Diagnostic Tool for School and District Effectiveness*. New York State Education Department.

* SIR component adapted from New York Department of Education and Massachusetts Department of Education district review processes.

References

Grunow, A., Hough, H., Park, S., Willis, J., & Krausen, K. (2018). *Towards a Common Vision of Continuous Improvement for California*. Stanford University, Policy Analysis for California Education.

Hassel, B., & Steiner, L. (2012). *Guide to Working with External Providers, Third Edition*. Naperville: American Institutes for Research.

*(2016). *How to Succeed in School Turnaround: Strategies That Characterize Successful Turnaround Schools in Massachusetts*. American Institute For Research.

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Montero, J. D. (2009). *Oxnard Elementary School District - Special Education Review*. FCMAT.

Podolsky, A., Darling-Hammond, L., Doss, C., & Reardon, S. (2019). *California's positive outliers: Districts beating the odds*. Palo Alto, CA: Learning Policy Institute.

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*Research, A. I., & Education, M. D. (2017). *Massachusetts Level 4 and Level 5 School Monitoring Site Visit*. Waltham.

Robbins, J. P. (2014). *Report of the External Review Team for Iowa Falls Community School District*. AdvancEd.

Staff, F. P. (2014). *Self-Assessment of MTSS Implementation (SAM)*.

Wood, L., & Bauman, E. (February 2017). *How Family, School, and Community Engagement can improve Student Achievement and Influence School Reform*. Nellie Mae Education Foundation.

What does initial engagement with the CCEE look like?

Team Planning and Support (Approximately 4 weeks)



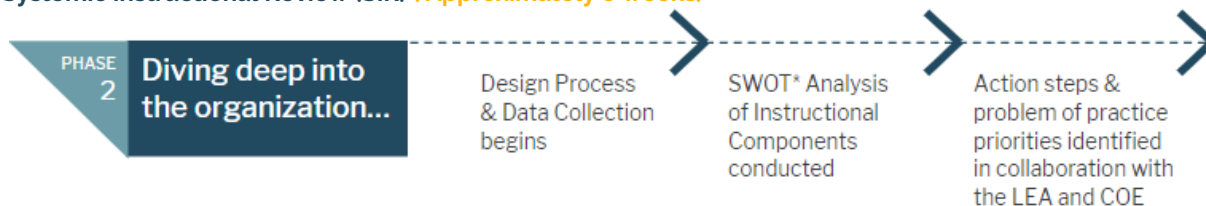
In this first stage, the CCEE, LEA, COE and GEO Lead identifies core team to work together in the Systemic Instructional Review (SIR) support activities. This core team collaborates to understand the LEA's instructional focus areas and the supports currently in use. This includes Differentiated Assistance support in which the LEA participated with the COE. To ensure ongoing communication and coordination of SIR support, this core team initially meets regularly. Since immediate planning and support may be needed within the LEA, this core team engages to identify supports and ongoing progress monitoring.

Activities in which the Core Team (LEA, COE, Geo Lead and CCEE) may participate:

- Crosswalk of existing reports and documents for themes & priority identification.
- Hold stakeholder empathy interviews to gain perspective of the impact of the LEA's instructional outcomes.
- Develop data profiles of performance (eg: Academic, Suspensions, Attendance, EL, SWD).
- Review the LCAP for connections to district/student areas of need.

What to Expect: How CCEE Completes a Comprehensive Instructional Assessment

Systemic Instructional Review (SIR) (Approximately 8 weeks)



In this second stage the LEA, COE, and CCEE team works together to design the comprehensive instructional assessment or Systemic Instructional Review (SIR). CCEE identifies the SIR team tasked with completing the SIR, and works with the LEA to identify the artifacts to be reviewed, stakeholders to interview, and the focus of school site visits. The Systemic Instructional Review is a Pre-K to 12 instructional comprehensive assessment (academic, behavioral and social-emotional) of an LEA's strengths, weaknesses, opportunities, and threats (SWOT) to effective multi-tiered instructional systems.

Activities :

- Gather insight into the LEA's areas of strength and need during SIR planning meetings.
- Design and complete SIR data collection, complete analysis, and identify professional experts for SIR process and ongoing support.
- Draft and finalized SIR Report reviewed with LEA & COE.
- Based on the SIR report, the team develops an action plan for progress monitoring to successfully meet the needs of all learners.

Systemic Instructional Review: Instructional Components

During the Systemic Instructional Review (SIR), we review twelve instructional components through a data collection, analysis and triangulation process. The SIR process and SIR report are individualized to the needs of the LEA. The instructional components derive from research literature and evidence-based practices for supporting quality instruction.

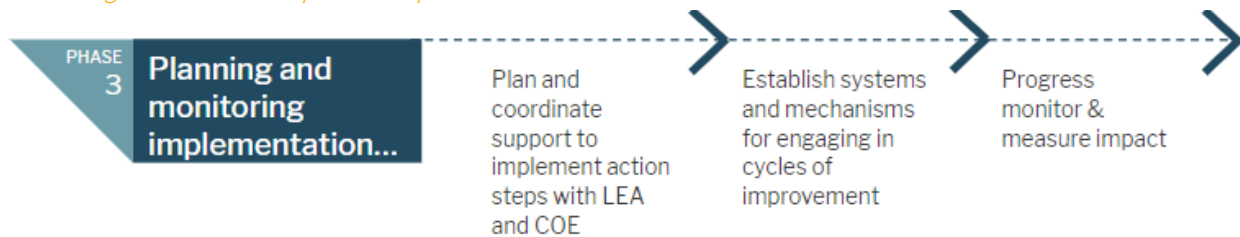
*Components adapted from New York State Education Department and Massachusetts Department of Elementary and Secondary Education review processes.

Culture, Coherence and the Planning Processes	Curriculum, Learning, and Support	Instructional Practice and Strategies
Assessment & Accountability	Professional Learning and Coaching	Data Management and Use, and Student Information Systems
School-based Instructional Leadership Teams	Administrative Coaching and Leadership	Social-Emotional and Behavioral Health and Development
Student and Family Engagement	District and Leadership Capacity	Governance Support with Instruction

What happens after completion of the Systemic Instructional Review (SIR)?

Ongoing Support and Impact Planning/Monitoring (Approximately 3 weeks for planning)

**Monitoring timelines are dependent upon the needs of the LEA and COE.*



In this last stage the CCEE consults with the LEA, COE and Geo Lead core team to identify the supports needed for implementing the SIR action plan, including the need for instructional coaching support and other leads within the California System of Support (SoS). Teams establish expectations for communication and reoccurring progress monitoring meetings with the core team (LEA, COE, and GEO Lead). The CCEE progress monitors the implementation of the SIR action plan and provides additional guidance and assistance on an ongoing basis with the aim of using continuous improvement.

Activities:

- Utilize an improvement monitoring tool to track implementation of the SIR action plan.
- Identify support needed to implement SIR action plan, including clarification of the instructional coach's scope and sequence.
- Integrate action plan into district strategic plans currently utilized by the LEA.
- Identification of reoccurring cross-agency check-in meetings to review the improvement monitoring tool and enable CCEE to provide additional guidance and assistance.

CONTACT US

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SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Item # 10.1

Meeting Date: August 20, 2020

Subject:

- 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: Certification of Capital City School and John Morse Therapeutic Center Dashboard Alternative School Status (DASS) Eligibility

Background/Rationale: California Education Code (EC) Section 52052(g) requires the development of an alternative accountability system for schools serving high-risk pupils, including continuation high schools and opportunity schools. The State Board of Education has developed the Dashboard Alternative School Status (DASS) program for alternative schools.

While Capital City School and John Morse Therapeutic Center did not automatically meet the state's criteria for alternative schools, upon submission of student data and certification of that data by the governing board, the schools are eligible for inclusion in the DASS program.

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. Capital City Dashboard Alternative School Status Application Documents
3. John Morse Therapeutic Center Dashboard Alternative School Status Application Documents

Estimated Time of Presentation: 10 minutes

Submitted by: Vincent Harris, Chief Continuous Improvement and Accountability Officer

Approved by: Jorge A. Aguilar, Superintendent

Board of Education Executive Summary

Continuous Improvement and Accountability Office

Certification of Capital City School and John Morse Therapeutic Center

Dashboard Alternative School Status (DASS) Eligibility

August 20, 2020



I. OVERVIEW / HISTORY

In 2013, California's accountability system significantly changed with the adoption of the Local Control Funding Formula (LCFF). A key component of this new accountability system, the California School Dashboard (Dashboard), was first made public in 2017 and annually reports on district, school, and student group performance. The Dashboard contains state indicators and standards to help identify a school's strengths, weaknesses, and areas in need of improvement. Because these state indicators and standards were developed for traditional (non-alternative) schools, stakeholders raised concerns that they did not fairly evaluate the success or progress of alternative schools that serve high-risk students. As a result, the State Board of Education (SBE) directed the California Department of Education (CDE) to develop modified methods of evaluation for alternative schools.

II. DRIVING GOVERNANCE

California Education Code (EC) Section 52052(g) requires the development of an alternative accountability system for schools serving high-risk pupils, including continuation high schools and opportunity schools.

The Dashboard Alternative School Status (DASS) program replaces the previously administered Alternative Schools Accountability Model (ASAM) and holds alternative schools and alternative schools of choice accountable for modified methods of measurement for accountability indicators, when appropriate. Several school types, as identified in California Education Code (EC) Section 52052(d), are automatically placed into DASS based upon their specific alternative status. Schools that are not automatically placed into DASS can become eligible if they demonstrate that at least 70 percent of the school's total enrollment is comprised of high-risk student groups as defined in the [DASS eligibility guidelines](#).

Capital City School did not automatically meet the state's definition of an alternative school but has verified that 75% of their enrolled student population meets the established criteria.

John Morse Therapeutic Center did not automatically meet the state's definition of an alternative school but has verified that 72% of their enrolled student population meets the established criteria.

III. BUDGET

Not applicable.

Board of Education Executive Summary

Continuous Improvement and Accountability Office

Certification of Capital City School and John Morse Therapeutic Center

Dashboard Alternative School Status (DASS) Eligibility

August 20, 2020



IV. GOALS, OBJECTIVES, AND MEASURES

All DASS participants must maintain documentation of the student data reflected on their DASS Participation Form (attached). The CDE will conduct annual reviews and failure to provide such documentation may result in termination of the school's DASS.

Capital City School and John Morse Therapeutic Center will be required to re-certify their high-risk student enrollment every three years. If a school fails to re-certify its high-risk student enrollment or the school's enrollment of high-risk students falls below 70 percent, the school will be removed from DASS.

The second part of the DASS application is Board certification. Following certification by the governing board, the school can submit its final application to be included in the DASS program.

V. MAJOR INITIATIVES

This application process does not reflect any part of a major district initiative.

VI. RESULTS

If approved by the California Department of Education for DASS Status, Dashboard performance for Capital City School and John Morse Therapeutic Center will continue to be calculated using modified DASS methods. This currently impacts the Graduation Rate indicator and the Academic Indicator.

VII. LESSONS LEARNED / NEXT STEPS

Following Board certification, Capital City School and John Morse Therapeutic Center will submit Part II of the DASS application including the Board agenda, approved minutes, and Superintendent/Board authorization to the California Department of Education's DASS team within the Academic Accountability Unit.

Dashboard Alternative School Status (DASS)
Eligibility Certification

CDE Use Only	
Date Reviewed	
Date Approved	
Date Denied	
Reviewer	

This Certification Covers a Three-Year Period

School Type (check one): Alternative School of Choice Charter School

School Information

34 67439 3430519

County-District-School (CDS) Code

Capital City Independent Study

School Name

Sacramento

County Name

Sacramento City Unified School District

District Name

DASS Coordinator

Steven Fong

Coordinator's Name

916.842.9611

Area Code and Phone Number

LCAP Coordinator

Title

steven-ramirez-fong@scusd.edu

E-mail Address

Signatures of Certification

The undersigned, hereby certify that the percentages of high-risk students stated on the DASS Participation Form are true and correct.

Darrell S. Amerine, Jr

School Principal's Name

Jorge A. Aguilar

Superintendent's or
Charter School Administrator's Name

Board President's Name

 5/11/20
Signature and Date Certified

 6/17/20
Signature and Date Certified

Signature and Date Certified

Note: This form and all supporting documents must be submitted to CDE for DASS Participation.

**Capital City Independent Study:
Verification of Eligibility for 2020 DASS Application**

<p>Provide the percentage of students enrolled for each of the eligibility criteria. Enter "0" if none of your students meet the criteria. Students meeting eligibility criteria must be calculated based on unduplicated counts and status upon first entry to the school. Please count each student once and only in one category. The total percentage (sum of all categories) of high-risk students must be at least 70 percent of the school's total enrollment to be eligible for DASS. To calculate the percentage for each criteria, divide the number of students in the criteria by the total number of students at the time the survey is completed.</p>	
a) Percentage (%) of students Expelled (EC Section 48925[b] including situations in which enforcement of the expulsion order was suspended [EC 48917]).	0%
b) Percentage (%) of students Suspended more than 10 days in a school year (EC Section 48925[d]).	0%
c) Percentage (%) of students who are Wards of the Court ([WIC Section 601 or 602] or dependents of the court [WIC Section 300 or 654]).	1%
d) Percentage (%) of students who are Pregnant and/or Parenting.	6%
e) Percentage (%) of Recovered Dropout Students – SBE define recovered dropouts based on EC Section 52052.3(b) as students who: (1) are designated as dropouts pursuant to the exit and withdraw codes in the California Longitudinal Pupil Achievement Data System (CALPADS), or (2) left school and were not enrolled in a school for a period of 180 days.	10%
f) Percentage (%) of students who are Habitually Truant (EC Section 48262) or Habitually Insubordinate and Disorderly whose attendance at the school is directed by a school attendance review board or probation officer (EC Section 48263).	8%
g) Percentage (%) of students Retained more than once in kindergarten through grade eight.	2%
h) Percentage (%) of students who are credit deficient (defined as, students who are one semester or more behind in the credits required to graduate on-time, per grade level, from the enrolling school's credit requirements).	14%
i) Percentage (%) of students with a gap in enrollment (defined as, students who have not been in any school during the 45 days prior to enrollment in the current school, where the 45 days does not include non-instructional days such as summer break, holiday break, off-track, and other days when a school is closed).	5%
j) Percentage (%) of students with a high level of transiency (defined as, students who have been enrolled in more than two schools during the past academic year or have changed secondary schools more than two times since entering high school).	24%
k) Percentage (%) of students who are Foster Youth (EC Section 42238.01[b]).	3%
l) Percentage (%) of students who are Homeless Youth.	2%
Total percentage (%) of students meeting DASS eligibility criteria.	75%
Total Percent (%) of High-risk Students	75%

**John Morse Therapeutic Center:
Verification of Eligibility for 2020 DASS Application**

<p>Provide the percentage of students enrolled for each of the eligibility criteria. Enter "0" if none of your students meet the criteria. Students meeting eligibility criteria must be calculated based on unduplicated counts and status upon first entry to the school. Please count each student once and only in one category. The total percentage (sum of all categories) of high-risk students must be at least 70 percent of the school's total enrollment to be eligible for DASS. To calculate the percentage for each criteria, divide the number of students in the criteria by the total number of students at the time the survey is completed.</p>	
a) Percentage (%) of students Expelled (EC Section 48925[b] including situations in which enforcement of the expulsion order was suspended [EC 48917]).	0%
b) Percentage (%) of students Suspended more than 10 days in a school year (EC Section 48925[d]).	0%
c) Percentage (%) of students who are Wards of the Court ([WIC Section 601 or 602] or dependents of the court [WIC Section 300 or 654]).	0%
d) Percentage (%) of students who are Pregnant and/or Parenting.	0%
e) Percentage (%) of Recovered Dropout Students – SBE define recovered dropouts based on EC Section 52052.3(b) as students who: (1) are designated as dropouts pursuant to the exit and withdraw codes in the California Longitudinal Pupil Achievement Data System (CALPADS), or (2) left school and were not enrolled in a school for a period of 180 days.	0%
f) Percentage (%) of students who are Habitually Truant (EC Section 48262) or Habitually Insubordinate and Disorderly whose attendance at the school is directed by a school attendance review board or probation officer (EC Section 48263).	20%
g) Percentage (%) of students Retained more than once in kindergarten through grade eight.	2%
h) Percentage (%) of students who are credit deficient (defined as, students who are one semester or more behind in the credits required to graduate on-time, per grade level, from the enrolling school's credit requirements).	8%
i) Percentage (%) of students with a gap in enrollment (defined as, students who have not been in any school during the 45 days prior to enrollment in the current school, where the 45 days does not include non-instructional days such as summer break, holiday break, off-track, and other days when a school is closed).	2%
j) Percentage (%) of students with a high level of transiency (defined as, students who have been enrolled in more than two schools during the past academic year or have changed secondary schools more than two times since entering high school).	24%
k) Percentage (%) of students who are Foster Youth (EC Section 42238.01[b]).	10%
l) Percentage (%) of students who are Homeless Youth.	6%
Total percentage (%) of students meeting DASS eligibility criteria.	72%
Total Percent (%) of High-risk Students	72%

Dashboard Alternative School Status (DASS) Eligibility Certification

CDE Use Only
Date Reviewed
Date Approved
Date Denied
Reviewer

This Certification Covers a Three-Year Period

School Type *(check one)*: Alternative School of Choice Charter School

School Information

34 67439 0113209

 County-District-School (CDS) Code
 John Morse Therapeutic Center

 School Name

Sacramento

 County Name
 Sacramento City Unified School District

 District Name

DASS Coordinator

Steven Fong

 Coordinator's Name
 916.842.9611

 Area Code and Phone Number

LCAP Coordinator

 Title
 steven-ramirez-fong@scusd.edu

 E-mail Address

Signatures of Certification

The undersigned, hereby certify that the percentages of high-risk students stated on the DASS Participation Form are true and correct.

Tony Perez

 School Principal's Name

 **Apr 20, 2020**

 Signature and Date Certified



 Superintendent's or
 Charter School Administrator's Name

 **6/17/20**

 Signature and Date Certified

 Board President's Name

 Signature and Date Certified

Note: This form and all supporting documents must be submitted to CDE for DASS Participation.



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 10.2

Meeting Date: August 20, 2020

Subject: 2020-2021 Budget Revision

- 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 2020-21 district budget revisions to reflect the changes of the 2020-2021 State Enacted Budget.

Background/Rationale: Education Code Section 42127(h) states that no later than 45 days after the Governor signs the annual Budget Act, the school district shall make available for public review any revisions in revenues and expenditures that it has made to its budget to reflect the funding made available by that Budget Act. While there is no requirement to prepare a 45-day budget revision, it is important to make the revisions publicly available when revisions are done.

Financial Considerations: At the July 16, 2020 Board meeting, staff presented the 2020-2021 Budget Update which identified the projected impact to the District's budget based on key items in the State enacted budget for 2020-2021.

The proposed revisions to the adopted budget that will be presented at today's Board meeting reflect the adjustments needed to bring the District's budget into alignment with the Budget Act signed by the Governor on June 29, 2020, and all other expenditure and revenue data available to the District at this time.

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

Documents Attached:

1. Executive Summary
2. Multi-Year Projections
3. Cash Flow Reports

<p>Estimated Time of Presentation: 20 Minutes Submitted by: Rose Ramos, Chief Business Officer Approved by: Jorge A. Aguilar, Superintendent</p>

Board of Education Executive Summary

Business Services

2020-2021 Budget Update

August 20, 2020

I. OVERVIEW/HISTORY:

The District adopted the fiscal year 2020-2021 Budget for All Funds at the June 25, 2020 Board Meeting. The adopted 2020-2021 budget was based on the Governor's May Budget Revision that was released on May 14, 2020. While the Governor's May Budget Revision is a very significant event in the process, the final impact to the District is typically known once the State budget is signed. Per EC§ 42127(h), school districts have 45 days after the final State budget is signed to revise their budget based on the enacted state budget. And based on the disapproval of the budget by the Sacramento County Office of Education, the District must also resubmit a revised 2020-21 budget by October 8 and will continue to provide budget updates as information becomes available.

Governor Newsom signed the 2020-21 State Budget on June 29, 2020 with a few key items that differed from the May Revise as follows:

- Elimination of 2.3% COLA and -10% deficit factor for LCFF funds
- Additional cash deferrals
- Additional Federal funds (Governor's Emergency Education Relief (GEER) and Coronavirus Relief Fund (CRF) also known as the Learning Loss Mitigation Fund

II. Driving Governance:

- Per the Governor's Executive Order N-56-20, the deadline for approval of the Local Control and Accountability Plan (LCAP) for 2020-21 has been extended until December 15, 2020. N-56-20 also waived the requirement that an LCAP be approved prior to budget adoption on or before July 1, 2020.
- Education Code section 42127 requires the Governing Board of each school district to adopt a budget and the proposed expenditures for the Education Protection Account 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 ensure a financial plan that will enable the district to satisfy its multi-year financial commitments.
- Education Code Section 42127(h) states that "Not later than 45 days after the Governor signs the annual Budget Act, the school district shall make available for public review any revisions in revenues and expenditures that it has made to its budget to reflect the funding made available by that Budget Act." At the July 16, 2020 Board Meeting, the District provided a budget update on the impact of the State Enacted Budget on the District's Adopted 2020-2021 Budget. The District is submitting for approval a proposed 2020-2021 budget revision that reflects the changes contained in the 2020-2021 State Enacted Budget that differed from the May Revise.

Board of Education Executive Summary

Business Services

2020-2021 Budget Update

August 20, 2020



III. Budget:

2020-21 Proposed Revised Budget			
General Fund			
Description	Unrestricted	Restricted	Total
REVENUES			
General Purpose (LCFF) Revenues:			
State Aid & EPA	313,426,499	1,777,094	315,203,593
Property Taxes & Misc. Local	97,143,191	-	97,143,191
Total General Purpose	410,569,690	1,777,094	412,346,784
Federal Revenues	155,908	98,463,409	98,619,318
Other State Revenues	6,588,341	66,123,077	72,711,418
Other Local Revenues	6,049,382	1,221,989	7,271,370
TOTAL - REVENUES	423,363,321	167,585,569	590,948,890
EXPENDITURES			
Certificated Salaries	166,645,117	56,096,082	222,741,200
Classified Salaries	39,025,198	22,666,764	61,691,962
Employee Benefits (All)	119,719,122	69,588,878	189,307,999
Books & Supplies	12,841,919	60,222,884	73,064,803
Other Operating Expenses (Services)	31,205,978	50,379,813	81,585,790
Capital Outlay	1,025,223	1,950,411	2,975,634
Other Outgo	5,000	-	5,000
Direct Support/Indirect Costs	(6,491,765)	6,735,403	243,638
TOTAL - EXPENDITURES	363,975,792	267,640,234	631,616,026
EXCESS (DEFICIENCY)	59,387,529	(100,054,665)	(40,667,136)
OTHER SOURCES/USES			
Transfers In	2,639,394	-	2,639,394
Transfers (Out)	(1,948,642)	-	(1,948,642)
Net Other Sources (Uses)		-	-
Contributions (to Restricted Programs)	(99,827,302)	99,827,302	-
TOTAL - OTHER SOURCES/USES	(99,136,550)	99,827,302	690,752
FUND BALANCE INCREASE (DECREASE)	(39,749,021)	(227,362)	(39,976,384)
FUND BALANCE			
Beginning Fund Balance	63,803,265	-	63,803,265
Ending Balance, June 30	24,054,244	(227,362)	23,826,882
Revolving Cash/Stores	545,000	-	545,000
Unassigned/Unappropriated Amount	23,509,244	0	23,281,882

Board of Education Executive Summary

Business Services

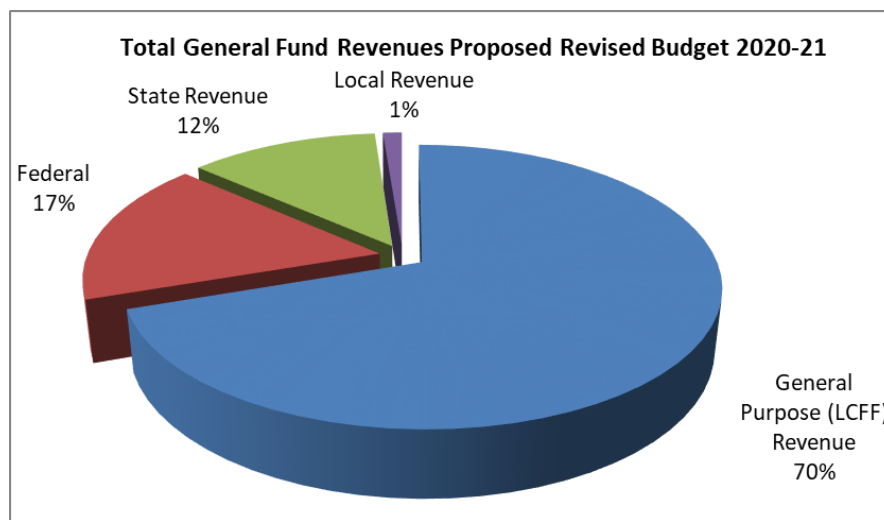
2020-2021 Budget Update

August 20, 2020

General Fund Revenue Components

The District receives funding for its general operations from various sources. A summary of the major funding sources is illustrated below:

Description	Unrestricted	Combined Amount
General Purpose (LCFF) Revenue	\$410,569,689	\$412,346,783
Federal	\$155,908	\$98,619,318
State Revenue	\$6,588,341	\$72,711,418
Local Revenue	\$6,049,382	\$7,271,370
TOTAL	\$423,363,320	\$590,948,889



General Fund Operating Expenditure Components

The General Fund is used for the majority of the functions within the District. As illustrated below, salaries and benefits comprise approximately 88% of the District's unrestricted budget, and approximately 75% of the total General Fund budget.

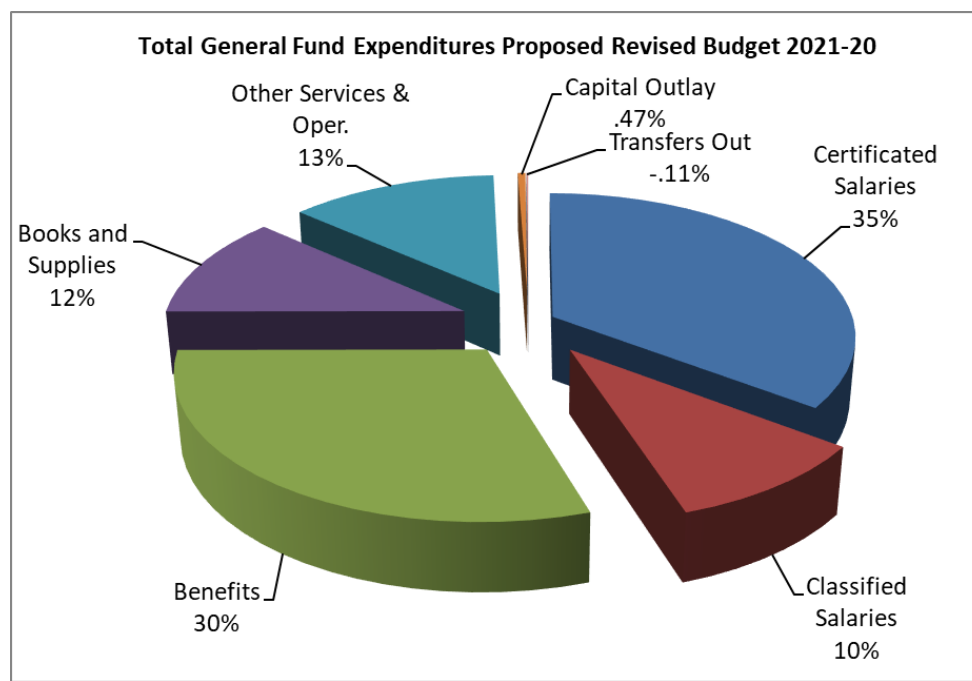
Board of Education Executive Summary

Business Services

2020-2021 Budget Update

August 20, 2020

Description	Unrestricted	Restricted	Combined
Certificated Salaries	166,645,117	56,096,082	\$222,741,200
Classified Salaries	39,025,198	22,666,764	\$61,691,962
Benefits	119,719,122	69,588,878	\$189,307,999
Books and Supplies	12,841,919	60,222,884	\$73,064,803
Other Services & Oper.	31,205,978	50,379,813	\$81,585,790
Capital Outlay	1,025,223	1,950,411	\$2,975,634
Other Outgo/Transfer	5,000	0	\$5,000
Transfers Out	(690,752)	0	(690,752)
TOTAL	369,776,805	260,904,831	\$630,681,636



General Fund Summary

The District's 2020-21 General Fund projects a total operating deficit of \$40.6 million resulting in an estimated positive ending fund balance of \$23.8 million. The components of the District's fund balance are as follows: revolving cash & other nonspendables - \$545,000; restricted programs - (\$227,362); economic uncertainty - \$0; unassigned - \$0. In accordance with SB 858 a detail description of assigned & unassigned balances is illustrated below.

Board of Education Executive Summary

Business Services

2020-2021 Budget Update

August 20, 2020



Description	2020-21 Proposed Budget		
	Unrestricted	Restricted	Combined
NONSPENDABLE			
Revolving Cash/Prepays	545,000		545,000
Other	-		-
TOTAL - NONSPENDABLE	545,000	-	545,000
RESTRICTED			
Restricted Categorical Balances		(227,362)	(227,362)
TOTAL - RESTRICTED	-	(227,362)	(227,362)
ASSIGNED	-		-
UNASSIGNED			
Economic Uncertainty (REU-3%)	12,618,505		12,618,505
Amount Above REU	10,890,738		10,890,738
TOTAL - UNASSIGNED	23,509,243	-	23,509,243
TOTAL - FUND BALANCE	24,054,243	(227,362)	23,826,881

Estimated Ending Fund Balances:

For 2019-2020

During 2019-20, the District estimates that the General Fund is projected to deficit spend by approximately \$6.1 million resulting in an unrestricted ending General Fund balance of approximately \$63.8 million. Once the district's books are closed for the prior year, an actual fund balance amount will be provided.

During 2020-21, the District estimates that the General Fund is projected to deficit spend by approximately \$40.6 million resulting in an unrestricted ending General Fund balance of \$24 million.

Board of Education Executive Summary

Business Services

2020-2021 Budget Update

August 20, 2020

Multyear Projections

General Planning Factors:

Illustrated in the following table are the latest factors released by the Department of Finance (DOF) that districts are expected to utilize as planning factors:

<i>Planning Factor per Adopted State Budget</i>	2020-21	2021-22	2022-23
Dept of Finance Statutory COLA	2.31%	2.48%	3.26%
Funded COLA	0.00%	N/A	N/A
SSC Recommended Funded COLA	0.00%	0.00%	0.00%
STRS Employer Rates (Governor's Proposed Rates)	16.15%	16.00%	18.10%
PERS Employer Rates (Governor's Proposed Rates)	20.70%	22.84%	25.50%
Lottery – Unrestricted per ADA	\$150	\$150	\$150
Lottery – Prop. 20 per ADA	\$49	\$49	\$49
Mandated Cost per ADA / One Time Allocation	\$0	\$0	\$0
Mandate Block Grant for Districts: K-8 per ADA	\$32.18	\$32.18	\$32.18
Mandate Block Grant for Districts: 9-12 per ADA	\$61.94	\$61.94	\$61.94
Mandate Block Grant for Charters: K-8 per ADA	\$16.86	\$16.86	\$16.86
Mandate Block Grant for Charters: 9-12 per ADA	\$46.87	\$46.87	\$46.87

Changes in the planning factors from May Revise will be further discussed below with the District's specific revenue and expenditure assumptions.

Revenue Assumptions:

Per enrollment trends, the District anticipates a slight decline. For 2020-21 enrollment is projected at 40,383. The District's unduplicated count is projected to remain relatively stable with a slight decline of approximately 20 students compared to the prior year which results in a decrease of supplemental and concentration revenue. Due to the hold harmless provisions of SB98, the District will be funded based on the 2019-20 funded ADA, so for funding purposes ADA is deemed flat.

0% COLA for LCFF Funds

The Local Control Funding Formula is based on the Department of Finance's estimates of COLA. The Enacted State Budget eliminated both the COLA and the deficit, leaving LCFF base funding rates flat. The State Enacted Budget does not provide an estimate for the funded COLA for 2021-2022 or 2022-2023. School Services of California recommends that District budget 0% for the projected COLA for 2021-22 and 2022-23. The LCFF revenue calculation in the proposed revised budget is based on a 0% COLA. The projected LCFF revenue for the current and two subsequent years is calculated below:

Board of Education Executive Summary

Business Services

2020-2021 Budget Update

August 20, 2020



Projected LCFF Funding per the 2020-2021 State Enacted Budget			
LCFF COLA	2020-2021	2021-22	2022-23
0% COLA	410,569,690	410,469,826	403,662,672
May Revise (District Adopted Budget)			
Negative 10% COLA	379,071,064	378,590,692	376,294,525
Projected Difference	31,498,626	31,879,134	27,368,147

Unrestricted Multi-Year Revenue Projections:

Fiscal Year 2020-21

- LCFF revenue is adjusted by \$31.5M due to eliminating the -7.92% funded COLA and applying the funded COLA of 0% (applied to 2020-21 LCFF) and holding ADA flat
- Federal Revenue no change from adopted budget
- State Revenue no change from adopted budget
- Local Revenue no change from adopted budget
- Contributions to Special Ed were decreased by \$1M from adopted budget to reflect rate increases for AB 602 and Low Incidence

Fiscal Year 2021-2022

- LCFF COLA 0%
- Federal Revenue is projected to remain constant
- State Revenue is adjusted for the increase in the Mandated Block Grant rate, approximate increase of \$42K
- Local Revenue is projected to remain constant
- Contributions to Special Ed were increased by approximately \$8.5M for increased Special Education expenditures per historical trends

Fiscal Year 2022-2023

- LCFF COLA 0%
- Federal Revenue is projected to remain constant
- State Revenue is adjusted for the increase in the Mandated Block Rate and to restore Lottery funds, approximate increase of \$918K
- Local Revenue is projected to remain constant
- Contributions to Special Ed were increased by \$8.4M for increased Special Education expenditures per historical trends

Restricted Multi-Year Revenue Projections:

Fiscal Year 2020-21

- Federal Revenue was adjusted \$21.5M to add the one-time Learning Loss Mitigation

Board of Education Executive Summary

Business Services

2020-2021 Budget Update

August 20, 2020



- funding of \$34M and remove 1X ESSER CARES of \$12.5M (allocated to 2021-22)
- State Revenue was adjusted by \$4.5M to add the increase of \$1M in Special Ed funding AB 602 and Low Incidence and 1X Learning Loss Mitigation funds of \$3.49M (State portion)
- Local Revenue was adjusted by \$11K for one-time funds (donations, local grants, fees)
- Contributions to Special Ed were decreased by \$1M from adopted budget to reflect rate increases for AB 602 and Low Incidence

Fiscal Year 2021-2022

- Federal Revenue was reduced by \$38.2M to remove SIG of \$15M, Title I of \$1.5M carryover and one-time Learning Loss Mitigation Funds of \$31.2M and to add one-time ESSER CARES \$9.5M
- State Revenue was reduced to remove one-time Learning Loss Mitigation funds of \$3.49M
- Local Revenue is projected to remain unchanged
- Contributions to Special Ed were increased by \$8.5M for increased Special Education expenditures per historical trends

Fiscal Year 2022-2023

- Federal Revenue was reduced by \$15.4M to remove one-time ESSER CARES of \$12.6M and Learning Loss Mitigation funds of \$2.8M
- State Revenue was increased by \$308K to restore restricted Lottery
- Local Revenue is projected to remain unchanged
- Contributions to Special Ed were increased by \$8.4M for increased Special Education expenditures

Expenditure Assumptions:

Unrestricted Multi-Year Expenditure Projections:

Fiscal Year 2020-21

- Certificated, Classified and Benefits - no change in assumptions from adopted budget, current changes are budget adjustments by departments and school sites
- Books and Supplies have been reduced by \$4M to allocate one-time text book adoption to 2022-2023
- Services and Capital Outlay - no change in assumptions from adopted budget, current changes are budget adjustments by departments and school sites
- Transfers out – no change from adopted budget
- Indirect costs from restricted programs are expected to increase due to program adjustments

Board of Education Executive Summary

Business Services

2020-2021 Budget Update

August 20, 2020



Fiscal Year 2021-2022

- Certificated step and column – costs are expected to increase by 1.2% each year
- Classified step costs are expected to increase by .82% each year
- Benefit adjustments of \$8.3M reflect the effects of salary changes noted above, program adjustments, the updated rates for PERS & STRS and the additional increase for health benefits
- Books and Supplies have been adjusted by \$504K to remove one-time expenditures of textbooks and IT of \$5.5M and add one-time textbook expenditure of \$5M
- Services are projected to remain relatively stable and have been adjusted to apply appropriate operational increases (rate changes) and to remove one-time expenditures
- Transfers out remains constant
- Indirect costs from restricted programs are expected to increase due to program adjustments

Fiscal Year 2022-2023

- Certificated step and column costs are expected to increase by 1.2% each year
- Classified step costs are expected to increase by .82% each year
- Benefit adjustments of \$10M reflect the effects of salary changes noted above, program adjustments, the applicable rates for PERS & STRS and the additional increase for health benefits
- Books and Supplies have been adjusted by \$1M to remove one-time textbook expenditure of \$5M and add one-time textbook expenditure of \$4M
- Services are projected to remain relatively stable and have been adjusted to apply appropriate operational increases (rate changes) and to remove one-time expenditures
- Transfers out remains constant
- Indirect costs from restricted programs are expected to increase due to program adjustments

Restricted Multi-Year Expenditure Projections:

Fiscal Year 2020-21

- Certificated, Classified and Benefits - no change in assumptions from adopted budget, current changes are budget adjustments by departments and school sites
- Books and Supplies have been adjusted by \$31M to account one-time Learning Loss Mitigate expenditures
- Services have been adjusted by \$2.4M to allocate one-time expenditures ESSER CARES to 2021-2022
- Transfers remains constant
- Indirect costs are expected to increase due to program adjustments

Board of Education Executive Summary

Business Services

2020-2021 Budget Update

August 20, 2020



Fiscal Year 2021-22

- Certificated step and column costs are expected to increase by 1.2% each year
- Other certificated salary adjustments include removing one-time SIG & Title I carryover, and additional positions for special education services
- Classified step costs are expected to increase by .82% each year and adjustments have been made for additional special education services
- Adjustments to benefits of -\$162K reflect the effects of salary changes noted above, program adjustments, expected increases to employer pension costs, the additional increase for health benefits, and removal of one-time expenditures for SIG and Title I carryover
- Books and Supplies have been adjusted by \$26M to remove one-time expenditures including Learning Loss Mitigation funds \$33.5M, SIG \$960K, Title I \$170K carryover, and to add one-time ESSER CARES of \$8M, and additional special education services
- Services have been adjusted by \$1.3M to remove one-time expenditures including SIG \$2.6M, Title I carryover \$124K and to add one-time ESSER CARES expenditures of \$800K and additional special education services
- Transfers remains constant
- Indirect costs are expected to increase due to program adjustments

Fiscal Year 2022-23

- Certificated step and column costs are expected to increase by 1.2% each year
- Other certificated salary adjustments include additional positions for special education services
- Classified step costs are expected to increase by .82% each year and adjustments have been made to remove one-time ESSER CARES expenditures and for additional special education services
- Adjustments to benefits of \$5.4M reflect the effects of salary changes noted above, program adjustments, and expected increases to employer pension costs and the additional increase for health benefits
- Books and Supplies have been adjusted by \$13M to remove one-time ESSER CARES \$10.5M and Learning Loss Mitigation \$2.7M expenditures, and additional special education services
- Services have been adjusted by \$400K to remove one-time ESSER CARES expenditures, and additional special education services
- Transfers remains constant
- Indirect costs are expected to decrease due to program adjustments

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Multi-Year Projections

	Proposed Revised Budget 2020-21			Projection 2021-22			Projection 2022-23		
	Unrestricted	Restricted	Combined	Unrestricted	Restricted	Combined	Unrestricted	Restricted	Combined
Revenue									
General Purpose	410,569,689	1,777,094	412,346,783	410,469,826	1,777,094	412,246,920	403,662,672	1,777,094	405,439,766
Federal Revenue	155,908	98,463,409	98,619,318	155,908	60,196,074	60,351,982	155,908	44,723,915	44,879,824
State Revenue	6,588,341	66,123,077	72,711,418	6,631,187	62,625,653	69,256,840	7,549,076	62,933,526	70,482,602
Local Revenue	6,049,382	1,221,989	7,271,370	6,049,382	1,221,989	7,271,370	6,049,382	1,221,989	7,271,370
Total Revenue	423,363,320	167,585,569	590,948,889	423,306,303	125,820,809	549,127,112	417,417,038	110,656,524	528,073,562
Expenditures									
Certificated Salaries	166,645,117	56,096,082	222,741,200	168,671,925	51,397,689	220,069,614	171,183,632	52,857,689	224,041,321
Classified Salaries	39,025,198	22,666,764	61,691,962	39,359,190	22,553,299	61,912,489	39,693,182	23,239,199	62,932,381
Benefits	119,719,122	69,588,878	189,307,999	128,047,255	69,427,168	197,474,423	138,055,701	74,869,263	212,924,964
Books and Supplies	12,841,919	60,222,884	73,064,803	12,337,337	34,116,619	46,453,957	11,337,337	21,159,443	32,496,781
Other Services & Oper. Exp	31,205,978	50,379,813	81,585,790	31,205,978	49,109,699	80,315,676	31,205,978	48,709,699	79,915,676
Capital Outlay	1,025,223	1,950,411	2,975,634	1,025,223	1,950,411	2,975,634	1,025,223	2,177,773	3,202,996
Other Outgo 7xxx	5,000	0	5,000	5,000	0	5,000	5,000	0	5,000
Transfer of Indirect 73xx	(6,491,765)	6,735,403	243,638	(5,404,545)	5,370,943	(33,601)	(4,452,445)	4,418,844	(33,601)
Budget Reductions				0	0	0	0	0	0
Total Expenditures	363,975,792	267,640,234	631,616,026	375,247,363	233,925,829	609,173,192	388,053,608	227,431,910	615,485,518
Deficit/Surplus	59,387,528	(100,054,665)	(40,667,137)	48,058,940	(108,105,019)	(60,046,079)	29,363,430	(116,775,386)	(87,411,956)
Other Sources/(uses)			0	0	0	0	0	0	0
Transfers in/(out)	690,752		690,752	690,752	0	690,752	690,752	0	690,752
Contributions to Restricted	(99,827,302)	99,827,302	0	(108,332,382)	108,332,382	0	(116,775,386)	116,775,386	0
Net increase (decrease) in Fund Balance	(39,749,022)	(227,362)	(39,976,385)	(59,582,690)	227,362	(59,355,327)	(86,721,204)	0	(86,721,204)
Beginning Balance	63,803,265	0	63,803,265	24,054,243	(227,362)	23,826,881	(35,528,447)	0	(35,528,447)
Ending Balance	24,054,243	(227,362)	23,826,881	(35,528,447)	0	(35,528,447)	(122,249,651)	0	(122,249,651)
Revolving/Stores/Prepays	545,000		545,000	545,000		545,000	545,000		545,000
Reserve for Econ	12,618,505		12,618,505	12,169,649		12,169,649	12,295,895		12,295,895
Uncertainty (2%)									
Restricted Programs		(227,362)	(227,362)	0	0	0	0	0	0
Assigned Textbooks			0	5,000,000		5,000,000	0		0
Unappropriated Fund Bal	10,890,738	0	10,890,738	(53,243,096)	0	(53,243,096)	(135,090,546)	0	(135,090,546)
<i>Unappropriated Percent</i>			<i>1.7%</i>			<i>-8.7%</i>			<i>-21.9%</i>

Cash Flow

The State Enacted Budget increased the cash deferrals by approximately \$12 billion and eliminated the -10% COLA deficit factor for LCFF funding. The months subject to the cash deferrals include February through June for both fiscal years 2020-2021 and 2021-2022. For the District this represents approximately additional cash deferrals of \$36M and \$30M in 2020-2021 and 2021-2022, respectively. The net impact of eliminating the -10% COLA and increasing cash deferrals, decreases the District's projected cash balance at 6/30/21 by \$16M for a projected

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Business Services

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ending cash balance of -\$100M. The charts below provide the months and dollars amounts subject to the deferrals in 2020-2021 and 2021-2022.

Projected Cash Deferrals

Projected Cash Deferrals	20-21	21-22	22-23
February 44.44% deferred to November	\$ 14,200,000	\$ 12,300,000	\$ -
March 66.67% deferred to October	\$ 21,200,000	\$ 18,400,000	\$ -
April 66.67% deferred to September	\$ 21,200,000	\$ 18,400,000	\$ -
May 66.67% deferred to August	\$ 21,200,000	\$ 18,400,000	\$ -
June 100% deferred to July	\$ 31,840,000	\$ 27,660,000	\$ -
Total Projected Deferrals	\$ 109,640,000	\$ 95,160,000	\$ -



Board of Education Executive Summary

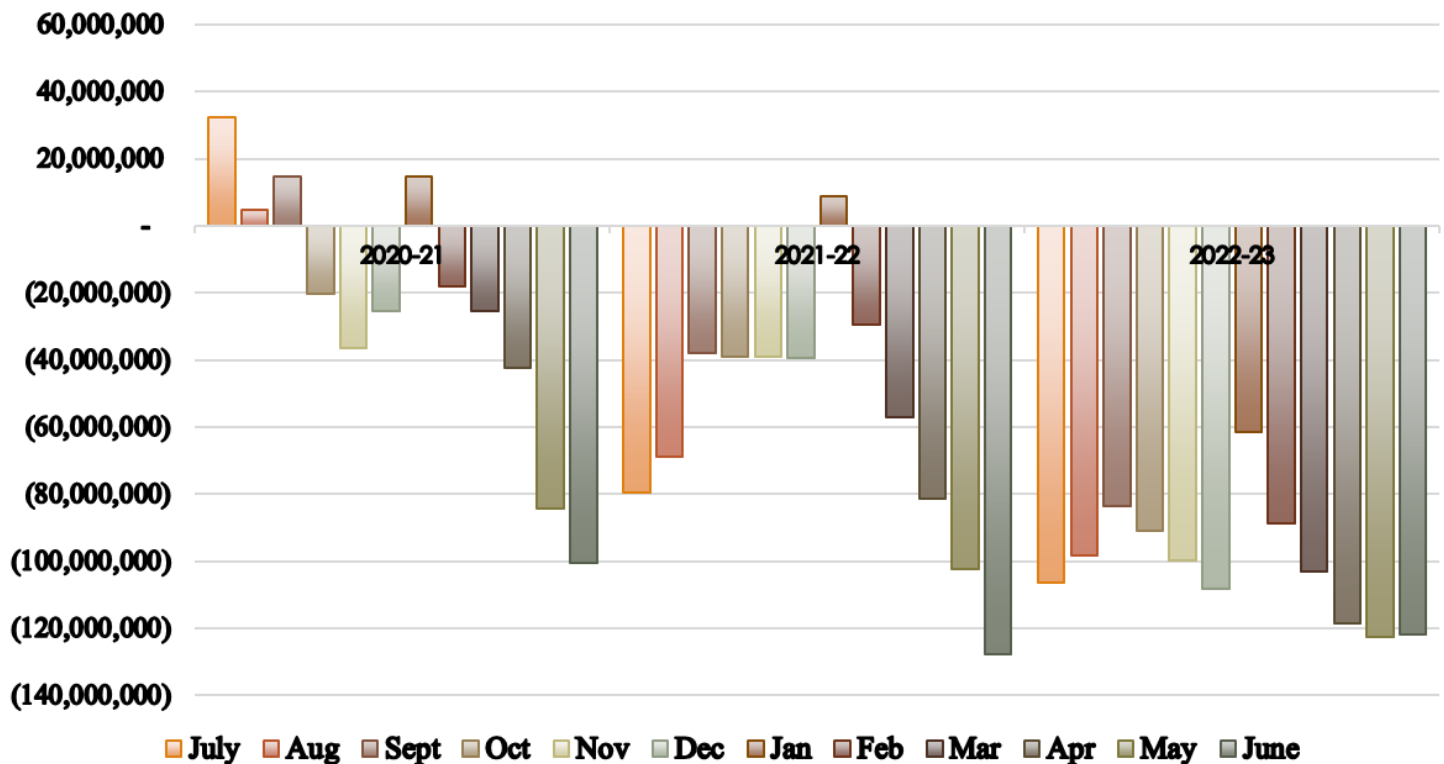
Business Services

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Projected Cash Flow: Includes Cash Deferrals & One-Time Federal Funds per 2020-2021 State Budget



The State will reduce the deferrals (starting with the earliest deferrals) pending additional Federal funds.

Federal Funds

The District has been awarded Federal funds to assist with COVID-19 related expenditures and these include Elementary and Secondary School Emergency Relief (ESSER) and Governor’s Emergency Education Relief (GEER) and Coronavirus Relief Fund (CRF). The following table below provides additional information on these three funding sources.

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Title	Amount	Allowable Uses	Time Constraints
Elementary and Secondary School Emergency Relief (ESSER)	1X \$15.8M Based on a proportionate share of 2019 Title 1 Part A Funds <i>Funds received after expenditures are incurred.</i>	<ul style="list-style-type: none"> • COVID-19 response activities • Any other purpose supported by federal elementary and secondary education laws (see attachment A for additional information)	Expenses incurred on or after March 13, 2020 through September 30, 2022
New Item Governor’s Emergency Education Relief (GEER) and Coronavirus Relief Fund (CRF) AKA Learning Loss Mitigation Funds	1X \$40.4M based on: 1. 2019 Fall Count Special Ed Students 2. Proportionate share of 2019-20 Supplemental & Concentration 3. Proportionate share of 2019-20 LCFF <i>Funds received after expenditures are incurred.</i>	Four general categories: 1. Student Learning Supports 2. General Measures that extend instructional time for students 3. Additional core academic support for students who need it 4. Integrated services that support teaching and learning (student & staff tech needs, mental health services, staff PD, & student nutrition)	Expenses incurred on or after March 1, 2020 through December 30, 2020 for \$37.6M and Expenses incurred on or after March 1, 2020 through September 30, 2022 for \$2.8M

IV. Goals, Objectives and Measures:

Continue to provide information to the Board and the public on a monthly basis including required reporting periods such as First, Second and Third Interim reports. Develop significantly improved budget development process to comply with Local Control Accountability Plan (LCAP).

V. Major Initiatives:

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

Board of Education Executive Summary

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VI. Results:

Budget development for 2020-2021 has followed the timeline approved by the Board. The District expects to revise and resubmit the 2020-21 budget by the required time lines and will continue to provide budget updates as information becomes available.

VII. Lessons Learned/Next Steps:

- Continue to monitor the State budget and its impact on District finances.
- Continue to obtain stakeholders' input, follow the LCAP process and meet with bargaining units to seek cost reductions and long-term budget savings.

Sacramento City Unified School District
Proposed Revised Budget 2020-21 and Multi-Year Projection

	Proposed Revised Budget 2020-21			Projection 2021-22			Projection 2022-23		
	Unrestricted	Restricted	Combined	Unrestricted	Restricted	Combined	Unrestricted	Restricted	Combined
Revenue									
General Purpose	410,569,689	1,777,094	412,346,783	410,469,826	1,777,094	412,246,920	403,662,672	1,777,094	405,439,766
Federal Revenue	155,908	98,463,409	98,619,318	155,908	60,196,074	60,351,982	155,908	44,723,915	44,879,824
State Revenue	6,588,341	66,123,077	72,711,418	6,631,187	62,625,653	69,256,840	7,549,076	62,933,526	70,482,602
Local Revenue	6,049,382	1,221,989	7,271,370	6,049,382	1,221,989	7,271,370	6,049,382	1,221,989	7,271,370
Total Revenue	423,363,320	167,585,569	590,948,889	423,306,303	125,820,809	549,127,112	417,417,038	110,656,524	528,073,562
Expenditures									
Certificated Salaries	166,645,117	56,096,082	222,741,200	168,671,925	51,397,689	220,069,614	171,183,632	52,857,689	224,041,321
Classified Salaries	39,025,198	22,666,764	61,691,962	39,359,190	22,553,299	61,912,489	39,693,182	23,239,199	62,932,381
Benefits	119,719,122	69,588,878	189,307,999	128,047,255	69,427,168	197,474,423	138,055,701	74,869,263	212,924,964
Books and Supplies	12,841,919	60,222,884	73,064,803	12,337,337	34,116,619	46,453,957	11,337,337	21,159,443	32,496,781
Other Services & Oper. Exp	31,205,978	50,379,813	81,585,790	31,205,978	49,109,699	80,315,676	31,205,978	48,709,699	79,915,676
Capital Outlay	1,025,223	1,950,411	2,975,634	1,025,223	1,950,411	2,975,634	1,025,223	2,177,773	3,202,996
Other Outgo 7xxx	5,000	0	5,000	5,000	0	5,000	5,000	0	5,000
Transfer of Indirect 73xx	(6,491,765)	6,735,403	243,638	(5,404,545)	5,370,943	(33,601)	(4,452,445)	4,418,844	(33,601)
Budget Reductions				0	0	0	0	0	0
Total Expenditures	363,975,792	267,640,234	631,616,026	375,247,363	233,925,829	609,173,192	388,053,608	227,431,910	615,485,518
Deficit/Surplus	59,387,528	(100,054,665)	(40,667,137)	48,058,940	(108,105,019)	(60,046,079)	29,363,430	(116,775,386)	(87,411,956)
Other Sources/(uses)			0	0	0	0	0	0	0
Transfers in/(out)	690,752		690,752	690,752	0	690,752	690,752	0	690,752
Contributions to Restricted	(99,827,302)	99,827,302	0	(108,332,382)	108,332,382	0	(116,775,386)	116,775,386	0
Net increase (decrease) in Fund Balance	(39,749,022)	(227,362)	(39,976,385)	(59,582,690)	227,362	(59,355,327)	(86,721,204)	0	(86,721,204)
Beginning Balance	63,803,265	0	63,803,265	24,054,243	(227,362)	23,826,881	(35,528,447)	0	(35,528,447)
Ending Balance	24,054,243	(227,362)	23,826,881	(35,528,447)	0	(35,528,447)	(122,249,651)	0	(122,249,651)
Revolving/Stores/Prepays	545,000		545,000	545,000		545,000	545,000		545,000
Reserve for Econ Uncertainty (2%)	12,618,505		12,618,505	12,169,649		12,169,649	12,295,895		12,295,895
Restricted Programs		(227,362)	(227,362)	0	0	0	0	0	0
Assigned Textbooks			0	5,000,000		5,000,000	0		0
Unappropriated Fund Balance	10,890,738	0	10,890,738	(53,243,096)	0	(53,243,096)	(135,090,546)	0	(135,090,546)
<i>Unappropriated Percent</i>			<i>1.7%</i>			<i>-8.7%</i>			<i>-21.9%</i>

Cashflow Worksheet - Budget Year (1)

2020-21 FEBRUARY (50%), MARCH - JUNE (100%) DEFERRALS STATE AID & SE		Object	Beginning Balance	July	Aug	Sept	Oct	Nov	Dec	Jan
A. BEGINNING CASH		9110		\$ 45,833,339.93	\$ 28,231,166.05	\$ 880,290.18	\$ 13,837,036.15	\$ (21,535,865.65)	\$ (38,306,527.99)	\$ (29,353,402.11)
B. RECEIPTS										
LCF Revenue Sources										
Principal Apportionment		8010-8019		\$ 12,128,414.50	\$ 12,128,414.50	\$ 40,492,376.10	\$ 21,831,146.10	\$ 21,831,146.10	\$ 40,492,376.10	\$ 21,831,146.10
Property Taxes		8020-8079		\$ -	\$ -	\$ -	\$ -	\$ 1,105,478.63	\$ -	\$ 64,117,760.54
Miscellaneous Funds		8080-8099		\$ -	\$ -	\$ -	\$ (4,155,448.32)	\$ -	\$ -	\$ (2,010,700.80)
Federal Revenues		8100-8299		\$ 7,190.04	\$ 49,975.09	\$ 4,010,577.68	\$ 425,963.02	\$ 23,367.61	\$ 16,142,519.92	\$ 105,165.12
Other State Revenues		8300-8599		\$ 2,185,148.43	\$ 1,361,862.83	\$ 4,939,759.50	\$ 2,437,989.94	\$ 9,303,418.88	\$ 4,088,644.84	\$ 2,576,695.43
Other Local Revenues		8600-8799		\$ 1,168,221.74	\$ 73,573.19	\$ 72,864.25	\$ 340,263.46	\$ 340,012.33	\$ 72,414.45	\$ 447,298.00
Interfund Transfers In		8910-8929		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,557,242.58
All Other Financing Sources		8930-8979		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Undefined Objects				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL RECEIPTS				\$ 15,488,974.71	\$ 13,613,825.61	\$ 49,515,577.53	\$ 20,879,914.20	\$ 32,603,423.55	\$ 60,795,955.31	\$ 88,624,606.97
C. DISBURSEMENTS										
Certificated Salaries		1000-1999		\$ 1,955,544.68	\$ 4,524,059.51	\$ 20,080,303.54	\$ 20,713,042.74	\$ 21,531,907.62	\$ 21,026,747.07	\$ 20,984,366.52
Classified Salaries		2000-2999		\$ 2,646,567.10	\$ 4,004,903.86	\$ 5,149,742.22	\$ 5,341,331.51	\$ 5,559,274.87	\$ 5,409,571.86	\$ 5,308,730.39
Employee Benefits		3000-3999		\$ 2,666,711.29	\$ 4,047,280.68	\$ 15,430,471.91	\$ 15,378,605.41	\$ 15,420,118.26	\$ 16,248,634.15	\$ 15,574,892.15
Books and Supplies		4000-4999		\$ 275,664.62	\$ 1,636,288.77	\$ 1,139,599.76	\$ 909,724.07	\$ 930,952.17	\$ 739,807.92	\$ 753,860.23
COVID Expenses		4000-5999		\$ 4,940,555.79	\$ 984,541.29	\$ 984,541.29	\$ 984,541.29	\$ 984,541.29	\$ 984,541.29	\$ 984,541.29
Learning Loss Mitigation Expenses		4000-5999		\$ 6,631,517.67	\$ 6,631,517.67	\$ 6,631,517.67	\$ 6,631,517.67	\$ 6,631,517.67	\$ 6,631,517.67	\$ -
Services		5000-5999		\$ 835,830.92	\$ 2,793,024.68	\$ 4,453,537.96	\$ 7,654,314.09	\$ 5,878,965.50	\$ 7,215,949.65	\$ 5,598,651.25
Capital Outlay		6000-6599		\$ 10,840.62	\$ 650,183.09	\$ 350,020.64	\$ 502,430.16	\$ 277,087.92	\$ 74,582.09	\$ 114,898.90
Other Outgo		7000-7499		\$ (5,874.71)	\$ 140,542.61	\$ 7,475.50	\$ (43,838.10)	\$ 40.11	\$ (4,730.99)	\$ 75,252.74
Interfund Transfers Out		7600-7629		\$ 44,463.39	\$ 41,759.33	\$ 2,512.73	\$ 52,049.75	\$ 2,199.24	\$ 121,903.02	\$ 201,796.91
All Other Financing Uses		7630-7699		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL DISBURSEMENTS				\$ 20,001,821.37	\$ 25,454,101.49	\$ 54,229,723.22	\$ 58,123,718.59	\$ 57,216,604.65	\$ 58,448,523.73	\$ 49,596,990.38
D. BALANCE SHEET ITEMS										
Assets and Deferred Outflows										
Cash Not In Treasury		9111-9199	\$ 117,077.89	\$ 25,928.39	\$ 4,646.96	\$ 6,782.29	\$ 5,107.38	\$ 7,216.99	\$ 7,143.46	\$ 6,096.25
Accounts Receivable		9200-9299	\$ 84,659,222.01	\$ 25,726,691.92	\$ 992,402.40	\$ 18,186,848.00	\$ 1,865,978.19	\$ 7,837,601.09	\$ 6,644,392.07	\$ 862,303.96
Due From Other Funds		9310	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Stores		9320	\$ 104,064.03	\$ 44,067.85	\$ 1,440.27	\$ 5,962.51	\$ (2,367.65)	\$ 1,822.80	\$ -	\$ 244.81
Prepaid Expenditures		9330	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Current Assets		9340	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Deferred Outflows of Resources		9490	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Undefined Objects			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
SUBTOTAL ASSETS			\$ 84,880,363.93	\$ 25,796,688.16	\$ 998,489.63	\$ 18,199,592.80	\$ 1,868,717.92	\$ 7,846,640.88	\$ 6,651,535.53	\$ 868,645.02
Liabilities and Deferred Inflows										
Accounts Payable		9500-9599	\$ (66,910,438.86)	\$ (38,886,015.38)	\$ (16,509,089.62)	\$ (528,701.14)	\$ 2,184.67	\$ (4,122.12)	\$ (45,841.23)	\$ (23,625.54)
Due To Other Funds		9610	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Current Loans		9640	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Unearned Revenues		9650	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Deferred Inflows of Resources		9690	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Undefined Objects			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
SUBTOTAL LIABILITIES			\$ (66,910,438.86)	\$ (38,886,015.38)	\$ (16,509,089.62)	\$ (528,701.14)	\$ 2,184.67	\$ (4,122.12)	\$ (45,841.23)	\$ (23,625.54)
Nonoperating										
Suspense Clearing		9910	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL BALANCE SHEET ITEMS			\$ 17,969,925.07	\$ (13,089,327.22)	\$ (15,510,599.99)	\$ 17,670,891.66	\$ 1,870,902.59	\$ 7,842,518.76	\$ 6,605,694.30	\$ 845,019.48
E. NET INCREASE/DECREASE B - C + D				\$ (17,602,173.88)	\$ (27,350,875.87)	\$ 12,956,745.97	\$ (35,372,901.80)	\$ (16,770,662.34)	\$ 8,953,125.88	\$ 39,872,636.07
F. ENDING CASH (A + E)				\$ 28,231,166.05	\$ 880,290.18	\$ 13,837,036.15	\$ (21,535,865.65)	\$ (38,306,527.99)	\$ (29,353,402.11)	\$ 10,519,233.96
G. Ending Cash, Plus Cash Accruals and Adjustments			\$ 63,803,265.00							

Note - Beginning Balances are estimates until fiscal year 19-20 is officially closed

Cashflow Worksheet - Budget Year (1)

2020-21 FEBRUARY (50%), MARCH - JUNE (100%) DEFERRALS STATE AID & SE		Object	Feb	Mar	Apr	May	June	Accrual	Adjustments	Total
A. BEGINNING CASH		9110	\$ 10,519,233.96	\$ (28,623,322.44)	\$ (46,756,247.29)	\$ (71,334,381.57)	\$ (123,601,532.14)			\$ -
B. RECEIPTS										
LCF Revenue Sources										
Principal Apportionment		8010-8019	\$ 10,176,430.63	\$ 18,661,230.00	\$ -	\$ -	\$ 18,661,230.00	\$ 95,192,587.87	\$ -	\$ 313,426,498.00
Property Taxes		8020-8079	\$ -	\$ -	\$ 12,160,264.93	\$ -	\$ 33,164,358.90	\$ -	\$ -	\$ 110,547,863.00
Miscellaneous Funds		8080-8099	\$ -	\$ (873,360.64)	\$ -	\$ (1,340,467.20)	\$ (700,713.36)	\$ (2,546,887.68)	\$ -	\$ (11,627,578.00)
Federal Revenues		8100-8299	\$ 215,048.21	\$ 7,632,820.80	\$ 13,669,894.62	\$ 181,308.97	\$ 22,677,776.34	\$ 33,477,710.58	\$ -	\$ 98,619,318.00
Other State Revenues		8300-8599	\$ 1,211,308.20	\$ 2,743,377.86	\$ -	\$ 299,483.50	\$ 1,971,613.87	\$ 19,468,086.72	\$ 20,124,028.00	\$ 72,711,418.00
Other Local Revenues		8600-8799	\$ 377,867.32	\$ 606,140.63	\$ 735,303.74	\$ 862,708.55	\$ 984,586.86	\$ 1,190,115.48	\$ -	\$ 7,271,370.00
Interfund Transfers In		8910-8929	\$ -	\$ 923,787.97	\$ -	\$ -	\$ 158,363.65	\$ 0.00	\$ -	\$ 2,639,394.20
All Other Financing Sources		8930-8979	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Undefined Objects										
TOTAL RECEIPTS			\$ 11,980,654.36	\$ 29,693,996.62	\$ 26,565,463.29	\$ 3,033.82	\$ 76,917,216.26	\$ 146,781,612.97	\$ 20,124,028.00	\$ 593,588,283.20
C. DISBURSEMENTS										
Certificated Salaries		1000-1999	\$ 21,553,095.27	\$ 22,128,047.79	\$ 21,179,896.88	\$ 21,246,613.41	\$ 22,216,392.65	\$ 3,601,182.32		\$ 222,741,200.00
Classified Salaries		2000-2999	\$ 5,205,061.72	\$ 5,423,146.70	\$ 5,434,822.01	\$ 5,827,753.65	\$ 5,652,787.22	\$ 728,268.89		\$ 61,691,962.00
Employee Benefits		3000-3999	\$ 16,562,792.81	\$ 16,901,709.46	\$ 16,940,045.23	\$ 15,745,113.26	\$ 16,106,017.17	\$ 2,161,579.22	\$ 20,124,028.00	\$ 189,307,999.00
Books and Supplies		4000-4999	\$ 693,838.42	\$ 715,113.51	\$ 802,252.59	\$ 1,307,927.06	\$ 2,594,149.54	\$ 5,006,008.34		\$ 17,505,187.00
COVID Expenses		4000-5999	\$ 984,541.29	\$ 984,541.29	\$ 984,541.29	\$ 984,541.29	\$ 984,541.29	\$ 0.02	\$ -	\$ 15,770,510.00
Learning Loss Mitigation Expenses		4000-5999	\$ -	\$ -	\$ -	\$ -	\$ -	\$ (0.01)		\$ 39,789,106.00
Services		5000-5999	\$ 7,078,688.52	\$ 6,289,568.63	\$ 7,388,846.79	\$ 7,789,504.42	\$ 8,575,001.55	\$ 10,033,906.04		\$ 81,585,790.00
Capital Outlay		6000-6599	\$ 106,343.60	\$ 184,322.72	\$ 111,937.90	\$ 94,246.76	\$ 180,461.47	\$ 318,278.13		\$ 2,975,634.00
Other Outgo		7000-7499	\$ 153,225.09	\$ 4,041.22	\$ 4,544.42	\$ 10,008.19	\$ 24,844.15	\$ (116,892.23)		\$ 248,638.00
Interfund Transfers Out		7600-7629	\$ 113,050.15	\$ 261,717.84	\$ 36,756.10	\$ 89,967.87	\$ 820,619.37	\$ 159,846.30		\$ 1,948,642.00
All Other Financing Uses		7630-7699	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		\$ -
TOTAL DISBURSEMENTS			\$ 52,450,636.87	\$ 52,892,209.16	\$ 52,883,643.21	\$ 53,095,675.91	\$ 57,154,814.41	\$ 21,892,177.01	\$ 20,124,028.00	\$ 633,564,668.00
D. BALANCE SHEET ITEMS										
Assets and Deferred Outflows										
Cash Not In Treasury		9111-9199	\$ 9,898.08	\$ 5,035.07	\$ 5,294.09	\$ 20,565.79	\$ 13,363.13	\$ 0.01		\$ 117,077.89
Accounts Receivable		9200-9299	\$ 3,438,133.92	\$ 7,191,559.34	\$ 3,855,428.92	\$ 3,438,133.84	\$ 4,508,055.86	\$ 111,692.50		\$ 84,659,222.01
Due From Other Funds		9310	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		\$ -
Stores		9320	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 52,894.24		\$ 104,064.83
Prepaid Expenditures		9330	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		\$ -
Other Current Assets		9340	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		\$ -
Deferred Outflows of Resources		9490	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		\$ -
Undefined Objects			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		\$ -
SUBTOTAL ASSETS			\$ 3,448,032.00	\$ 7,196,594.41	\$ 3,860,723.01	\$ 3,458,699.63	\$ 4,521,418.99	\$ 164,586.75	\$ -	\$ 84,880,364.73
Liabilities and Deferred Inflows										
Accounts Payable		9500-9599	\$ (2,120,605.89)	\$ (2,131,306.72)	\$ (2,120,677.37)	\$ (2,633,208.11)	\$ (1,909,430.40)	\$ (0.01)		\$ (66,910,438.86)
Due To Other Funds		9610						\$ -		\$ -
Current Loans		9640						\$ -		\$ -
Unearned Revenues		9650						\$ -		\$ -
Deferred Inflows of Resources		9690						\$ -		\$ -
Undefined Objects								\$ -		\$ -
SUBTOTAL LIABILITIES			\$ (2,120,605.89)	\$ (2,131,306.72)	\$ (2,120,677.37)	\$ (2,633,208.11)	\$ (1,909,430.40)	\$ (0.01)	\$ -	\$ (66,910,438.86)
Nonoperating										
Suspense Clearing		9910	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		\$ -
TOTAL BALANCE SHEET ITEMS			\$ 1,327,426.11	\$ 5,065,287.69	\$ 1,740,045.64	\$ 825,491.52	\$ 2,611,988.59	\$ 164,586.74	\$ -	\$ 17,969,925.87
E. NET INCREASE/DECREASE B - C + D		Note - Beginn estimates until officially close	\$ (39,142,556.40)	\$ (18,132,924.85)	\$ (24,578,134.28)	\$ (52,267,150.57)	\$ 22,374,390.44	\$ 125,054,022.70	\$ -	\$ (22,006,458.93)
F. ENDING CASH (A + E)			\$ (28,623,322.44)	\$ (46,756,247.29)	\$ (71,334,381.57)	\$ (123,601,532.14)	\$ (101,227,141.70)			
G. Ending Cash, Plus Cash Accruals and Adjustments										\$ 23,826,881.00

2020-21 FEBRUARY (50%), MARCH - JUNE (100%) DEFERRALS STATE AID & SE		Object	Budget
A. BEGINNING CASH		9110	\$ -
B. RECEIPTS			
LCF Revenue Sources			
Principal Apportionment		8010-8019	\$ 313,426,498.00
Property Taxes		8020-8079	\$ 110,547,863.00
Miscellaneous Funds		8080-8099	\$ (11,627,578.00)
Federal Revenues		8100-8299	\$ 98,619,318.00
Other State Revenues		8300-8599	\$ 72,711,418.00
Other Local Revenues		8600-8799	\$ 7,271,370.00
Interfund Transfers In		8910-8929	\$ 2,639,394.20
All Other Financing Sources		8930-8979	\$ -
Undefined Objects			
TOTAL RECEIPTS			\$ 593,588,283.20
C. DISBURSEMENTS			
Certificated Salaries		1000-1999	\$ 222,741,200.00
Classified Salaries		2000-2999	\$ 61,691,962.00
Employee Benefits		3000-3999	\$ 189,307,999.00
Books and Supplies		4000-4999	\$ 17,505,187.00
COVID Expenses		4000-5999	\$ 15,770,510.00
Learning Loss Mitigation Expenses		4000-5999	\$ 39,789,106.00
Services		5000-5999	\$ 81,585,790.00
Capital Outlay		6000-6599	\$ 2,975,634.00
Other Outgo		7000-7499	\$ 248,638.00
Interfund Transfers Out		7600-7629	\$ 1,948,642.00
All Other Financing Uses		7630-7699	\$ -
TOTAL DISBURSEMENTS			\$ 633,564,668.00
D. BALANCE SHEET ITEMS			\$ 690,752.20
<u>Assets and Deferred Outflows</u>			
Cash Not In Treasury		9111-9199	
Accounts Receivable		9200-9299	
Due From Other Funds		9310	
Stores		9320	
Prepaid Expenditures		9330	
Other Current Assets		9340	
Deferred Outflows of Resources		9490	
Undefined Objects			
SUBTOTAL ASSETS			
<u>Liabilities and Deferred Inflows</u>			
Accounts Payable		9500-9599	
Due To Other Funds		9610	
Current Loans		9640	
Unearned Revenues		9650	
Deferred Inflows of Resources		9690	
Undefined Objects			
SUBTOTAL LIABILITIES			
Nonoperating			
Suspense Clearing		9910	
TOTAL BALANCE SHEET ITEMS			\$ -
E. NET INCREASE/DECREASE B - C + D		Note - Beginning estimates until officially closed	\$ (39,976,384.80)
F. ENDING CASH (A + E)			
G. Ending Cash, Plus Cash			
Accruals and Adjustments			

Cashflow Worksheet - Budget Year (2)

2021-22 FEBRUARY (50%), MARCH - JUNE (100%) DEFERRALS STATE AID & SE		Object	Beginning Balance	July	Aug	Sept	Oct	Nov	Dec	Jan
A. BEGINNING CASH		9110		\$ (101,227,141.70)	\$ (81,813,959.45)	\$ (68,456,865.05)	\$ (38,271,380.29)	\$ (37,113,785.76)	\$ (39,369,578.69)	\$ (39,178,749.64)
B. RECEIPTS										
LCF Revenue Sources										
Principal Apportionment		8010-8019		\$ 14,027,162.45	\$ 14,027,162.45	\$ 33,443,914.66	\$ 25,248,892.41	\$ 25,248,892.41	\$ 33,443,914.66	\$ 25,248,892.41
Property Taxes		8020-8079		\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,381,848.29	\$ 63,012,281.91
Miscellaneous Funds		8080-8099		\$ -	\$ -	\$ -	\$ (2,278,233.75)	\$ (1,340,137.50)	\$ -	\$ (2,144,220.00)
Federal Revenues		8100-8299		\$ 4,207.26	\$ 114,681.60	\$ 3,887,930.58	\$ 126,508.27	\$ 2,166,436.18	\$ 8,832,697.48	\$ 1,468,724.57
Other State Revenues		8300-8599		\$ 2,128,713.54	\$ 1,603,021.54	\$ 2,829,087.89	\$ 2,912,922.41	\$ 5,022,804.51	\$ 2,412,315.98	\$ 9,554,095.36
Other Local Revenues		8600-8799		\$ 1,243,103.37	\$ 91,846.16	\$ 15,686.18	\$ 492,835.09	\$ 107,062.34	\$ 471,331.88	\$ 884,344.63
Interfund Transfers In		8910-8929		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
All Other Financing Sources		8930-8979		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Undefined Objects										
TOTAL RECEIPTS				\$ 17,403,186.62	\$ 15,836,711.75	\$ 40,176,619.31	\$ 26,502,924.43	\$ 31,205,057.94	\$ 46,542,108.29	\$ 98,024,118.88
C. DISBURSEMENTS										
Certificated Salaries		1000-1999		\$ 1,932,089.63	\$ 4,469,797.37	\$ 19,839,457.85	\$ 20,464,607.90	\$ 21,273,651.21	\$ 20,774,549.62	\$ 20,732,677.38
Classified Salaries		2000-2999		\$ 2,656,027.65	\$ 4,019,219.98	\$ 5,168,150.73	\$ 5,360,424.89	\$ 5,579,147.32	\$ 5,428,909.17	\$ 5,327,707.23
Employee Benefits		3000-3999		\$ 2,795,432.08	\$ 4,242,640.86	\$ 16,175,292.92	\$ 16,120,922.85	\$ 16,164,439.51	\$ 17,032,947.43	\$ 16,326,684.25
Books and Supplies		4000-4999		\$ 731,538.18	\$ 4,342,260.86	\$ 3,024,184.68	\$ 2,414,157.75	\$ 2,470,491.29	\$ 1,963,246.98	\$ 2,000,537.93
Services		5000-5999		\$ 822,818.84	\$ 2,749,543.33	\$ 4,384,206.02	\$ 7,535,153.00	\$ 5,787,442.74	\$ 7,103,612.94	\$ 5,511,492.38
Capital Outlay		6000-6599		\$ 10,840.62	\$ 650,183.09	\$ 350,020.64	\$ 502,430.16	\$ 277,087.92	\$ 74,582.09	\$ 114,898.90
Other Outgo		7000-7499		\$ 675.77	\$ (16,166.71)	\$ (859.91)	\$ 5,042.73	\$ (4.61)	\$ 544.21	\$ (8,656.37)
Interfund Transfers Out		7600-7629		\$ 23,630.55	\$ 22,193.45	\$ 1,335.42	\$ 27,662.41	\$ 1,168.81	\$ 64,786.70	\$ 107,247.19
All Other Financing Uses		7630-7699		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL DISBURSEMENTS				\$ 8,973,053.32	\$ 20,479,672.23	\$ 48,941,788.35	\$ 52,430,401.69	\$ 51,553,424.19	\$ 52,443,179.14	\$ 50,112,588.89
D. BALANCE SHEET ITEMS										
<u>Assets and Deferred Outflows</u>										
Cash Not In Treasury		9111-9199	\$ 0.01	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Accounts Receivable		9200-9299	\$ 146,893,305.47	\$ 23,683,620.29	\$ 23,400,870.29	\$ 39,120,606.89	\$ 27,085,560.45	\$ 18,092,995.52	\$ 6,106,898.52	\$ 401,156.43
Due From Other Funds		9310		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Stores		9320	\$ 52,894.24	\$ 22,399.05	\$ 732.07	\$ 3,030.66	\$ (1,203.44)	\$ 926.50	\$ -	\$ 124.44
Prepaid Expenditures		9330		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Current Assets		9340		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Deferred Outflows of Resources		9490		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Undefined Objects				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
SUBTOTAL ASSETS			\$ 146,946,199.72	\$ 23,706,019.34	\$ 23,401,602.36	\$ 39,123,637.55	\$ 27,084,357.01	\$ 18,093,922.02	\$ 6,106,898.52	\$ 401,280.87
<u>Liabilities and Deferred Inflows</u>										
Accounts Payable		9500-9599	\$ (21,892,177.02)	\$ (12,722,970.39)	\$ (5,401,547.48)	\$ (172,983.75)	\$ 714.79	\$ (1,348.70)	\$ (14,998.62)	\$ (7,729.95)
Due To Other Funds		9610	\$ -	\$ -						
Current Loans		9640								
Unearned Revenues		9650	\$ -							
Deferred Inflows of Resources		9690								
Undefined Objects										
SUBTOTAL LIABILITIES			\$ (21,892,177.02)	\$ (12,722,970.39)	\$ (5,401,547.48)	\$ (172,983.75)	\$ 714.79	\$ (1,348.70)	\$ (14,998.62)	\$ (7,729.95)
Nonoperating										
Suspense Clearing		9910	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL BALANCE SHEET ITEMS			\$ 125,054,022.70	\$ 10,983,048.95	\$ 18,000,054.88	\$ 38,950,653.80	\$ 27,085,071.80	\$ 18,092,573.32	\$ 6,091,899.90	\$ 393,550.92
E. NET INCREASE/DECREASE B - C + D				\$ 19,413,182.25	\$ 13,357,094.40	\$ 30,185,484.76	\$ 1,157,594.54	\$ (2,255,792.93)	\$ 190,829.05	\$ 48,305,080.91
F. ENDING CASH (A + E)				\$ (81,813,959.45)	\$ (68,456,865.05)	\$ (38,271,380.29)	\$ (37,113,785.76)	\$ (39,369,578.69)	\$ (39,178,749.64)	\$ 9,126,331.27
G. Ending Cash, Plus Cash										
Accruals and Adjustments			\$ 23,826,881.00							

Cashflow Worksheet - Budget Year (2)

2021-22 FEBRUARY (50%), MARCH - JUNE (100%) DEFERRALS STATE AID & SE		Object	Feb	Mar	Apr	May	June	Accrual	Adjustments	Total	Budget
A. BEGINNING CASH		9110	\$ 9,126,331.27	\$ (30,052,125.07)	\$ (66,501,197.25)	\$ (99,678,251.75)	\$ (129,981,693.91)				
B. RECEIPTS											
LCF Revenue Sources											
Principal Apportionment		8010-8019	\$ 12,624,446.21	\$ 8,157,986.50	\$ -	\$ -	\$ 8,232,058.00	\$ 113,620,015.84	\$ -	\$ 313,323,338.00	\$ 313,323,338.00
Property Taxes		8020-8079	\$ -	\$ -	\$ 12,160,264.93	\$ 25,426,008.49	\$ 7,738,350.41	\$ 829,108.97	\$ -	\$ 110,547,863.00	\$ 110,547,863.00
Miscellaneous Funds		8080-8099	\$ -	\$ (1,876,192.50)	\$ -	\$ (1,340,137.50)	\$ (2,680,275.00)	\$ 34,915.25	\$ -	\$ (11,624,281.00)	\$ (11,624,281.00)
Federal Revenues		8100-8299	\$ 277,100.25	\$ 4,642,949.26	\$ 8,236,091.64	\$ 181,308.97	\$ 14,737,866.47	\$ 15,675,479.47	\$ -	\$ 60,351,982.00	\$ 60,351,982.00
Other State Revenues		8300-8599	\$ 1,206,157.99	\$ 2,297,259.63	\$ 37,216.36	\$ 232,363.69	\$ 3,894,380.59	\$ 15,002,472.51	\$ 20,124,028.00	\$ 69,256,840.00	\$ 69,256,840.00
Other Local Revenues		8600-8799	\$ 246,740.42	\$ 345,138.74	\$ 691,019.39	\$ 684,077.97	\$ 833,016.83	\$ 1,165,167.40	\$ -	\$ 7,271,370.40	\$ 7,271,370.40
Interfund Transfers In		8910-8929	\$ -	\$ 604,232.72	\$ -	\$ -	\$ 1,122,146.48	\$ -	\$ -	\$ 1,726,379.20	\$ 1,726,379.20
All Other Financing Sources		8930-8979	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Undefined Objects											
TOTAL RECEIPTS			\$ 14,354,444.87	\$ 14,171,374.35	\$ 21,124,592.32	\$ 25,183,621.62	\$ 33,877,543.78	\$ 146,327,159.44	\$ 20,124,028.00	\$ 550,853,491.60	\$ 550,853,491.60
C. DISBURSEMENTS											
Certificated Salaries		1000-1999	\$ 21,294,584.73	\$ 21,862,641.20	\$ 20,925,862.53	\$ 20,991,778.86	\$ 21,949,926.45	\$ 3,557,989.27		\$ 220,069,614.00	\$ 220,069,614.00
Classified Salaries		2000-2999	\$ 5,223,667.98	\$ 5,442,532.54	\$ 5,454,249.59	\$ 5,848,585.81	\$ 5,672,993.94	\$ 730,872.17		\$ 61,912,489.00	\$ 61,912,489.00
Employee Benefits		3000-3999	\$ 17,362,270.37	\$ 17,717,546.35	\$ 17,757,732.57	\$ 16,505,121.85	\$ 16,883,446.41	\$ 2,265,917.55	\$ 20,124,028.00	\$ 197,474,423.00	\$ 197,474,423.00
Books and Supplies		4000-4999	\$ 1,841,256.55	\$ 1,897,714.79	\$ 2,128,957.96	\$ 3,470,879.09	\$ 6,884,160.17	\$ 13,284,570.77		\$ 46,453,957.00	\$ 46,453,957.00
Services		5000-5999	\$ 6,968,488.68	\$ 6,191,653.68	\$ 7,273,818.46	\$ 7,668,238.71	\$ 8,441,507.35	\$ 9,877,699.87		\$ 80,315,676.00	\$ 80,315,676.00
Capital Outlay		6000-6599	\$ 106,343.60	\$ 184,322.72	\$ 111,937.90	\$ 94,246.76	\$ 180,461.47	\$ 318,278.13		\$ 2,975,634.00	\$ 2,975,634.00
Other Outgo		7000-7499	\$ (17,625.59)	\$ (464.86)	\$ (522.75)	\$ (1,151.25)	\$ (2,857.84)	\$ 13,446.18		\$ (28,601.00)	\$ (28,601.00)
Interfund Transfers Out		7600-7629	\$ 60,081.75	\$ 139,092.82	\$ 19,534.43	\$ 47,814.41	\$ 436,127.18	\$ 84,952.08		\$ 1,035,627.20	\$ 1,035,627.20
All Other Financing Uses		7630-7699	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		\$ -	\$ -
TOTAL DISBURSEMENTS			\$ 52,839,068.07	\$ 53,435,039.24	\$ 53,671,570.69	\$ 54,625,514.24	\$ 60,445,765.13	\$ 30,133,726.02	\$ 20,124,028.00	\$ 610,208,819.20	\$ 610,208,819.20
D. BALANCE SHEET ITEMS											
<u>Assets and Deferred Outflows</u>											
Cash Not In Treasury		9111-9199	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 0.01		\$ 0.01	
Accounts Receivable		9200-9299	\$ -	\$ 3,511,927.01	\$ 63,780.39	\$ -	\$ 659,302.14	\$ 4,766,587.54		\$ 146,893,305.47	
Due From Other Funds		9310	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		\$ -	
Stores		9320	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 26,884.56		\$ 52,893.84	
Prepaid Expenditures		9330	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		\$ -	
Other Current Assets		9340	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		\$ -	
Deferred Outflows of Resources		9490	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		\$ -	
Undefined Objects			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		\$ -	
SUBTOTAL ASSETS			\$ -	\$ 3,511,927.01	\$ 63,780.39	\$ -	\$ 659,302.14	\$ 4,793,472.11	\$ -	\$ 146,946,199.32	
<u>Liabilities and Deferred Inflows</u>											
Accounts Payable		9500-9599	\$ (693,833.14)	\$ (697,334.30)	\$ (693,856.52)	\$ (861,549.54)	\$ (624,739.41)	\$ (0.01)		\$ (21,892,177.02)	
Due To Other Funds		9610	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		\$ -	
Current Loans		9640	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		\$ -	
Unearned Revenues		9650	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		\$ -	
Deferred Inflows of Resources		9690	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		\$ -	
Undefined Objects			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		\$ -	
SUBTOTAL LIABILITIES			\$ (693,833.14)	\$ (697,334.30)	\$ (693,856.52)	\$ (861,549.54)	\$ (624,739.41)	\$ (0.01)	\$ -	\$ (21,892,177.02)	
Nonoperating											
Suspense Clearing		9910	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		\$ -	
TOTAL BALANCE SHEET ITEMS			\$ (693,833.14)	\$ 2,814,592.71	\$ (630,076.13)	\$ (861,549.54)	\$ 34,562.73	\$ 4,793,472.10	\$ -	\$ 125,054,022.30	
E. NET INCREASE/DECREASE B - C + D			\$ (39,178,456.34)	\$ (36,449,072.18)	\$ (33,177,054.50)	\$ (30,303,442.16)	\$ (26,533,658.62)	\$ 120,986,905.53	\$ -	\$ 65,698,694.70	\$ (59,355,327.60)
F. ENDING CASH (A + E)			\$ (30,052,125.07)	\$ (66,501,197.25)	\$ (99,678,251.75)	\$ (129,981,693.91)	\$ (156,515,352.53)				
G. Ending Cash, Plus Cash											
Accruals and Adjustments										\$ (35,528,447.00)	

Cashflow Worksheet - Budget Year (3)

2022-23 NO DEFERRALS	Object	Beginning Balance	July	Aug	Sept	Oct	Nov	Dec	Jan
A. BEGINNING CASH	9110		\$ (156,515,352.53)	\$ (137,598,874.76)	\$ (121,498,312.76)	\$ (97,705,781.90)	\$ (95,869,342.65)	\$ (102,824,004.53)	\$ (111,464,689.98)
B. RECEIPTS									
LCF Revenue Sources									
Principal Apportionment	8010-8019		\$ 13,723,342.95	\$ 13,723,342.95	\$ 32,762,654.31	\$ 24,702,017.31	\$ 24,702,017.31	\$ 32,762,654.31	\$ 24,702,017.31
Property Taxes	8020-8079		\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,381,848.29	\$ 63,012,281.91
Miscellaneous Funds	8080-8099		\$ -	\$ -	\$ -	\$ (2,311,081.66)	\$ (1,359,459.80)	\$ -	\$ (2,175,135.68)
Federal Revenues	8100-8299		\$ 4,207.26	\$ 114,681.60	\$ 10,287.99	\$ 126,508.27	\$ 2,166,436.18	\$ 4,965,426.23	\$ 1,468,724.57
Other State Revenues	8300-8599		\$ 2,174,608.00	\$ 1,648,916.00	\$ 2,917,855.37	\$ 2,995,532.43	\$ 5,105,414.53	\$ 2,494,926.00	\$ 9,735,224.70
Other Local Revenues	8600-8799		\$ 1,243,103.37	\$ 91,846.16	\$ 15,686.18	\$ 492,835.09	\$ 107,062.34	\$ 471,331.88	\$ 884,344.63
Interfund Transfers In	8910-8929		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
All Other Financing Sources	8930-8979		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Undefined Objects			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL RECEIPTS			\$ 17,145,261.58	\$ 15,578,786.71	\$ 35,706,483.85	\$ 26,005,811.44	\$ 30,721,470.56	\$ 42,076,186.71	\$ 97,627,457.44
C. DISBURSEMENTS									
Certificated Salaries	1000-1999		\$ 1,966,959.03	\$ 4,550,466.05	\$ 20,197,510.53	\$ 20,833,942.97	\$ 21,657,587.49	\$ 21,149,478.36	\$ 21,106,850.44
Classified Salaries	2000-2999		\$ 2,699,780.72	\$ 4,085,429.08	\$ 5,253,286.31	\$ 5,448,727.82	\$ 5,671,053.29	\$ 5,518,340.26	\$ 5,415,471.20
Employee Benefits	3000-3999		\$ 3,038,966.57	\$ 4,612,254.33	\$ 17,584,463.88	\$ 17,525,357.16	\$ 17,572,664.93	\$ 18,516,836.16	\$ 17,749,044.24
Books and Supplies	4000-4999		\$ 511,746.20	\$ 3,037,620.67	\$ 2,115,562.89	\$ 1,688,819.66	\$ 1,728,227.68	\$ 1,373,385.85	\$ 1,399,472.67
Services	5000-5999		\$ 818,720.92	\$ 2,735,849.65	\$ 4,362,371.15	\$ 7,497,625.32	\$ 5,758,619.26	\$ 7,068,234.48	\$ 5,484,043.23
Capital Outlay	6000-6599		\$ 11,668.93	\$ 699,862.23	\$ 376,764.99	\$ 540,819.80	\$ 298,259.64	\$ 80,280.76	\$ 123,678.09
Other Outgo	7000-7499		\$ 675.77	\$ (16,166.71)	\$ (859.91)	\$ 5,042.73	\$ (4.61)	\$ 544.21	\$ (8,656.37)
Interfund Transfers Out	7600-7629		\$ 23,630.55	\$ 22,193.45	\$ 1,335.42	\$ 27,662.41	\$ 1,168.81	\$ 64,786.70	\$ 107,247.19
All Other Financing Uses	7630-7699		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL DISBURSEMENTS			\$ 9,072,148.69	\$ 19,727,508.75	\$ 49,890,435.26	\$ 53,567,997.87	\$ 52,687,576.49	\$ 53,771,886.78	\$ 51,377,150.69
D. BALANCE SHEET ITEMS									
<u>Assets and Deferred Outflows</u>									
Cash Not In Treasury	9111-9199	\$ 0.01	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Accounts Receivable	9200-9299	\$ 151,093,746.99	\$ 28,344,651.58	\$ 27,683,930.94	\$ 38,213,047.26	\$ 29,398,253.46	\$ 15,012,829.57	\$ 3,075,659.63	\$ 416,760.30
Due From Other Funds	9310		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Stores	9320	\$ 26,884.56	\$ 11,384.77	\$ 372.09	\$ 1,540.39	\$ (611.67)	\$ 470.91	\$ -	\$ 63.25
Prepaid Expenditures	9330		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Current Assets	9340		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Deferred Outflows of Resources	9490		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Undefined Objects			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
SUBTOTAL ASSETS		\$ 151,120,631.56	\$ 28,356,036.35	\$ 27,684,303.03	\$ 38,214,587.65	\$ 29,397,641.79	\$ 15,013,300.48	\$ 3,075,659.63	\$ 416,823.55
<u>Liabilities and Deferred Inflows</u>									
Accounts Payable	9500-9599	\$ (30,133,726.03)	\$ (17,512,671.47)	\$ (7,435,018.99)	\$ (238,105.38)	\$ 983.89	\$ (1,856.43)	\$ (20,645.01)	\$ (10,639.98)
Due To Other Funds	9610	\$ -	\$ -						
Current Loans	9640								
Unearned Revenues	9650	\$ -							
Deferred Inflows of Resources	9690								
Undefined Objects									
SUBTOTAL LIABILITIES		\$ (30,133,726.03)	\$ (17,512,671.47)	\$ (7,435,018.99)	\$ (238,105.38)	\$ 983.89	\$ (1,856.43)	\$ (20,645.01)	\$ (10,639.98)
Nonoperating Suspense Clearing	9910	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL BALANCE SHEET ITEMS		\$ 120,986,905.53	\$ 10,843,364.88	\$ 20,249,284.04	\$ 37,976,482.27	\$ 29,398,625.68	\$ 15,011,444.05	\$ 3,055,014.62	\$ 406,183.57
E. NET INCREASE/DECREASE B - C + D			\$ 18,916,477.77	\$ 16,100,562.00	\$ 23,792,530.86	\$ 1,836,439.25	\$ (6,954,661.88)	\$ (8,640,685.45)	\$ 46,656,490.32
F. ENDING CASH (A + E)			\$ (137,598,874.76)	\$ (121,498,312.76)	\$ (97,705,781.90)	\$ (95,869,342.65)	\$ (102,824,004.53)	\$ (111,464,689.98)	\$ (64,808,199.66)
G. Ending Cash, Plus Cash Accruals and Adjustments		\$ (35,528,447.00)							

Cashflow Worksheet - Budget Year (3)

2022-23 NO DEFERRALS	Object	Feb	Mar	Apr	May	June	Accrual	Adjustments	Total	Budget
A. BEGINNING CASH	9110	\$ (64,808,199.66)	\$ (92,284,672.19)	\$ (106,736,377.81)	\$ (122,143,981.10)	\$ (126,433,419.65)				
B. RECEIPTS										
LCF Revenue Sources										
Principal Apportionment	8010-8019	\$ 24,702,017.31	\$ 32,726,225.89	\$ 24,702,017.31	\$ 24,702,017.31	\$ 32,799,082.73	\$ 0.00	\$ -	\$ 306,709,407.00	\$ 306,709,407.00
Property Taxes	8020-8079	\$ -	\$ -	\$ 12,160,264.93	\$ 25,426,008.49	\$ 7,738,350.41	\$ 829,108.97	\$ -	\$ 110,547,863.00	\$ 110,547,863.00
Miscellaneous Funds	8080-8099	\$ -	\$ (1,903,243.72)	\$ -	\$ (1,359,459.80)	\$ (2,718,919.60)	\$ 9,796.26	\$ -	\$ (11,817,504.00)	\$ (11,817,504.00)
Federal Revenues	8100-8299	\$ 277,100.25	\$ 4,651,784.10	\$ 480,806.46	\$ 181,308.97	\$ 14,745,548.94	\$ 15,687,003.18	\$ -	\$ 44,879,824.00	\$ 44,879,824.00
Other State Revenues	8300-8599	\$ 2,494,926.00	\$ 4,887,626.23	\$ 2,532,142.36	\$ 2,727,289.68	\$ 6,447,802.44	\$ 4,196,310.26	\$ 20,124,028.00	\$ 70,482,602.00	\$ 70,482,602.00
Other Local Revenues	8600-8799	\$ 246,740.42	\$ 345,138.74	\$ 691,019.39	\$ 684,077.97	\$ 833,016.83	\$ 1,165,167.40	\$ -	\$ 7,271,370.40	\$ 7,271,370.40
Interfund Transfers In	8910-8929	\$ -	\$ 604,232.72	\$ -	\$ -	\$ 1,122,146.48	\$ -	\$ -	\$ 1,726,379.20	\$ 1,726,379.20
All Other Financing Sources	8930-8979	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Undefined Objects		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL RECEIPTS		\$ 27,720,783.98	\$ 41,311,763.96	\$ 40,566,250.45	\$ 52,361,242.62	\$ 60,967,028.23	\$ 21,887,386.07	\$ 20,124,028.00	\$ 529,799,941.60	\$ 529,799,941.60
C. DISBURSEMENTS										
Certificated Salaries	1000-1999	\$ 21,678,898.81	\$ 22,257,207.28	\$ 21,303,522.10	\$ 21,370,628.05	\$ 22,346,066.58	\$ 3,622,203.31		\$ 224,041,321.00	\$ 224,041,321.00
Classified Salaries	2000-2999	\$ 5,309,718.10	\$ 5,532,188.04	\$ 5,544,098.11	\$ 5,944,930.28	\$ 5,766,445.86	\$ 742,911.93		\$ 62,932,381.00	\$ 62,932,381.00
Employee Benefits	3000-3999	\$ 18,874,849.30	\$ 19,261,076.47	\$ 19,304,763.66	\$ 17,943,027.08	\$ 18,354,310.80	\$ 2,463,321.42	\$ 20,124,028.00	\$ 212,924,964.00	\$ 212,924,964.00
Books and Supplies	4000-4999	\$ 1,288,047.67	\$ 1,327,542.93	\$ 1,489,308.66	\$ 2,428,047.15	\$ 4,815,801.71	\$ 9,293,197.26		\$ 32,496,781.00	\$ 32,496,781.00
Services	5000-5999	\$ 6,933,783.18	\$ 6,160,817.09	\$ 7,237,592.31	\$ 7,630,048.22	\$ 8,399,465.71	\$ 9,828,505.48		\$ 79,915,676.00	\$ 79,915,676.00
Capital Outlay	6000-6599	\$ 114,469.10	\$ 198,406.43	\$ 120,490.84	\$ 101,447.96	\$ 194,250.16	\$ 342,597.07		\$ 3,202,996.00	\$ 3,202,996.00
Other Outgo	7000-7499	\$ (17,625.59)	\$ (464.86)	\$ (522.75)	\$ (1,151.25)	\$ (2,857.84)	\$ 13,446.18		\$ (28,601.00)	\$ (28,601.00)
Interfund Transfers Out	7600-7629	\$ 60,081.75	\$ 139,092.82	\$ 19,534.43	\$ 47,814.41	\$ 436,127.18	\$ 84,952.08		\$ 1,035,627.20	\$ 1,035,627.20
All Other Financing Uses	7630-7699	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		\$ -	\$ -
TOTAL DISBURSEMENTS		\$ 54,242,222.32	\$ 54,875,866.20	\$ 55,018,787.36	\$ 55,464,791.90	\$ 60,309,610.16	\$ 26,391,134.73	\$ 20,124,028.00	\$ 616,521,145.20	\$ 616,521,145.20
D. BALANCE SHEET ITEMS										
<u>Assets and Deferred Outflows</u>										
Cash Not In Treasury	9111-9199	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 0.01		\$ 0.01	
Accounts Receivable	9200-9299	\$ -	\$ 72,250.03	\$ -	\$ -	\$ 795,053.69	\$ 8,081,310.53		\$ 151,093,746.99	
Due From Other Funds	9310	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		\$ -	
Stores	9320	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 13,664.42		\$ 26,884.16	
Prepaid Expenditures	9330	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		\$ -	
Other Current Assets	9340	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		\$ -	
Deferred Outflows of Resources	9490	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		\$ -	
Undefined Objects		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		\$ -	
SUBTOTAL ASSETS		\$ -	\$ 72,250.03	\$ -	\$ -	\$ 795,053.69	\$ 8,094,974.96	\$ -	\$ 151,120,631.16	
<u>Liabilities and Deferred Inflows</u>										
Accounts Payable	9500-9599	\$ (955,034.19)	\$ (959,853.41)	\$ (955,066.38)	\$ (1,185,889.27)	\$ (859,929.38)	\$ (0.03)		\$ (30,133,726.03)	
Due To Other Funds	9610	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		\$ -	
Current Loans	9640	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		\$ -	
Unearned Revenues	9650	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		\$ -	
Deferred Inflows of Resources	9690	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		\$ -	
Undefined Objects		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		\$ -	
SUBTOTAL LIABILITIES		\$ (955,034.19)	\$ (959,853.41)	\$ (955,066.38)	\$ (1,185,889.27)	\$ (859,929.38)	\$ (0.03)	\$ -	\$ (30,133,726.03)	
Nonoperating										
Suspense Clearing	9910	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		\$ -	
TOTAL BALANCE SHEET ITEMS		\$ (955,034.19)	\$ (887,603.38)	\$ (955,066.38)	\$ (1,185,889.27)	\$ (64,875.69)	\$ 8,094,974.93	\$ -	\$ 120,986,905.13	
E. NET INCREASE/DECREASE B - C + D		\$ (27,476,472.53)	\$ (14,451,705.62)	\$ (15,407,603.29)	\$ (4,289,438.55)	\$ 592,542.38	\$ 3,591,226.27	\$ -	\$ 34,265,701.53	\$ (86,721,203.60)
F. ENDING CASH (A + E)		\$ (92,284,672.19)	\$ (106,736,377.81)	\$ (122,143,981.10)	\$ (126,433,419.65)	\$ (125,840,877.28)				
G. Ending Cash, Plus Cash Accruals and Adjustments									\$ (122,249,651.00)	



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item #10.3

Meeting Date: August 20, 2020

Subject: Approve Submission of Credential Waivers Application to the California Commission on Teacher Credentialing

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

Division: Human Resource Services

Recommendation: Approve the Submission of Credential Waiver Applications to the California Commission on Teacher Credentialing.

Background/Rationale: In order to exercise additional options in which to fill vacant certificated positions, Human Resources will be submitting credential waiver applications to the Commission on Teacher Credentialing for approval. The teachers on the attached list hold a California Preliminary Teaching Credential in their respective subject areas.

The Waiver requests are for specific certifications as teachers continue to work towards their English Language Authorizations, Bilingual Authorization or CBEST Exam. This approval authorizes and delegates to the Superintendent, or his designee, to take all necessary measures and action to obtain the approval of these credential waivers.

Financial Considerations: None

LCAP Goal(s): Safe, Clean and Healthy Schools

Documents Attached:

1. Executive Summary
2. Waiver Requests

<p>Estimated Time of Presentation: 2 min Submitted by: Cancy McArn, Chief Human Resources Officer Approved by: Jorge A. Aguilar, Superintendent</p>
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Board of Education Executive Summary

Human Resource Services

Approve the Submission of a Credential Waiver Application to the California Commission on Teacher Credentialing
August 20, 2020



I. Overview/History of Department or Program

Since July 1, 1994, the California Commission on Teacher Credentialing (Commission) has had the sole authority to review requests by employing school districts to temporarily waive specific credential requirements for individuals. Waivers are requested by employing agencies when they have exhausted their attempts to find a credentialed individual or an individual who is eligible for an emergency permit. When adopting regulations and developing procedures for exercising its authority, the Commission established as the fundamental goal of the waiver process the transitioning of individuals from waivers to emergency permits and ultimately to full credentials. Since the requirements for credential waivers are at a level below those for emergency permits, regulations require that every waiver presented to the Commission's Appeals and Waivers Committee must go through a public notice process at the local level. Governing boards of public school districts must approve each waiver in a public meeting.

II. Driving Governance:

The Commission is the agency of California government that licenses teachers and other professionals who serve in the public schools. As the policy-making body that establishes and maintains standards for the education profession in the state, the Commission is concerned with the quality and effectiveness of the preparation of teachers and other school practitioners. On behalf of the education profession and the general public, one of the Commission's most important responsibilities is to establish and implement strong, effective standards of quality for the preparation and assessment of teachers who will teach English learners.

Twenty-five percent of all children enrolled in California public schools are designated as English learners and require specialized instruction in English language development. For these reasons, California has placed a high priority on preparing teachers to work with students from multicultural and linguistically diverse backgrounds. Since 1970, the State of California has required that classes designed to serve students primarily designated as English Learners in public schools must be taught by teachers who have the appropriate preparation to teach linguistically and culturally diverse students.

III. Budget: N/A

IV. Goals, Objectives and Measures:

In order to exercise additional options in which to fill vacant certificated position, Human Resources will be submitting credential waiver applications to the Commission on Teacher Credentialing for approval. The teachers in these current positions hold a California Preliminary

Board of Education Executive Summary

Human Resource Services

Approve the Submission of a Credential Waiver Application to the California Commission on Teacher Credentialing

August 20, 2020



Teaching Credential in their respective subject area and have been working towards the English Language Authorizations, Bilingual Authorization or CBEST Exam. However, additional time is needed to complete the credential process.

V. Major Initiatives:

The school district must submit these waiver requests for current employees who continue to complete programs and move toward this authorization, as well as for newly hired employees who need to enter into an approved program. Having 100% of teachers qualified to teach English Language learners is essential.

VI. Results:

The following teachers will be able to continue in their current positions:

- Tiffany Martin - Career & Technical Education Teacher
- Chio Saephanh - Career & Technical Education Teacher

VII. Lessons Learned/Next Steps:

Staff recommends the approval of the Submission of a Credential Waiver Application to the California Commission on Teacher Credentialing.

**REGULAR BOARD MEETING FOR AUGUST 20, 2020
CREDENTIAL WAIVER REQUEST**

Name	Position/Location	Education Code Section	Brief Description of Section
Martin, Tiffany	Career & Technical Education Teacher, Agriculture and Natural Resources	EC §44253.3	Professional Preparation Program – Crosscultural, Language & Academic Development (CLAD)
Saephanh, Chio	Career & Technical Education Teacher, Law and Social Justice Academy	EC §44253.3	Professional Preparation Program – Crosscultural, Language & Academic Development (CLAD)



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 10.4

Meeting Date: August 20, 2020

Subject: Approve the Declaration of Need for Fully Qualified Educators for the 2020-2021 School Year

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

Division: Human Resource Services

Recommendation: Adopt the Declaration of Need for Fully Qualified Educators for the 2020-2021 School Year.

Background/Rationale: The 2020-2021 Declaration of Need allows the District to apply for and the California Commission on Teacher Credentialing (CCTC) to issue Emergency Crosscultural Language and Academic Development (CLAD), Bilingual Crosscultural Language and Academic Development (BCLAD), Resources Specialist, Teacher Librarian Services, or Limited Term Assignment Permits for teachers.

English learners identified in K12 public schools are required to receive services designated to meet their linguistic and academic needs based on assessments made by the school district. If it has been determined that a student requires English Learner services, the teacher providing this service must hold an appropriate English Learner authorization.

Title 5 of the California Code of Regulations requires school districts to submit to the CCTC an annual Declaration of Need for Fully Qualified Educators. Approval authorizes and delegates to the Superintendent, or his designee, to take any additional action necessary to obtain the approval of the Declaration of Need referenced herein pursuant to 5 CCR 80026 et seq.

Financial Considerations: None

LCAP Goal(s): Safe, Clean and Healthy Schools

Documents Attached:

1. Executive Summary
2. Declaration of Need

Estimated Time of Presentation: 2 min
Submitted by: Cancy McArn, Chief Human Resources Officer
Approved by: Jorge A. Aguilar, Superintendent

Board of Education Executive Summary

Human Resource Services

Declaration of Need for Fully Qualified Educators for the 2020-2021 School Year

August 20, 2020



I. Overview/History of Department or Program

Title 5 of the California Code of Regulations requires school districts to submit to the California Commission on Teacher Credentialing (CCTC) an annual Declaration of Need for Fully Qualified Educators. The Declaration of Need for Fully Qualified Educators will enable the District to request for CLAD, BCLAD, Resource Specialist, Librarian Services, Limited Assignment Permits for Multiple, Single Subject or Special Education Emergency Permits.

In 2001, the Office of Administrative Law (OAL) permanently approved amendments to the California Code of Regulations, Title 5, Section 80027, Declaration of Need for Fully Qualified Educators. The regulations make a number of changes to the requirements for the Limited Assignment Multiple or Single Subject Teaching Permits.

II. Driving Governance:

Title 5 California Code of Regulations, Section 80026 pertaining to the General Education Limited Assignment Multiple or Single Subject Teaching Permits. Submission of a Declaration of Need for Fully Qualified Educators by the employing agency shall be a prerequisite to the issuance of any emergency permit and/or limited assignment permit for that agency. Section 80027 - Limited Assignment Multiple or Single Subject Teaching Permits and Section 80027.1 - Special Education Limited Assignment Teaching Permits.

III. Budget: N/A

IV. Goals, Objectives and Measures:

The District must submit an annual Declaration of Need for Fully Qualified Educators based on the previous year's actual needs and projections of enrollment. The Declaration of Need for Fully Qualified Educators must be sent to CCTC prior to requesting the issuance of any emergency permit and/or limited assignment permit for the District.

V. Major Initiatives:

The Declaration of Need for Fully Qualified Educators must include the following information; 1) Estimated need shall include the title and number of each type of emergency permit and limited assignment permit which the District estimates based on previous year actual needs and projections of enrollment; 2) Efforts to recruit certificated personnel shall include a brief description of efforts that the District has undertaken to locate and recruit individuals who hold the needed credentials; 3) Efforts to establish alternative training options shall include the

Board of Education Executive Summary

Human Resource Services

Declaration of Need for Fully Qualified Educators for the 2020-2021 School Year

August 20, 2020



identification of the institutions of higher learning who have co-sponsored internship programs, information relative to the District’s participation in a pre-internship program, the District’s intention to consider developing a “plan to develop fully qualified educators” in cooperation with other districts, a stipulation of insufficient suitable applicants, and adoption of the declaration by the Governing Board.

VI. Results:

The District’s estimated need for the 2020 - 2021 school year is as follows:

<u>Emergency Permit:</u>	<u>#</u>
CLAD	33
Bilingual Authorization	4
Resource Specialist	6
Teacher Librarian Services	3
<u>Limited Assignment Permits:</u>	<u>#</u>
Multiple Subject	5
Single Subject	20
Special Education	6
Total All:	77

VII. Lessons Learned/Next Steps:

Approve the Declaration of Need for Fully Qualified Educators – 2020-2021 School Year.



State of California
Commission on Teacher Credentialing
Certification Division
1900 Capitol Avenue
Sacramento, CA 95811-4213

Email: credentials@ctc.ca.gov
Website: www.ctc.ca.gov

DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

Original Declaration of Need for year: _____

Revised Declaration of Need for year: _____

FOR SERVICE IN A SCHOOL DISTRICT

Name of District: _____ District CDS Code: _____

Name of County: _____ County CDS Code: _____

By submitting this annual declaration, the district is certifying the following:

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made
- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

The governing board of the school district specified above adopted a declaration at a regularly scheduled public meeting held on ___/___/___ certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

► **Enclose a copy of the board agenda item**

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, _____.

Submitted by (Superintendent, Board Secretary, or Designee):

_____ *Name* _____ *Signature* _____ *Title*

_____ *Fax Number* _____ *Telephone Number* _____ *Date*

_____ *Mailing Address*

_____ *E-Mail Address*

FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY OR NONPUBLIC SCHOOL OR AGENCY

Name of County _____ County CDS Code _____

Name of State Agency _____

Name of NPS/NPA _____ County of Location _____

The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on ____/____/____, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, _____.

► **Enclose a copy of the public announcement**

Submitted by Superintendent, Director, or Designee:

<i>Name</i>	<i>Signature</i>	<i>Title</i>
<i>Fax Number</i>	<i>Telephone Number</i>	<i>Date</i>
<i>Mailing Address</i>		
<i>E-Mail Address</i>		

► *This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency*

AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS

Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subjects(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

Type of Emergency Permit	Estimated Number Needed
CLAD/English Learner Authorization (applicant already holds teaching credential)	_____
Bilingual Authorization (applicant already holds teaching credential)	_____
List target language(s) for bilingual authorization: _____	
Resource Specialist	_____
Teacher Librarian Services	_____

LIMITED ASSIGNMENT PERMITS

Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

Based on the previous year's actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas:

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	
Single Subject	
Special Education	
TOTAL	

EFFORTS TO RECRUIT CERTIFIED PERSONNEL

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to www.cde.ca.gov for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program? Yes No

If no, explain. _____

Does your agency participate in a Commission-approved college or university internship program? Yes No

If yes, how many interns do you expect to have this year? _____

If yes, list each college or university with which you participate in an internship program.

If no, explain why you do not participate in an internship program.



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 11.1a

Meeting Date: August 20, 2020

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

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

Division: Business Services

Recommendation: Recommend approval of items submitted.

Background/Rationale:

Financial Considerations: See attached.

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

Documents Attached:

1. Grants, Entitlements, and Other Income Agreements
2. Expenditure and Other Agreements
3. Approval of Declared Surplus Materials and Equipment
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>ACADEMIC OFFICE</u>		
City of Sacramento A21-00008	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Grant: \$297,856 District Match: \$552,418 Program Total: \$850,274
<p>7/27/20 – 8/21/20: Summer Learning Initiative Grant is a subaward of federal Coronavirus Relief Funds from the City of Sacramento. Grant will partially fund the District’s K-8 Expanded Learning Summer Program – an online program being implemented at 5 District sites in collaboration with the District’s Community Based Organization (CBO) partners. The CBOs, in partnership with District hired credentialed teachers and administration will provide a full day for students. The CBOs’ main role will be to reduce the student to staff ratio, acting as teachers’ aides in the classrooms, and providing enrichment and SEL activities. The credentialed teacher will teach the academic portion of the day, with assistance from CBO staff, and CBO staff will provide enrichment, arts activities and supervision throughout the day. The program will serve up to 624 students throughout the District, hosted remotely by 5 schools: Cesar Chavez, Ethel Phillips, Leonardo da Vinci, Pacific and Washington. Students targeted for the program are those who were below grade level before March 13 and who have struggled with distance learning. The program will operate similar to how schools will open in the fall:</p> <ul style="list-style-type: none"> • Teachers will utilize Google Classroom • Daily live instruction is provided for a minimum of 3 hours a day • Additional, targeted structured support for small groups and/or individuals will be provided • Supports for students with IEPs provided by the teacher or instructional aides as required • Support for English learners provided by the teacher or bilingual aides as required • Use of ELA and math scope and sequence to help focus on priority standards • Pre- and post-assessments aligned with the content chosen by school sites • The use of Universal Design for Learning to plan and deliver lessons • SEL will be integrated into instruction. Social workers will be hired at schools that request them • Weekly communication to parents which includes learning intentions for the week, content to be taught, success criteria, and details of any assignments. • Professional learning and planning time for a total of 12 hours <p>The goal of the program is to mitigate COVID-related and summer learning loss; create activities that raise awareness of and build skills around accessing mental health resources; and provide transition activities/program for school re-entry. Program success will be measured through the number and percent of SCUSD students served who live in the most COVID-impacted communities; and program retention rates, academic gains and quality of youth development experience in the areas of safety, relationship-building, and skill-building.</p>		
<u>ADULT EDUCATION</u>		
Sacramento County Office of Education A21-00013	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No, received grant in 2019/20	\$1,202,215
<p>7/1/20 – 12/31/21: Adult Education Block Grant. Funds apportioned for the program must be used for the following: programs in elementary and secondary basic skills; programs for immigrants eligible for educational services in citizenship, English as a second language, and workforce preparation; programs for adults that are primarily related to entry or reentry into the workforce; programs for adults that are primarily designed to develop knowledge and skills to assist elementary and secondary school children to succeed academically; programs for adults with disabilities; programs in career technical education that are short term in nature and have high employment potential; and programs offering pre-apprenticeship training activities.</p> <p>SCOE will act as fiscal agent in the distribution and monitoring of these funds pursuant to the Capital Adult Education Regional Consortium Governance and Fiscal Allocation Plans, AB 104, and Education Code §84913.</p>		

<u>NUTRITION SERVICES</u>		
Share Our Strength No Kid Hungry Campaign A20-00117	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	\$50,000
7/31/20 – 9/30/21: No Kid Hungry Campaign grant funds will be used to increase the number of meals served in the Summer Food Service Program during summer 2020 and 2021.		

EXPENDITURE AND OTHER AGREEMENTS

Restricted Funds

Contractor Description Amount

SPECIAL EDUCATION

Nonpublic School and Agency Providers 7/1/20 – 6/30/21: Approve Master Contracts with the following Non-Public Schools and Agencies for the 2020-2021 school year. Non-Public School services includes basic education, related services, and room and board/mental health services for students in day treatment programs/residential placements. Non-Public Agency services include Speech and Language Pathology, Occupational Therapy, Physical Therapy, Music Therapy, aides, and nurses for services that are identified on Individual Education Plans (IEPs). When the District is not able to provide services via District employees, the use of contract agencies is necessary to ensure that we comply with state and federal law that govern special education.

See Below
Special
Education Funds

New Contract:

- Yes
 No

Non-Public School Contracts:

S21-00005	Aldar Academy Corp	\$750,000
S21-00008	Applied Behavior Consultants Inc.	\$1,400,000
S21-00011	Capitol Academy Inc	\$700,000
S21-00013	Capitol Elementary, Inc.	\$590,000
S21-00017	Cchat Center-Sacramento	\$75,000
S21-00019	Devereux Florida	\$160,000
S21-00021	Giving Tree Preschool	\$350,000
S21-00023	Heartspring	\$240,000
S21-00024	Heritage School	\$170,000
S21-00029	Kadiant LLC	\$1,600,000
S21-00033	Northern California Preparatory School	\$650,000
S21-00037	Odyssey Learning Center	\$800,000
S21-00039	Point Quest Education Inc	\$1,200,000
S21-00042	Sierra Foothills Academy	\$72,000
S21-00043	Sierra School At Eastern Extension	\$2,000,000
S21-00054	Change Academy At Lake Of The Ozarks	\$140,000
S21-00056	Summitview Child & Family Services	\$100,000
S21-00057	Devereux Texas	\$160,000
S21-00058	Opportunity Acres	\$47,000

Non-Public Agency Contracts:

S21-00002	Access Language Connection	\$620,000
S21-00003	Action Supportive Care Service	\$1,000,000
S21-00004	Advance Kids	\$188,000
S21-00006	Always Home Nursing Services	\$16,000

S21-00007	American River Speech Therapy	\$6,000
S21-00010	Kadiant LLC	\$218,000
S21-00014	Capuchino Therapy Group	\$16,000
S21-00015	Care, Inc.	\$40,000
S21-00016	Developmental Occupational Therapy, PC	\$8,000
S21-00018	Center For Autism & Related Disorders	\$80,000
S21-00020	Easter Seals Superior California	\$120,000
S21-00022	Hear Say Speech & Language Services	\$125,000
S21-00025	Jabbergym, Inc.(Site-Based)	\$2,800,000
S21-00026	Jabbergym, Inc.(Clinic-Based)	\$160,000
S21-00027	Jane Johnson Speech Therapy	\$57,000
S21-00028	Laguna Physical Therapy	\$190,000
S21-00030	Learning Solutions	\$6,000,000
S21-00032	Music To Grow On Music Therapy	\$125,000
S21-00034	Northern CA Children's Therapy Center	\$140,000
S21-00035	Northern California Rehab	\$660,000
S21-00036	Occupational Therapy For Children	\$150,000
S21-00038	Pacific Autism Learning Services	\$100,000
S21-00040	Point Quest Pediatrics Therapies	\$460,000
S21-00041	Professional Tutors Of America	\$36,825
S21-00044	Speech Pathology Group	\$2,400,000
S21-00045	Supported Life Institute	\$10,300
S21-00046	The Music Works Music Therapy	\$18,000
S21-00047	Therapeutic Language Clinic	\$40,000
S21-00048	Therapeutic Pathways	\$240,000
S21-00049	Theraplay	\$60,000
S21-00051	Growing Healthy Children Therapy	\$187,400
S21-00052	Maxim Healthcare Services	\$550,000
S21-00053	The Stepping Stones Group	\$155,000
S21-00055	Ed Supports, LLC	\$115,000

Compuclaim 7/1/20 – 6/30/21: Renewal of agreement for Medi-Cal \$108,750
SA21-00066 Billing Option software (\$72,500 annually) and consulting Medi-Cal Billing
services as needed, not to exceed \$36,250. Services are Option Funds
needed in order to maximize the amount of Medi-Cal
New Contract: Billing Option funds the District receives
 Yes
 No

APPROVAL OF DECLARED SURPLUS MATERIALS AND EQUIPMENT

SITE/DEPT	ITEM
Oak Ridge Elementary	BACKGROUND: The Education Code regulates the procedures by which a school district can dispose of personal property. Education Code section 17546 provides that the governing board may, by unanimous vote, dispose of items valued at \$2,500 or less by private sale without advertising, by selling the items at public auction, or if the board finds that the property is of insufficient value to defray the costs of arranging a sale, the property may be donated to a charitable organization deemed appropriate by the board, or it may be disposed of in the local public dump. The District has held previous auctions, but they have generally cost more than they have netted for the District.
TOTAL VALUE	
\$0.00	
DISPOSAL METHOD	
Salvage	STATUS: The site has 21 Chromebooks and 10 MacBooks for disposition. The District has determined these items are not repairable nor usable.

RECOMMENDATION: It is recommended that the Board of Education approve the salvage of the listed items per Education Code section 17546.

RECOMMENDED BID AWARDS – SUPPLIES/EQUIPMENT

Bid No. **200601, Nutrition Services – Fresh Sliced Bagged Apples**

Bids Received: July 24, 2020

Recommendation: See Below

Funding Source: Nutrition Services Funds

This bid was lawfully advertised on July 9, 2020 and July 16, 2020. This is a one (1) year bid with the possibility of two (2), one (1) year extensions. Nutrition Services recommends the listed vendor based on bid criteria as the lowest responsive bidder meeting specifications. Items awarded are in line with California Government Code and Child Nutrition Reauthorization Act.

BIDDER	BIDDER LOCATION	LINE ITEMS AWARDED	AMOUNT
Fresh Innovations CA, LLC	Stockton, CA	1, 2, 3	\$283,500

NOTICES OF COMPLETION – FACILITIES PROJECTS

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

Contractor	Project	Completion Date
Clear Blue Energy Corp.	LED Lighting Upgrade at 5 Sites	7/10/20

SUMMER LEARNING INITIATIVE GRANT AGREEMENT

This Agreement, dated June 30, 2020 (“Execution Date”) for reference purposes only, is between the CITY OF SACRAMENTO, a municipal corporation, (“CITY”) and SACRAMENTO CITY UNIFIED SCHOOL DISTRICT, a political subdivision of the State of California (“DISTRICT”), which collectively and individually referred to as “Parties or “Party” as the context requires.

Background

- A. In response to the world-wide spread of the respiratory illness coronavirus disease 2019 (COVID-19), the Federal Health and Human Services Secretary declared a national public health emergency in the United States on January 31, 2020; Governor Gavin Newsom proclaimed a state of emergency in the State of California on March 4, 2020; the County of Sacramento proclaimed a public health emergency on March 5, 2020; the City Council declared it a local emergency on March 13, 2020; and on that same day, the President of the United States declared a national emergency.
- B. On March 19, 2020, Governor Newsom issued Executive Order N-33-20, which ordered all California residents to stay home or at their place of residence. That same day, the Public Health Officer of the County of Sacramento issued a similar stay-at-home order. As a result of these orders, all schools within Sacramento County were closed. Libraries and community centers were also closed. After-school tutoring and enrichment programs had to cease operations. Students with access to a computer with internet service were provided with online learning opportunities. However, many at-risk students were disadvantaged by lack of computer or internet access. The interruption of school-based learning for the remainder of the 2019-20 school year has impacted all students both educationally and socially.
- C. On May 4, 2020, Governor Newsom issued Executive Order N-60-20, which signaled that, although COVID-19 continued to menace the public health, Californians would soon be able to gradually resume various activities while continuing to preserve public health. The State Public Health Officer articulated a four-stage framework which proposes a gradual, phased-in approach to reopening businesses and public facilities. The County of Sacramento followed the state’s framework and the County currently is in stage two.
- D. On June 2, 2020, the Sacramento County Office of Education issued guidelines for the 13 school districts on reopening schools in the County for the 2020-21 school year. Each district is responsible for creating its own reopening plan. It is anticipated that both in-person and remote learning will be offered due to the requirement for social distancing. The guidelines include a focus on attending to the social emotional well-being of students as a top priority. Such support may include social emotional learning, building relationships, community building activities and increased access to mental health/wellness services. Due to the need

to develop reopening plans for the upcoming school year, school districts do not expect to offer summer school this year.

- E. On March 27, 2020, the United States enacted the Coronavirus Aid, Relief, and Economic Security Act (the “CARES Act”). Section 5001 of the CARES Act established the Coronavirus Relief Fund (the “CRF”) and appropriated \$150 billion to the CFR by adding section 601 to the Social Security Act. The federal government awarded the CITY \$89 million from the CRF. The CARES Act provides that payments from the CFR may only be used to cover costs that: (1) are necessary expenditures incurred due to the public health emergency with respect to the Coronavirus Disease 2019 (COVID–19); (2) were not accounted for in the CITY or DISTRICT budget most recently approved as of March 27, 2020 (the date of enactment of the CARES Act); and (3) were incurred during the period that begins on March 1, 2020, and ends on December 30, 2020. The CITY is using a portion of its CRF allocation to provide the funding under this Agreement.
- F. The CITY issued a Request for Information to solicit proposals from school districts and independent charter schools to provide a Summer Learning Initiative program for their students in accordance with CITY procurement policies and federal acquisition regulations. The provisions in this Agreement include CARES Act limitations and requirements which are applicable to the Summer Learning Initiative program to be offered by DISTRICT.

Agreement

CITY and DISTRICT enter into this Agreement for the purpose of establishing each party’s rights and obligations with regard to the disbursement and expenditure of the CFR funds for the Summer Learning Initiative program as follows:

- 1. Term and Program Period.** This Agreement takes effect on the Execution Date and expires on or before December 31, 2020 (the “Expiration Date”), subject to early termination as provided in Sections 2, 3 and 7. The Summer Learning Initiative program period as proposed by DISTRICT will extend from July 27, 2020 to August 21, 2020 (the “Program Period”).
- 2. Scope of Services and Grant Funds Disbursement.**
 - (a) DISTRICT has been awarded by CITY a portion of the CARES grant for the Summer Learning Initiative program in the amount of \$1,151,113 (the “Grant Funds”) in accordance with DISTRICT’s proposal to provide student services as described Exhibit A (the “Scope of Work and Budget”).
 - (b) All procurement of materials and supplies for the program paid for with Grant Funds shall be competitively bid if the contract amount exceeds \$25,000. All Grant Funds must be expended by DISTRICT by no later than December 31, 2020.
 - (c) DISTRICT certifies that if DISTRICT does not own or lease the locations where services are to be provided as set forth in Exhibit A, DISTRICT has arranged for

permission, permits, or licenses required by the owner of the facilities to allow DISTRICT to offer the services under this Agreement in accordance with the timelines in Exhibit A.

- (d) DISTRICT certifies that it will provide 51% in matching funds for the program as set out in Exhibit A. If additional funds are needed to complete the Scope of Work, DISTRICT either holds such funds, has been allocated the additional funding from other sources, has made arrangements for volunteer labor and donated materials, or otherwise has the financial capacity to undertake and complete the program services as set forth in Exhibit A.
- (e) CITY will disburse to DISTRICT 50% of the Grant Funds (the "Initial Disbursement") within 30 days from the Effective Date and receipt of DISTRICT's invoice which breaks down the amount of the Initial Disbursement and the DISTRICT's matching funds to be allocated to each task as set forth in Exhibit A.
- (f) The second disbursement of 40% of the Grant Funds will be paid after DISTRICT's submits an invoice which sets forth: (i) the allocation of the Initial Disbursement to costs actually incurred, (ii) the source of any additional funds used to provide the program services, including matching funds, volunteer labor and donated materials, and (iii) the planned allocation of the remaining Grant Funds to each task in accordance with the budget as set forth in Exhibit A. If the disbursement request is incomplete, inadequate or inaccurate, the CITY will inform DISTRICT and withhold the payment request until all required information is received or corrected
- (g) DISTRICT shall not adjust any line item expenditure in Exhibit A by more than 20% without the prior written approval of the CITY Representative listed in Section 8. DISTRICT shall submit requests for line item adjustments in accordance with the notice procedures in Section 8.
- (h) Not more than 90% of the Grant Funds may be disbursed before DISTRICT completes all of the tasks by the timeframes set forth in Exhibit A. DISTRICT shall submit a report that list the number of participants and their ages and residence address or neighborhood area, the outcomes and improvements in the lives of the youth participants, and any other information CITY is reasonably requests. CITY will protect all private confidential information from public release. Upon receipt of this report on the total expenditures by task and the outcomes of the program implemented by DISTRICT, CITY will pay the remaining 10% retention.
- (i) Any penalties imposed on the DISTRICT by a contractor, or other financial consequence, because of delay in payment of Grant Funds is not reimbursable under this Agreement. No reimbursement shall be owed for services provided or costs incurred after the Expiration Date.

- (j) Grant Fund disbursements may be withheld by CITY at any time if the DISTRICT fails to timely and fully perform the program and services as set forth in Exhibit A without a written justification approved by the CITY Representative listed in Section 8. The Parties acknowledge that there may be a delay or temporary suspension of the in-person program services listed in Exhibit A due to compliance with changes in the State or County Public Health Officer orders due to the COVID-19 pandemic.
- (k) In providing services to students, DISTRICT shall implement the applicable COVID-19 cleaning procedures, screening protocols, social distancing, and other mitigation measures as set forth by the California Department of Public Health in the COVID-19 Industry Guidance for Schools and School-Based Programs dated June 5, 2020, the Sacramento County Public Health Guidance for Schools dated June 2, 2020, and the Sacramento County Office of Education "School Year Planning: A Guide to Address the Challenges of COVID-19 for the 2020-2021 School Year" dated June 2, 2020, and as such documents are updated or revised during the Program Period.
- (l) During the Program Period, the DISTRICT's program supervisor, and the supervisor for the subcontractor community based organization if applicable, shall meet in person or remotely with the CITY Representative listed in Section 8 on a bi-weekly basis as a check-in to review the program performance in terms of the number of participants, the scope of the educational and social emotional learning, the particular challenges in serving at-risk youth, the learning limitations caused by implementing COVID-19 mitigations, and related matters so that lessons learned can be used to assist other program providers and inform future student learning initiatives.
- (m) Within 60 calendar days after the expiration of this Agreement, the DISTRICT shall return all unexpended Grant Funds to CITY by check payable to the CITY and delivered to the CITY Representative at the address listed in Section 8.
- (n) By July 6, 2020, the DISTRICT shall submit an Outcomes and Measures Plan to CITY Representative listed in Section 8. For youth and families served relating to academic enrichment, mental health activities, and transition activities/program for school entry; demographics, satisfaction surveys and pre and post assessment is required. The tasks assigned to the Community Based Organization (CBO) shall be identified in the Plan. This Plan will serve as the required data shared in the outcomes and improvements report required in Section H. of the Scope of Services which submittal is due at the end of the project period.
- (o) By July 6, 2020 the DISTRICT shall also submit a sample Weekly Lesson and Activities/Programming Plan to the CITY Representative listed in Section 8. This Plan is to include academic enrichment, mental health activities, social emotional learning and indicate DISTRICT's and CBO's roles. Academic intervention

components to achieve the goal of addressing students' academic losses resulting from COVID-19 should be included in this Plan.

3. Unauthorized Costs.

- (a) DISTRICT may not use the Grant Funds for: (i) its administrative expenses, whether incurred while performing services under this Agreement or otherwise; (ii) building maintenance, utilities, and similar operating costs of a facility unless it is used primarily by the program participants; (iii) fundraising and lobbying activities; (iv) general organization operating expenses not specific to the program; (v) expenses associated with the grant application preparation, or (vi) expenses not listed in the Exhibit A.
- (b) DISTRICT may not use the Grant Funds to supplant (displacing or replacing) other funds that were budgeted prior to March 1, 2020 to provide summer program services which were already funded by other public or private sources.
- (c) This Section 3 will survive the expiration or termination of this Agreement.

4. Books and Records.

- (a) DISTRICT shall keep all Grant Funds received under this Agreement separate from all other funds under its control.
- (b) DISTRICT shall maintain detailed books, records, and accounts for its employee, supplies, property, and equipment costs incurred for the performance of the services under this Agreement, including records concerning budgeting, expenditures, subcontracts, insurance, permits, administrative expenses, and overhead. DISTRICT shall maintain the books, records and accounts in a manner sufficient to provide the basis for an unqualified opinion by an independent auditor, and shall maintain such documents for at least three years after expiration of this Agreement.
- (c) At CITY's election, the CITY Accounting Manager or his agent, at all reasonable times, may audit DISTRICT's books, records and accounts to determine whether the DISTRICT has complied with the terms of this Agreement. This Section 4(c) will survive the expiration or termination of this Agreement.
- (d) If the CITY Accounting Manager or the United States Treasury Department determines that the Grant Funds were expended by DISTRICT for unauthorized uses, upon receipt of the written demand issued by CITY which details the unauthorized expenditures, DISTRICT shall reimburse CITY for the amount of the unauthorized expenditures. Reimbursement shall be made by check payable to the CITY and delivered to the CITY Representative at the address set forth in Section _

within 30 days from the date of the demand for repayment. This Section 4(d) will survive the expiration or termination of this Agreement.

5. **Inspection.** DISTRICT shall allow CITY staff or representatives to inspect the property and facilities used to provide services pursuant to this Agreement upon request.

6. **Non-Discrimination.** DISTRICT shall not unlawfully discriminate, harass, or allow harassment of any program participant because of his or her or their parent's or guardian's sex, which includes gender identity and gender expression, race, color, religion or religious creed, ancestry, national origin, disability (mental and physical) including HIV and AIDS, medical condition (including cancer/genetic characteristics), genetic information, marital status, sexual orientation, citizenship, primary language or immigration status. Unlawful discrimination includes denial of a reasonable accommodation. DISTRICT and its subcontractors shall ensure that the evaluation and treatment of all persons who participate in the program, including employees and contractors, and are free from such discrimination and harassment. DISTRICT and its contractors shall comply with the provisions of the Fair Employment and Housing Act (Gov. Code, §12900 et seq.) and the applicable regulations promulgated thereunder (Cal. Code Regs, tit. 2, §7285.0 et seq.). The applicable regulations of the Fair Employment and Housing Commission implementing Government Code, §12990 (a)–(f), are incorporated into this Agreement by reference and made a part hereof as if set forth in full. DISTRICT shall include this non-discrimination and compliance provisions of this section in all contracts to perform work under this Agreement.

7. **Termination.** CITY may terminate this Agreement prior to the Expiration Date set forth in Section 1, if the Director of the Youth, Parks, & Community Enrichment determines that any of the following circumstances has occurred:
 - (a) DISTRICT has improperly used the Grant Funds;
 - (b) DISTRICT has failed to submit properly itemized invoices, reports and other required documents on time and in proper form;
 - (c) DISTRICT has made any material misrepresentation of any nature with respect to any information or statements furnished to CITY in connection with this Agreement;
 - (d) There is pending litigation with respect to the performance by DISTRICT of any of its duties or obligations under this Agreement that may materially jeopardize or adversely affect DISTRICT's ability to implement the Scope of Services;
 - (e) DISTRICT has failed to perform, or has performed unsatisfactorily, any term of this Agreement; or

(f) CITY has disbursed all of the Grant Funds and DISTRICT has completed the Scope of Services, and submitted the required reports, so there are no further obligations by any party under this Agreement.

- 8. Notices.** Any notice, request, report, or demand under this Agreement must be in writing and will be considered properly given and effective only when mailed or delivered in the manner provided by this Section 8 to the persons identified below or their successors. A mailed notice, application, request, report, or demand will be effective on the second calendar day from the date it is deposited in the United States Mail addressed as set forth below with postage prepaid. A notice, application, request, report, or demand sent in any other manner will be effective or will be considered properly given when actually delivered.

If to DISTRICT: See Exhibit A

If to CITY:

Vanessa Cuevas-Romero, MSW
Program Specialist
Department of Youth, Parks & Community Enrichment
915 I Street, New City Hall, 3rd Floor
Sacramento, CA 95814
Direct: (916) 808-6157
VCuevas-Romero@cityofsacramento.org

Any party may change its address for these purposes by giving written notice of the change to the other parties in the manner provided in this Section 8.

- 9. Indemnification and Insurance.** DISTRICT maintains property, liability (general liability, products liability, professional liability, automobile liability, and employment practices liability) and worker's compensation indemnity protection through Schools Insurance Authority, a California Joint Powers Authority. CITY maintains a self-insurance program, which includes procuring excess insurance coverage. CITY and the Schools Insurance Authority, on behalf of the DISTRICT, have entered into a Memorandum of Understanding 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 that agreement during the term of this Agreement, and the indemnity obligation shall survive the expiration or earlier termination of this Agreement.

10. Miscellaneous.

- (a) *Assignment.* DISTRICT may not assign or otherwise transfer this Agreement or any interest in it without CITY's written consent, which the CITY may grant or deny in its sole discretion. An assignment or other transfer made contrary to this Section 10(a) is void.

- (b) *Successors and Assigns.* This Agreement binds and inures to the benefit of the successors and assigns of the parties. This Section 10(b) does not constitute the CITY's consent to any assignment of this Agreement or any interest in this Agreement.
- (c) *Independent Contractors.* DISTRICT may assign employees and volunteers or contract with third parties to perform the services at its exclusive discretion and the services of such assigned employees, volunteers and third parties shall be at the sole expense of DISTRICT and they shall not be entitled to any benefits payable to employees of CITY.
- (d) *Third Parties.* This Agreement is for the sole benefit of DISTRICT and CITY and no other person or entity shall be entitled to rely upon, enforce, or receive any direct benefit from this Agreement.
- (e) *No Joint Venture.* It is understood and agreed that each party is an independent person, entity or government agency and that this Agreement shall not create a relationship between CITY and DISTRICT of employer-employee, joint venture, partnership, or any other relationship of association. Except as expressly provided in this Agreement or as the parties may specify in writing, neither party shall have authority, express or implied, to act on behalf of the other party in any capacity whatsoever as an agent.
- (f) *Interpretation and Exhibits.* This Agreement is to be interpreted and applied in accordance with California law. Exhibit A is part of this Agreement.
- (g) *Waiver of Breach.* A party's failure to insist on strict performance of this Agreement or to exercise any right or remedy upon the other party's breach of this Agreement will not constitute a waiver of the performance, right, or remedy. A party's waiver of the other party's breach of any term or provision in this Agreement is not a continuing waiver or a waiver of any subsequent breach of the same or any other term or provision. A waiver is binding only if set forth in writing and signed by the waiving party.
- (h) *Severability.* If a court with jurisdiction rules that any nonmaterial part of this Agreement is invalid, unenforceable, or contrary to law or public policy, then the rest of this Agreement remains valid and fully enforceable.
- (i) *Counterparts.* The parties may sign this Agreement in counterparts, each of which is considered an original, but all of which constitute the same Agreement. Facsimiles, pdfs, and photocopies of signature pages of the Agreement have the same binding effect as originals.
- (j) *Time of Essence.* Time is of the essence in performing this Agreement.

- (k) *Integration and Modification.* This Agreement sets forth the parties' entire understanding regarding the matters set forth above and is intended to be their final, complete, and exclusive expression of those matters. It supersedes all prior or contemporaneous agreements, representations, and negotiations—written, oral, express, or implied—and may be modified only by another written agreement signed by both parties.
- (l) *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 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, this Agreement has been entered into as of the day and year first stated above.

CITY of Sacramento

By: _____
Christopher C. Conlin
Assistant City Manager Public Safety
For: Howard Chan, CITY Manager

Approved as to Form:

By: _____
Senior Deputy City Attorney

Attest:

By: _____
Assistant City Clerk

DISTRICT

By: _____
Name: Rose Ramos
Title: Chief Business Officer

Exhibit A
SCOPE OF WORK AND BUDGET
[replace with Proposal]

DISTRICT Name and Address:

Sacramento City Unified School District
5735 47th Ave
Sacramento, CA 95824

Summer Learning Initiative Program Description:

SCUSD proposes to create a K-8 Expanded Learning Summer Program starting July 27, 2020 and ending August 21, 2020. Up to 4,800 students could be served through a hybrid learning model, which includes both school-site and distance learning. Students targeted for SCUSD's summer program will be those who were below grade level before March 13 and who have struggled with distance learning. SCUSD goal is to mitigate COVID-related and summer learning loss; create activities that raise awareness of and build skills around accessing mental health resources; and provide transition activities/program for school re-entry.

SCUSD K-8 Expanded Learning Summer Program Overview:

- Academic content will be delivered by credentialed teachers.
- SCUSD will identify students who were at risk prior to school closures on March 13 and who have also struggled with Distance Learning, as measured by the district's Engagement Survey. School sites will reach out to parents/guardians of identified students to encourage enrollment and participation.
- SCUSD will build a five-day cohort plan with Monday and Tuesday as Cohort A and Thursday and Friday as Cohort B. Cohort A would participate in distance learning activities Wednesday-Friday while Cohort B would be distance learning Monday-Wednesday. On Wednesdays, school sites would be deep cleaned. Up to 20 school sites, serving as neighborhood hubs, could host summer programming. The District will provide all required personal protective equipment
- The District's current Community-based partners (funded through ASES and 21st Century grant funds) would offer enrichment activities for students. Partners include organizations such as Sacramento Chinese Community Service Center, Target Excellence, Boys & Girls Club, Centers for Fathers and Families, Rose Family Creative Empowerment Center, Leaders of Tomorrow and Roberts Family Development Center. All these partners provide expanded learning services (before school and after school) at different elementary, middle and high school sites. For Summer programming, SCUSD will sign a new contract based on the number of sites these partners will be serving. After School Enrichment and Safety (ASES) and 21st Century Community Learning Centers (21st CCLC) supplemental grant funds will be used to provide enrichment activities.

- CBO staff will work alongside teachers and other program staff. Their main role will be to reduce the students to staff ratio, acting as teacher's aide in the classroom, providing outdoor activities during recess and enrichment hours, helping with student check-ins and distribution of lunch. The CBO's, in partnership with district hired credentialed teachers and administration will provide a full day for students. The credentialed teacher will teach the academic portion of the day, with assistance from CBO staff, and then the CBO staff will provide enrichment and arts activities and supervision throughout the day. The model we are proposing is a hybrid model, as described above. The cost of contracting with the CBO's will be \$11 per student per day.
- Program success will be measured through the number and percent of SCUSD students served of youth served who live in most COVID-impacted communities; program retention rates, academic gains and quality of youth development experience in the areas of safety, relationship-building, and skill-building.

Program Location(s):

Up to 20 school sites, serving as neighborhood hubs, could host summer programming.

Timelines:

The SCUSD K-8 Expanded Learning Summer Program will be held for 4 weeks starting July 27, 2020 and ending August 21, 2020.

SCUSD's implementation timeline includes:

- Board of Education preliminary approval of the program (June 18 or 25)
- Program design (currently underway)
- Identification of students (currently underway)
- Outreach to students and enrollment process (by June 30)
- Recruit and hire teaching staff (by July 15)
- Identify Community-Based partners and their roles (currently underway)
- Hold summer programming July 27-August 21

Grant Amount:

\$1,151,113

Task Budget:

See attachment.

Sacramento City Unified School District
 Time Period: July 27 - August 21
 Budget Narrative Justification

	TOTAL PROJECT AMOUNT	CARES FUNDING REQUEST	MATCH TOTAL
Personnel			
200 Teachers Hourly cost of \$49.98 per hour, 4 hours a day for 5 days a week, for 4 weeks. Plus 12 hours professional learning 10 teachers per school for 20 schools. 200 teachers * 92 hours * \$49.98	Total \$919,632	\$459,816.00	\$459,816.00
20 Summer school coordinators Hourly cost of \$54.06 per hour, 8 hours a day for 5 days a week, for 4 weeks. Plus 12 hours professional learning 1 coordinator per school for 20 schools. 20 coordinators * 172 hours * \$54.06	Total \$185,966	\$92,983.20	\$92,983.20
20 Custodians Hourly cost of \$17.53 per hour, 8 hours a day for 5 days a week, for 4 weeks. 1 custodian per school for 20 schools. 20 custodians * 160 hours * \$17.53	Total \$56,096	\$28,048.00	\$28,048.00
20 Office managers Hourly cost of \$21.94 per hour, 7 hours a day for 5 days a week, for 4 weeks. 20 OM's * 140 * \$21.94	Total \$62,432	\$31,216.00	\$31,216.00
Curriculum coaches Hourly cost of \$49.98 per hour, 4 hours a day for 5 days a week, for 4 weeks. Plus 12 hours professional learning 5 Coaches * 92 hours * \$49.98	Total \$22,991	\$11,495.40	\$11,495.40
	TOTAL SALARIES \$1,247,117	\$623,558.60	\$623,558.60
Fringe Benefits			
200 teachers * 92 hours * \$9.60	Total \$176,640	\$88,320.00	\$88,320.00
20 coordinators * 172 hours * \$10.38	Total \$35,707.20	\$17,853.60	\$17,853.60
20 custodians * 160 hours * \$5.25	Total \$16,800	\$8,400.00	\$8,400.00
20 OM's * 140 * \$6.57	Total \$18,396	\$9,198.00	\$9,198.00
5 Coaches * 92 hours * \$9.60	Total \$4,416.00	\$2,208.00	\$2,208.00
Current Fringe Benefit breaks down as 19.2% for teachers, coordinators and coaches	\$251,959	\$125,979.60	\$125,979.60
	TOTAL SALARIES & FRINGE \$1,499,076	\$749,538.20	\$749,538.20
Travel			
Mileage Estimation of 20 miles per coach per day at 57.5c per mile = 20 miles * 5 coaches * 5 days a week * 4 weeks * 0.575	Total \$1,150	\$575	\$575.00
	TOTAL TRAVEL \$1,150	\$575	\$575.00
Equipment			
Personal Protection Equipment and initial setup costs Fixed costs of setting up the schools for Covid 19 (plexiglass etc.) = \$4,300 per school * 20 schools = \$86,000 Variable costs (PPE) = \$970 per school per week * 4 weeks * 20 schools = \$77,600	TOTAL EQUIPMENT \$163,600	\$81,800.00	\$81,800.00
Supplies			
Program Supplies \$1000 curriculum cost per class * 10 classes * 20 schools	Total \$200,000	\$100,000.00	\$100,000.00
Office Supplies	Total \$16,000	\$8,000.00	\$8,000.00

Paper, toner, pens pencils etc. \$200 per week per school = \$200*4weeks*
20 schools

	TOTAL SUPPLIES	\$216,000	\$108,000.00	\$108,000.00
Contract				
Community Based Organizations	TOTAL CONTRACT	\$422,400	\$211,200.00	\$211,200.00
\$11 per student per day. 11*120 students * 20 schools * 4 days in school * 4 weeks				
	TOTAL OPERATING EXPENSES	\$803,150	\$401,575	\$401,575
	TOTAL DIRECT	\$2,302,226	\$1,151,113	\$1,151,113
	L INDIRECT @ 3.79%	\$87,254		\$87,254.38
	TOTAL BUDGET	\$2,389,481	\$1,151,113	\$1,238,368

SUPPLEMENTAL CONTRACT

Project Title and Job Number: SCUSD Summer Learning
Purchase Order #:

Date: July 27, 2020
Supplemental Contract No.: 1

The City of Sacramento ("City") and Sacramento City Unified School District("Contractor"), as parties to that certain Non-Professional Services Agreement designated as Contract Number C2020-1503, including any and all prior supplemental contracts modifying the contract (the contract and all supplemental contracts are hereafter collectively referred to as the "Contract"), hereby supplement and modify the Contract as follows:

1. The Scope of Services specified in Exhibit A of the Contract is amended as follows:

DISTRICT desires to amend the Scope of Work and Budget for the Summer Learning Initiative based on changes to the number of schools that will be able to participate. These changes result in a reduction of the CARES Act grant funds from \$1,151,113 to \$297,856. See Attachment A for details.

2. In consideration of the additional and/or revised services described in section 1, above, the maximum not-to-exceed amount that is specified in Exhibit B of the Contract for payment of Contractor's fees and expenses, is **increased/decreased** by -\$853,297, and the Contract's maximum not-to-exceed amount is amended as follows:

Agreement's original not-to-exceed amount:	<u>\$1,151,113.00</u>
Net change by previous supplemental contracts:	<u>0</u>
Not-to-exceed amount prior to this supplemental contract:	<u>\$1,151,113.00</u>
Increase/decrease by this supplemental contract:	<u>-853,257.00</u>
New not-to exceed amount including all supplemental contracts:	<u>\$297,856.00</u>

3. Contractor agrees that the amount of increase or decrease in the not-to-exceed amount specified in section 2, above, shall constitute full compensation for the additional and/or revised services specified in section 1, above, and shall fully compensate Contractor for any and all direct and indirect costs that may be incurred by Contractor in connection with such additional and/or revised services, including costs associated with any changes and/or delays in schedules or in the delivery of other services by Contractor.
4. Contractor warrants and represents that the person or persons executing this supplemental contract on behalf of Contractor has or have been duly authorized by Contractor to sign this supplemental contract and bind Contractor to the terms hereof.
5. Except as specifically revised herein, all terms and conditions of the Contract shall remain in full force and effect, and Contractor shall perform all of the services, duties, obligations, and conditions required under the Contract, as supplemented and modified by this supplemental contract.

[SIGNATURES ON FOLLOWING PAGE]

**FIRST AMENDMENT TO
SUMMER LEARNING INITIATIVE
GRANT AGREEMENT**

This FIRST AMENDMENT, dated July 27, 2020 (“Execution Date”) for reference purposes only, is between the CITY OF SACRAMENTO, a municipal corporation, (“CITY”) and SACRAMENTO CITY UNIFIED SCHOOL DISTRICT, a political subdivision of the State of California (“DISTRICT”), which collectively and individually referred to as “Parties or “Party” as the context requires.

Background

- A. The parties entered into the Summer Learning Initiative Agreement dated June 20, 2020 (the “Principal Agreement”) to provide for an education program to assist at-risk youth and other students impacted by school closures and difficulties with online learning and the lack of social interaction with other students. The program is funded with CITY CARES Act grant proceeds.
- B. DISTRICT desires to amend the Scope of Work and Budget for the Summer Learning Initiative based on changes to the number of schools that will be able to participate. These changes result in a reduction of the CARES Act grant funds.

Agreement

CITY and DISTRICT enter into this First Agreement to the Principal Agreement for the Summer Learning Initiative program as follows:

1. **Scope of Services and Grant Funds Disbursement.** The Scope of Services and amount of the Grant Funds set forth in Section 1(a) of the Principal Agreement is revised to read as follows:

“ (a) DISTRICT has been awarded by CITY a portion of the CARES grant for the Summer Learning Initiative program in the amount of \$297,856 (the “Grant Funds”) in accordance with DISTRICT’s revised proposal to provide student services attached as Exhibit A (the “Scope of Work and Budget”). “

All other provisions of Section 1 of the Principal Agreement remain unchanged.

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 not modified by this Amendment shall remain in full force and effect.
3. **Authorization.** Each individual executing this Amendment on behalf of any entity represents and warrants that he or she has been duly authorized to do so by the entity on

whose behalf he or she executes this Amendment and said entity will thereby be obligated to perform the terms of this Amendment.

IN WITNESS WHEREOF, this First Amendment has been entered into as of the day and year first stated above.

CITY OF SACRAMENTO

By: _____
Christopher C. Conlin
Assistant City Manager Public Safety
For: Howard Chan, CITY Manager

Approved as to Form:

By: _____
Senior Deputy City Attorney

Attest:

By: _____
Assistant City Clerk

DISTRICT

By: _____
Rose Ramos
Chief Business Officer

Exhibit A
SCOPE OF WORK AND BUDGET

DISTRICT Name and Address:

Sacramento City Unified School District
5735 47th Ave
Sacramento, CA 95824

Summer Learning Initiative Program Description:

SCUSD proposes to create a K-8 Expanded Learning Summer Program starting July 27, 2020 and ending August 21, 2020. Up to 960 students could be served through a distance learning model in 4 school communities. Students targeted for SCUSD's summer program will be those who were below grade level before March 13 and who have struggled with distance learning. SCUSD goal is to mitigate COVID-related and summer learning loss; create activities that raise awareness of and build skills around accessing mental health resources; and provide transition activities/program for school re-entry.

SCUSD K-8 Expanded Learning Summer Program Overview:

- Academic content will be delivered by credentialed teachers.
- SCUSD will identify students who were at risk prior to school closures on March 13 and who have also struggled with Distance Learning, as measured by the district's Engagement Survey. School sites will reach out to parents/guardians of identified students to encourage enrollment and participation.
- 5 SCUSD schools will build a fully online distance learning Summer program in conjunction with the CBO's. Each program will run 5 days a week from 8am – 2pm. The City will only fund 4 schools out of the 5 since one of the schools is outside of the City limits. See school locations below supported by SLI.
- The District's current Community-based partners (funded through ASES and 21st Century grant funds) would offer enrichment and SEL activities for students. Partners Include organizations such as Sacramento Chinese Community Service Center, Target Excellence, Boys & Girls Club, Centers for Fathers and Families, Rose Family Creative Empowerment Center, Leaders of Tomorrow and Roberts Family Development Center. All these partners provide expanded learning services (before school and after school) at different elementary, middle and high school sites. For Summer programming, SCUSD will sign a new contract based on the number of sites these partners will be serving. After School Enrichment and Safety (ASES) and 21st Century Community Learning Centers (21st CCLC) supplemental grant funds will be used to provide enrichment activities.
- CBO staff will work alongside teachers and other program staff. Their main role will be to reduce the students to staff ratio, acting as teacher's aide in the classroom, providing enrichment, and SEL activities. The CBO's, in partnership with district hired credentialed

teachers and administration will provide a full day for students. The credentialed teacher will teach the academic portion of the day, with assistance from CBO staff, and then the CBO staff will provide enrichment and arts activities and supervision throughout the day. The cost of contracting with the CBO's will be \$11 per student per day.

- Program success will be measured through the number and percent of SCUSD students served of youth served who live in most COVID-impacted communities; program retention rates, academic gains and quality of youth development experience in the areas of safety, relationship-building, and skill-building.

Program Location(s):

Washington Elementary (K-6)
Cesar Chavez elementary (4-6)
Ethel Phillips Elementary (K-6)
Leonardo da Vinci (K-8)

Timelines:

The SCUSD K-8 Expanded Learning Summer Program will be held for 4 weeks starting July 27, 2020 and ending August 21, 2020.

SCUSD's implementation timeline includes:

- Board of Education preliminary approval of the program (August 6th)
- Program design (currently underway)
- Identification of students (currently underway)
- Outreach to students and enrollment process (by June 30)
- Recruit and hire teaching staff (by July 15)
- Identify Community-Based partners and their roles (currently underway)
- Hold summer programming July 27-August 21

Grant Amount:

\$297,856

Task Budget:

See attachment.

Sacramento City Unified School District
 Time Period: July 27 - August 21
 Budget Narrative Justification

	TOTAL PROJECT AMOUNT	CARES FUNDING REQUEST	MATCH TOTAL
Personnel			
56 Teachers Hourly cost of \$49.98 per hour, 4 hours a day for 5 days a week, for 4 weeks. Plus 2 hours a week for collaboration. Plus 12 hours professional learning 10 teachers per school for 4 schools. 1 school with 16 teachers			
40 teachers * 100 hours * \$49.98	Total \$199,920.00	\$99,960.00	
16 teachers at Pacific* 100 hours * \$49.98			
5 Summer school Coordinator Hourly cost of \$54.48 per hour, 4 hours a day for 5 days a week, for 3 weeks. Plus 2 hours a week for collaboration. Plus 12 hours professional learning 1 Coordinator per school for 5 schools.		\$79,968.00	\$99,960.00 \$79,968.00
4 C's *78 hours * \$54.48	Total \$16,997.76	\$8,498.00	\$8,498.00
Pacific: 1 HT's *78 hours * \$54.48	Total \$4,249.44		\$4,249.44
5 Principals Hourly cost of \$70 per hour, 6 hours a day for 5 days a week, for 2 weeks. 1 principal per school for 5 schools.			
4 principals * 60 hours * \$80	Total \$19,200.00	\$9,600.00	\$9,600.00
Pacific: 1 principal * 30 hours * \$80	Total \$2,400.00		\$2,400.00
3 Social workers Hourly cost of \$69.92 per hour, 4 hours a day for 5 days a week, for 4 weeks. 1 social worker each for 3 schools.			
2 * 80 * \$69.92	Total \$11,187.20	\$5,593.00	\$5,593.00
Pacific: 1 * 80 * \$69.92	Total \$5,593.60		\$5,593.60
18 Instructional Aides Hourly cost of \$ 15.65 per hour, 3 hours a day for 5 days a week, for 4 weeks. 4 aides each for 3 schools, 3 aides each for 2 s			
14 * 60 * \$15.65	Total \$13,146.00	\$6,573.00	\$6,573.00
4 * 60 * \$15.65	Total \$3,756.00		\$3,756.00
Curriculum coaches Hourly cost of \$60 per hour, 4 hours a day for 5 days a week, for 4 weeks. Plus 2 hours a week for collaboration. Plus 12 hours professional learning 10 teachers per school for 20 schools.			
4 Coaches * 100 hours * \$60	Total \$24,000.00	\$12,000.00	\$12,000.00
1 Coach * 100 hours * \$60	Total \$6,000.00		\$6,000.00
	TOTAL SALARIES \$386,418.00	\$142,224.00	\$244,191.04
Fringe Benefits (19.2% for certificated, 29.95% for classified)			
40 teachers * 100 hours * \$9.60	Total \$38,400.00	\$19,200.00	\$19,200.00
Pacific: 16 teachers * 100 hours * \$9.60	Total \$15,360.00		\$15,360.00
4 C's *78 hours * \$10.46	Total \$3,244.80	\$1,622.00	\$1,622.00
Pacific 1 C *78 hours * \$10.46	Total \$811.20		\$811.20
4 Principals * 60 hours * \$15.36	Total \$3,686.40	\$1,843.00	\$1,843.00
Pacific: 1 Principal * 30 hours * \$15.36	Total \$460.80		\$460.80
2 Social workers * 80 * \$13.42	Total \$2,144.00	\$1,072.00	\$1,072.00
Pacific: 1 Social workers * 80 * \$13.42	Total \$1,072.00		\$1,072.00
14 Instructional Aides * 60*\$4.69	Total \$3,939.60	\$1,969.00	\$1,969.00
4 Instructional Aides * 60*\$4.69	Total \$1,125.60		\$1,125.60
4 Coaches * 100 hours * \$11.52	Total \$4,608.00	\$2,304.00	\$2,304.00
1 Coach * 100 hours * \$11.52	Total \$1,152.00		\$1,152.00
	\$76,004.40	\$28,010.00	\$47,991.60
indirect cost rate: 3.79%			
	TOTAL SALARIES & FRINGE \$462,422.40	\$170,234.00	\$292,182.64
Supplies			
PL Supplies 14.99 for DL playbook for 40 teachers, 4 coordinators, 4 coaches, 4 principals, 7 in C&I (59)	Total \$844.41	\$422.00	\$422.00
14.99 for DL playbook for 16 teachers, 1 coordinator, 1 coach, 1 principal(19)	Total \$284.81		\$284.81
Program Supplies \$1000 curriculum cost per class * 40 classes	Total \$40,000.00	\$20,000.00	\$20,000.00
\$1000 curriculum cost per class * 16 classes	Total \$16,000.00		\$16,000.00
Office Supplies Paper, toner, pens pencils etc. \$200 per week per school = \$200*4weeks* 4 schools	Total \$3,200.00	\$1,600.00	\$1,600.00
Paper, toner, pens pencils etc. \$200 per week per school = \$200*4weeks* 1 schools	Total \$800.00		\$800.00
	TOTAL SUPPLIES \$61,129.22	\$22,022.00	\$39,106.81
Contract			
Community Based Organizations	TOTAL CONTRACT \$295,680.00	\$105,600.00	\$190,080.00
\$11 per student per day. 11(*240 * 4 schools) * 20 days	\$211,200.00	\$105,600.00	\$105,600.00
\$11 per student per day. 11(384 in 1 school) * 20 days	\$84,480.00		\$84,480.00
	TOTAL OPERATING EXPENSES \$356,809.22	\$127,622.00	\$229,186.81
	TOTAL DIRECT \$819,231.62	\$297,856.00	\$521,369.45
	TOTAL INDIRECT @ 3.79% \$31,048.88		\$31,048.88
	TOTAL BUDGET \$850,280.50	\$297,856.00	\$552,418.33

Memorandum of Understanding (MOU) # 20-F-SC
Between
Sacramento County Office of Education (SCOE)
and
Sacramento City Unified School District

Term of Agreement – July 1, 2020 through June 30, 2023

I. Purpose and Parties

The purpose of this MOU is to document the relationship and articulate roles and responsibilities between the Capital Adult Education Regional Consortium (CAERC) fiscal agent and program manager (SCOE) and each of the CAERC members. This Memorandum of Understanding is entered into between Sacramento County Office of Education (SCOE) and Sacramento City Unified School District. Sacramento City Unified School District and SCOE hereby agree to the following terms of this MOU. Sacramento City Unified School District is a member of CAERC. Sacramento City Unified School District hereinafter is referred to as “CAERC Member.”

II. Background

AB 86 Planning Grant

The 2013-14 State Budget, under the auspices of Assembly Bill 86, appropriated \$25 million to the California Community College Chancellor’s Office (CCCCO) to provide funding for two-year adult education planning and implementation grants. AB 86 supported the development of regional adult education consortium plans that focus on expanding and improving opportunities for education and workforce services for adults. From July 1, 2013 to December 31, 2015, AB 86 consortia, consisting of K-12 school districts, community college districts, and other partners developed regional education and workforce service plans for adults.

AB 104 Adult Education Block Grant

On June 24, 2015 Governor Jerry Brown signed AB 104 into law. The 2015-16 year represented the transition period from the planning that took place with AB 86 to the actualization of the Adult Education Block Grant (AEBG). The 2015-16, 2016-17 and 2017-18 State Budgets included \$500 million in new funding for seven authorized adult education program areas. On February 22, 2018, the CCCCCO and CDE notified all consortia of their intent to award AEBG funding for fiscal years 2018-19 and 2019-20. AEBG Office issued preliminary allocation schedule, which included a proposed increase in funding at \$20.5 million. The January 2018 Governor’s Proposed Budget language categorized AEBG as the “ongoing proposition 98 General Fund”.

California Adult Education Program

On July 1, 2019, the name change came into effect from Adult Education Block Grant to California Adult Education Program (CAEP) as defined in California Education Code, Title 3, Division 7, Part 50, Chapter 5, Article 9 [84900 – 84920].

Program and Fiscal Year 2020-21

For fiscal year 2020-21, the California Adult Education Program Office allocated a total of \$11,986,773 to the Capital Adult Education Regional Consortium. This allocation is locally designated as Fund F.

Education Code [84914](#) guides the allocation process for all members as follows.

84914.

(a) As a condition of receipt of an apportionment from the program, a consortium shall approve a distribution schedule that includes both of the following:

(1) The amount of funds to be distributed to each member of the consortium for that fiscal year.

(2) A narrative justifying how the planned allocations are consistent with the adult education plan.

(b)

(1) For any fiscal year for which the chancellor and the Superintendent allocate an amount of funds to the consortium greater than the amount allocated in the prior fiscal year, the amount of funds to be distributed to a member of that consortium shall be equal to or greater than the amount distributed in the prior fiscal year, unless the consortium makes at least one of the following findings related to the member for which the distribution would be reduced:

(A) The member no longer wishes to provide services consistent with the adult education plan.

(B) The member cannot provide services that address the needs identified in the adult education plan.

(C) The member has been consistently ineffective in providing services that address the needs identified in the adult education plan and reasonable interventions have not resulted in improvements.

(2) For any year for which the chancellor and the Superintendent allocate an amount of funds to the consortium less than the amount allocated in the prior year, the amount of funds to be distributed to a member of that consortium shall not be reduced by a percentage greater than the percentage by which the total amount of funds allocated to the consortium decreased, unless the consortium makes at least one of the following findings related to the member for which the distribution would be reduced further:

(A) The member no longer wishes to provide services consistent with the adult education plan.

(B) The member cannot provide services that address the needs identified in the adult education plan.

(C) The member has been ineffective in providing services that address the needs identified in the adult education plan and reasonable interventions have not resulted in improvements.

(c) A distribution schedule shall also include preliminary projections of the amount of funds that would be distributed to each member of the consortium in each of the subsequent two fiscal years. The preliminary projections shall not constitute a binding commitment of funds.

Role and Function of CAERC

The Capital Adult Education Regional Consortium is comprised of 14 members: 11 K-12 school districts, 2 county offices of education, and the Los Rios Community College District representing 4 colleges. Members opt in to receiving funds through a base allocation to provide instruction in any of the seven authorized program areas, in accordance with the regional plan. Members collaborate with multiple regional partners to provide support services to the adult learners. SCOE acts as a fiscal agent and a program manager for the consortium. Funds are allocated at the consortium-level for activities to strengthen the region and to coordinate the financial aspects of the consortium. Regional strategies in the Annual Plan for 2020-21 will also include plans to address the uncertain conditions caused by the unprecedented health, economic and social crisis in the spring of 2020. SCOE-CAERC Program/Fiscal PY 2020-21 budget consists of staff salaries and other associated expenses, for the following services:

- Facilitating and carrying out consortium business and working meetings
- Facilitating and carrying out the work defined by regional strategies
- Facilitating annual and strategic planning processes
- Leveraging regional resources and activities for the benefit of the adult learners
- Carrying out administrative work in support of the overall activities
- CAERC fiscal at 1% of the overall allocation to maintain the following services:
 - Processing member allocations and, if applicable, re-allocations of member funds
 - Hosting quarterly fiscal meetings with district fiscal staff and member representatives
 - Disseminating state updates pertaining to CAEP funds
 - Reviewing quarterly budget and expenditure reports
 - Compiling and storing fiscal data files from members
 - Providing technical assistance with budget, expenses and other reports as required by the State.

III. Role of SCOE and CAERC Member

Role of SCOE

As the fiscal agent, SCOE will distribute consortium funds in accordance to the CAERC Governance and Fiscal Allocation Plans and Policies (amended January 10, 2018), AB 104, and California Education Code section 84913. SCOE will be responsible for collecting, compiling, and reporting consortium-level fiscal and program information.

Role of CAERC Member

CAERC Member will adhere to the agreements outlined in the CAERC Governance and Fiscal Allocation Plans and Policies (amended May 10, 2017). CAERC Member will be responsible for participating in the consortium decision-making process and reporting member fiscal and

program information to the consortium, and learner performance data to the CAEP Office as specified in AB 104, Education Code and any associated CAEP guidelines.

Role of Both Parties

Both parties will work together to comply with CAEP reporting requirements. CAEP requires that each consortium report allocations by participating members, budgets by object code, by program area and objective, and file expenditure and progress reports. Allocations by members should match expenditures, follow CAERC's Annual Plan, and adhere to the expenditure guidelines outlined in the CAEP Fiscal Management Guide.

IV. SCOE Responsibilities

As the CAERC fiscal agent, SCOE will process expenses and expenditure contracts, as agreed upon by the members, and work with the members to implement fiscal decisions per CAERC's 2020-21 Annual Plan and Three-Year Consortium Plan for 2019-2022.

As the designated fiscal and program information-reporting agency, SCOE will:

1. Upon SCOE's receipt of CAEP funds from the California Department of Education and California Community College Chancellor's Office, in accordance to Education Code 84912, SCOE will distribute monthly payments to CAERC members.
2. Starting in 2017, the CAEP Office has been developing - in multiple phases - a new online fiscal reporting system, NOVA, through which CAERC members submit budget and expenditure information directly to the CAEP Office. SCOE will continue to provide member training and support with the reporting system. SCOE will provide the Consortium lead and fiscal staff who will certify member work plans and budgets for the fiscal year.
3. SCOE will facilitate members' reporting of program-area expenditures for their respective allocations within the consortium.
4. SCOE will compile and report to CAEP any additional qualitative and quantitative consortium-level data, as needed.
5. SCOE will carry out the consortium-level activities as approved by the members in the annual plan for the current program year.

V. CAERC Member Responsibilities

To enable SCOE's reporting to the CAEP Office, CAERC Member will be responsible for monitoring their own activities and reporting to SCOE all CAERC related fiscal and program activities. This includes any necessary student participation data, expenditure documentation, and any AB104/CAEP information necessary for the successful completion of AB104/CAEP mandated reports, performance measures, and program outcomes. Expenditures must follow

CAERC's Annual Plan, adhere to the expenditure guidelines outlined in the AB 104/CAEP *CAEP Adult Education Program Fiscal Management Guide, Allowable Uses of Adult Education Program Funds*, and follow other guidelines established by the CAEP Office. In addition, all CAERC Members will adhere to CAERC-approved policies related to fiscal, program and governance procedures.

CAERC Member will designate a person/persons with proper authority to certify all information submitted to SCOE and NOVA. CAERC Member acknowledges and accepts all responsibility for program related expenditures and certifies that expenditures are in compliance with the approved objectives, rules and regulations that govern the CAEP program. Furthermore, CAERC Member accepts all liability for any disallowed costs, should they arise.

Subject to [84914](#).b.2, in exchange for a minimum of **\$1,202,215**, CAERC Member will:

1. Submit expenditure information.
 - a. Report member expenditures into NOVA as per dates set by the CAEP Office.
 - b. Report final member expenditures to SCOE within 15 days after the close of the fiscal cycle as outlined in **Exhibit A, Shared Fiscal and Budget Agreement Policy**, attached and incorporated herein.
 - c. Member has until December 30, 2021 to spend funds.
 - d. Provide to CAERC Project staff an expenditure summary narrative, progress update narrative and/or other data for the reports as required by the CAEP Office.
 - e. Use the lesser of the California Department of Education approved indirect cost rate for Program Year 2020-21 or the maximum set forth by the CAEP Office.
2. Submit required quarterly and end-of-year student level information via the CASAS TOPSpro Enterprise data reporting systems and as specified by the CAEP Office.
3. Conduct professional development activities.
 - a. A minimum of \$5,000 per year is included in the CAERC Member total allocation for Fund F to cover professional development activities.
 - i. This additional funding is specifically allocated to address the following CAERC regional strategy: Offer Professional Development to Support the Regional Strategies
 - b. Members may be asked to be responsible for the logistics and cost of hosting consortium meetings and professional development events at their locations.
4. Develop regional partnerships and the CAERC Network of Transition Navigators.
 - a. A minimum of \$35,000 per year is included in the CAERC Member total allocation for Fund F to cover Transition Navigator network activities and funding.
 - i. This additional funding is specifically allocated to address the following CAERC regional strategy: Increase K-12 Adult Education Transition to Workforce and Postsecondary.

5. Submit other data as required by AB 104/CAEP guidelines.
6. Submit reports and questions to the CAERC Office by email: caercsubmit@scoe.net
7. Follow Annual Plan General Assurances:
 - a. Participate in planning processes (Annual Plan, Three-Year Plan).
 - b. Spend funds within the CAEP program areas.
 - c. Participate in public meetings and decision-making.
 - d. Report student data in CASAS TOPSpro Enterprise.
 - e. Share information on other resources being used to serve adults.
 - f. Share financial expenditure and progress reports with the regional consortium.
 - g. Provide services that address the needs identified in the adult education plan.

VI. Term

This MOU Agreement shall be effective July 1, 2020 and ending on June 30, 2023. Either party may terminate this MOU with at least a sixty- (60) day written notice of intention to terminate this agreement. This agreement may also be terminated by CAERC officially designated members if it is determined a member is not compliant with the *CAEP Adult Education Program Fiscal Management Guide, Allowable Uses of Adult Education Program Funds* or for non-performance with fiscal and/or program reporting or as specified on the CAERC Governance Plan.

VII. Privacy

SCOE and all CAERC members will comply with all state and federal education privacy policies. SCOE and CAERC members will not disclose any personally identifiable information except upon written consent of the participating adult learners or as otherwise permitted by law.

VIII. Indemnity

CAERC Member agrees to defend, indemnify, and hold harmless SCOE (including its directors, agents, officers and employees), from any claim, action, or proceeding arising from any actual or alleged acts or omissions of CAERC Member, its director, agents, officers, or employees relating to CAERC Member's duties and obligations described in this agreement or imposed by law.

SCOE agrees to defend, indemnify, and hold harmless CAERC Member (including its directors, agents, officers and employees), from any claim, action, or proceeding arising from any actual or alleged acts or omissions of SCOE, its director, agents, officers, or employees relating to SCOE's duties and obligations described in this agreement or imposed by law.

It is the intention of the parties that this section imposes on each party responsibility to the other for the acts and omissions of their respective officials, employees, representatives, agents, subcontractors and volunteers, and that the provisions of comparative fault shall apply.

IX. Modification

Any changes to this MOU must be agreed to in writing by both parties. Should changes in legislation, the State budget or health and safety guidelines related to infectious disease outbreak occur that necessitate revision of this MOU, the CAERC Member and SCOE shall meet to revise accordingly.

X. Independent Agents

This MOU is by and between two independent agents, SCOE and CAERC Member, and is not intended to and shall not be construed to create the relationship of agent, servant, employee, partnership, joint venture and/or association between the two independent agents. The parties shall be expected to independently comply with all relevant laws, including those regarding worker's compensation.

XI. Nondiscrimination

Any service provided by either party pursuant to this MOU shall be without discrimination based on the actual or perceived race, religious creed, color, national origin, nationality, immigration status, ethnicity, ethnic group identification, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, gender, gender identity, gender expression, sex, or sexual orientation, in accordance with all applicable Federal and State laws and regulations.

XII. Insurance

Both parties shall maintain in full force Commercial Liability Insurance with limits of no less than \$1,000,000 per occurrence. Such requirement may be satisfied by coverage through a joint powers authority. Evidence of insurance coverage shall be furnished upon request by CAERC Member or by SCOE.

XIII. Execution of Agreement

This MOU may be executed in one or more counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same instrument. Photographic copies of such signed counterparts may be used in lieu of the originals for any purpose.

Nancy Herota, Deputy Superintendent
Sacramento County Office of Education

CAERC Member
Sacramento City Unified School District

Signature

Signature

Date

Date

Authorized Sacramento City Unified School
District Representative

Signature

Printed Name

Title

Date

Shared Fiscal and Budget Agreement Policy
(Adopted July 13, 2016, Amended January 10, 2018)

Shared Fiscal Agreement

- a) Fund A (2015-16 allocation): Members will spend funds by December 2016.
- b) Fund B: Members will spend funds by December 2017.
- c) Fund C and subsequent annual apportionment: Members will spend funds within 18 months of the start of the fiscal cycle of the year it was first allocated.

Shared Budget Agreement

- d) CAERC Budget Workgroup meetings are mandatory for members. *(Minimum one representative; Fiscal representatives are recommended to attend with program leads.)*
- e) For each AEBG fund, members will submit a budget and spending plan approved and signed by an officially-designated member, a fiscal representative, and a district representative. Member will submit budget and spending plan prior to the start of fiscal year (June) and biannual (December).
- f) Consortium will review and monitor member expenditure progress based on submitted AEBG expenditure and progress reports and updates provided at the CAERC Budget Workgroup meetings.

Progressive Permanent Reallocation

- g) **First time:** If a member is at-risk or unable to spend the allocation within the designated timeline, the Consortium will provide assistance and will notify the member and its Superintendent that it is at-risk:
 - Unspent funds will return back to the consortium to be reallocated and member will be held harmless.
- h) **Second time (consecutive):** If a member is at-risk or unable to spend the allocation within the designated timeline, the Consortium will provide assistance and will notify the member and its Superintendent that it is at-risk:
 - a. Unspent funds will return back to the consortium to be **reallocated.**
 - b. The member's future consortium allocation will be **reduced by 10% permanently.**
 - i. Members must be in "good standing" to be eligible for additional new AEBG funds (e.g., additional Data and Accountability funds and unspent funds from other AEBG consortia reallocated to consortia that have spent down).
 - ii. All Members will be eligible for Cost of Living Adjustment- COLA.

Shared Fiscal and Budget Agreement Policy (continued)

- i) **Third time (consecutive):** If a member is at-risk or unable to spend the allocation within the designated timeline, the Consortium will provide assistance and will notify the member and its Superintendent that it is at-risk:
 - a. Unspent funds will return back to the consortium to be reallocated.
 - b. The member's future consortium allocation will be progressively reduced by an additional 10% permanently.

- j) **Subsequent times:**
 - a. Unspent funds will be reallocated.
 - b. The member's consortium allocation will be progressively reduced by an additional 10% permanently.

- k) If additional new funds are available, member can petition to be reinstated after being in "good standing – spent consortium allocation within designated year" minimum of 2 consecutive years.

Reallocation of Unspent Funds Policy
(Adopted November 4, 2016, Amended May 10, 2017)

The Capital Adult Education Regional Consortium (CAERC) will take a dual-tiered approach to reallocate unspent funds:

Tier 1: Consortium-Level Unspent Funds

1. Identify funded strategies that can benefit from an increased allocation and reallocate unspent funds.
2. Identify unfunded strategies that can be funded and reallocate unspent funds.
3. Reallocated funds must be spent as stated in Memorandum of Understanding (MOU).

Tier 2: Remaining Consortium-Level Unspent Funds and Member-Level Unspent Funds

1. Members who have spent down 100% of their consortium allocation (*e.g., Fund A 2015-16, Fund B 2016-17, Fund C 2017-18*) will be eligible for the reallocation funds.
2. Eligible members may opt in or opt out of accepting reallocation funds.
3. Distribution will be based on CAERC's 2015-16 allocation funding formula in proportionate to percentage received with the number of members who opt in.
4. Opt in members can elect to accept funds in full amount or partial amount based on CAERC's 2015-16 allocation funding formula.
5. Reallocated funds must be spent as stated in Memorandum of Understanding (MOU).
6. The consortium will not distribute reallocation funds until all unspent funds are returned.
7. Members must return unspent funds within 30 days of notice.
8. Members who have not returned unspent funds will have all future allocations withheld by the consortium.

CAERC Budget Voting Requirements Policy
(Adopted September, 7, 2016, Amended May 10, 2017)

A recommendation from the Budget Workgroup followed by a vote from the officially-designated members is required under the following conditions:

- *CAERC consortium-level expenditures exceeding 10% of the approved budget for objectives over \$100,000.*
- *CAERC consortium-level expenditures over \$10,000 with a minimum of \$5,000 for objectives less than \$100,000.*
- *A Request for Bids (RFB) is required for consortium-level expenditures exceeding \$100,000.*

Consortium Regional Staff Policy
(Adopted May 4, 2016)

Staff Positions

The Consortium Regional Staff is inclusive of the following positions to support the consortium regional work:

- Director (1)
- Coordinator (1)
- Administrative Assistant (1)
- Fiscal Agent

Hiring

Representation of the consortium membership is essential during the hiring of the consortium staff. To ensure this, the interview panel for the hiring of the consortium Director position will consist of:

- Minimum of one Leadership Oversight Panel member;
- CAERC Co-chairs (one representing Los Rios Community College District and one representing K-12 districts/county office of education); and
- Minimum of one officially-designated member. The member will be chosen through a nomination process and confirmed by majority of officially-designated members.

The interview panel for the hiring of other consortium staff positions will consist of:

- Minimum of one CAERC Co-chair (1 representing Los Rios Community College District or 1 representing K-12 districts/county office of education);
- Consortium Director; and
- Minimum of one officially-designated member. The member will be chosen through a nomination process and confirmed by majority of officially-designated members.



June 8, 2020

Rose Ramos
Chief Business Officer
Sacramento City Unified School District
5735 47th Ave.
Sacramento, CA 94624

Dear Rose,

Congratulations! Share Our Strength and the California No Kid Hungry Campaign are pleased to award a grant of **\$50,000** to **Sacramento City Unified School District**. The purpose of this grant is to begin a Summer Food Service Program (SFSP) or Seamless Summer Option (SSO) program or to increase the number of meals served in your current program, as outlined in your recent proposal.

Please note: We want to make sure you receive email communications about your grant. To make sure you get our messages, please whitelist grantshelpdesk@strength.org. Ask your IT administrator if you need assistance with this.

Agreement Period

It is our understanding that you will operate your program this summer and report on all months served, beginning with your Program Start Date: **July 31, 2020**.

Please notify us as soon as possible if you anticipate or experience any delays in the following:

- Spending the grant funds before the end of the one-year grant period.
- Implementing your new program on the date(s) listed above.
- Continuing your SFSP/SSO program throughout summer 2020 and summer 2021.

Use of Grant Funds

Grant funds may be used only for the budget items you outlined in your proposal. Funds must be spent before the end of the agreement period. Budget changes may be requested in advance, in writing, to Share Our Strength by emailing GrantsHelpDesk@strength.org with your organization's name and budget request. Improper or unauthorized use of grants funds may result in a request to return all or part of the grant funds.

Reporting Requirements

By accepting these grant funds, you agree to provide us with a two reports, one report following your current summer meals program, due on September 30, 2020, and a second report due following next year's summer meals program, due on September 30, 2021. Reporting is completed via the Grants Portal website at <https://nokidhungrygrants.force.com>. You also agree that Share Our Strength has the right to use data, publications, and stories submitted in these reports. You will have one full month to submit the final report. For a sample final report please email GrantsHelpDesk@strength.org.

Site Visits and Publicity Efforts

As a condition of this grant, your organization agrees to participate in site visits and/or publicity efforts relating to this grant. Site visit attendees may include, but is not limited to, elected officials, Share Our Strength and California No Kid Hungry Campaign staff, corporate funders, and/or other key stakeholders.



Please note that all such site visits or publicity efforts will be coordinated in advance and with consideration of your organization's feedback, availability and schedule.

As a condition of this grant, your organization agrees to utilize the appropriate No Kid Hungry campaign logo where appropriate, including recognition on the food truck.

Commitment to Anti-Discrimination and Diversity

Share Our Strength has a zero-tolerance policy toward all forms of unlawful discrimination and harassment by or towards staff and volunteers, including but not limited to sexual harassment, and no form of unlawful discrimination by or towards any employee, member, volunteer, or other person in our workplace or jobsites will be tolerated. It is our belief that every person shall be treated fairly and with respect regardless of such things as race, color, religion, sex, sexual orientation, gender identity, national origin, disability status, veteran status, age, or socio-economic status. Sacramento City Unified School District acknowledges and agrees that it shall comply with all applicable federal and state laws prohibiting discrimination and/or harassment in its programs, activities, hiring or employment practices and within all activities conducted under this grant and partnership agreement.

Changes in Programming and Tax-Exempt Status

Please immediately notify your Share Our Strength program or grant contact of any change in your tax-exempt status or if you encounter challenges or delays starting your program on time, meeting the objectives outlined in this agreement, spending the grant funds before the end of the grant agreement period. This grant is contingent on your organization's status as an SFSP or SSO sponsor/site and ability to implement the objectives as outlined in this agreement. Grantees who are no longer tax-exempt or are unable to implement their grant are required to notify Share Our Strength and return the full grant amount or remaining unspent grant funds at Share Our Strength's discretion.

Compliance with Laws

Grantee represents that it will perform its obligations hereunder in full compliance with all applicable federal, state and local laws and regulations.

Termination of Grant

Share Our Strength reserves the right to terminate this Agreement if Share Our Strength determines, in its sole reasonable opinion, that Grantee is unable to fulfill the terms or purposes of this Agreement.

If you have questions about any of the conditions described in this letter, or about your grant in general, please contact Liz Evancho, Director of Grants Administration, at evancho@strength.org. I offer you my thanks for your daily efforts to end childhood hunger. Share Our Strength is pleased to support your important work and looks forward to hearing about your progress.

Sincerely,

A handwritten signature in black ink, appearing to read "Tom Nelson".

Tom Nelson
President & CEO



ACH (Bank to Bank) Grant Deposit Information

Please fill-in the banking information below to receive your grant funds via direct bank deposit to your school district or organization. We cannot process any grant payments with missing fields or blank signature.

BANK NAME: Bank of America

BANK ADDRESS: 555 Capitol Mall Ste 150, Sacramento, CA 95814

(9) DIGIT ROUTING NUMBER: 121000358

DEPOSITOR ACCOUNT NAME: Sacramento City Unified School District

DEPOSITOR ACCOUNT NUMBER: 325000506409

TYPE OF ACCOUNT:

The information being collected on this form will be used by Share Our Strength to securely transmit payment data, by electronic means, to your organization’s financial institution. By checking this box, you agree that the above ACH payment information listed is accurate and that you are an authorized representative of your organization permitted to share this ACH payment information.

(Please check the box next to this paragraph, indicating agreement.)

Authorizing Signature

Signing the below indicates your agreement to all grant requirements and authorizes a bank transfer of the grant amount stated in this letter.

Signature: Rose Ramos Date: 6/25/2020
DocuSigned by: CC6FE7C204D7402...

Print Name: Rose Ramos Title: Chief Business Officer

Organization Name or School District: Sacramento City Unified School District

**SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
MASTER CONTRACT
GENERAL AGREEMENT FOR NONSECTARIAN,
NONPUBLIC SCHOOL/AGENCY SERVICES
2020-2021**

AUTHORIZATION FOR MASTER CONTRACT AND GENERAL PROVISIONS

1. MASTER CONTRACT

This Master Contract is entered into on July 1, 2020, between the Sacramento City Unified School District (hereinafter referred to as the local educational agency “LEA” or “District”) and «NonPublic_School» (nonpublic, nonsectarian school or agency, hereinafter referred to as “CONTRACTOR”) for the purpose of providing special education and/or related services to LEA students with exceptional needs under the authorization of California Education Code sections 56157, 56361 and 56365 *et seq.* and Title 5 of the California Code of Regulations section 3000 *et seq.*, AB490 (Chapter 862, Statutes of 2003) and AB1858 (Chapter 914, Statutes of 2004). It is understood that this Master Contract does not commit LEA to pay for special education and/or related services provided to any LEA student, or CONTRACTOR to provide such special education and/or related services, unless and until an authorized LEA representative approves the provision of special education and/or related services by CONTRACTOR.

Upon acceptance of a student, LEA shall submit to CONTRACTOR an Individual Services Agreement (hereinafter referred to as “ISA”), and a Nonpublic Services Student Enrollment form. CONTRACTOR shall work with LEA to complete and return these forms to LEA prior to initiating any services for any student.

Unless otherwise agreed in writing, the ISA and the Nonpublic Services Student Enrollment form shall acknowledge CONTRACTOR’S obligation to provide all services specified in the student’s Individualized Education Plan (hereinafter referred to as “IEP”). The ISA shall be executed within ninety (90) days of an LEA student’s enrollment. LEA and CONTRACTOR shall enter into an ISA for each LEA student served by CONTRACTOR. As available and appropriate, LEA shall make available access to any electronic IEP system and/or electronic database for ISA development, including invoicing.

Unless placement is made pursuant to an Office of Administrative Hearings (hereinafter referred to as “OAH”) order, a lawfully executed agreement between LEA and parent, or authorized by LEA for a transfer student pursuant to California Education Code section 56325, LEA is not responsible for the costs associated with nonpublic school placement until the date on which an IEP team meeting is convened, the IEP team determines that a nonpublic school placement is appropriate, and the IEP is signed by an LEA student’s parent.

2. CERTIFICATION AND LICENSES

CONTRACTOR shall be certified by the California Department of Education (hereinafter referred to as “CDE”) as a nonpublic, nonsectarian school/agency. All nonpublic school and nonpublic agency services shall be provided consistent with the area of certification or licensure specified by CDE Certification and as defined in California Education Code section 56366 *et seq.* and within the professional scope of practice of each provider’s license, certification and/or credential. A current copy of CONTRACTOR’S nonpublic school/agency certification or a waiver of such certification issued by the CDE pursuant to California Education Code section 56366.2 must be provided to LEA on or before the date this Master Contract is executed by CONTRACTOR. This Master Contract shall be null and void if such certification or waiver is expired, revoked, rescinded, or otherwise nullified during the effective period of this Master Contract. Total student enrollment shall be limited to capacity as stated on the applicable CDE certification and in Paragraph 24 of the Master Contract.

In addition to meeting the certification requirements of the state of California, a CONTRACTOR that operates a program outside of this state shall be certified and all staff providing services to pupils shall be certified and/or licensed by that state to provide special education and related services and designated instruction and related services to pupils under the Federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 *et seq.*).

If CONTRACTOR is a licensed children's institution (hereinafter referred to as "LCI"), CONTRACTOR shall be licensed by the state, or other public agency having delegated authority by contract with the state to license, to provide nonmedical care to children, including, but not limited to, individuals with exceptional needs. The LCI must also comply with all licensing requirements relevant to the protection of the child, and have a special permit, if necessary, to meet the needs of each child so placed. If the CONTRACTOR operates a program outside of this state, CONTRACTOR must obtain all required licenses from the appropriate licensing agency in both California and in the state where the LCI is located.

With respect to CONTRACTOR'S certification, failure to notify LEA and CDE in writing of any changes in: (1) credentialed/licensed staff; (2) ownership; (3) management and/or control of the agency; (4) major modification or relocation of facilities; or (5) significant modification of the program may result in the suspension or revocation of CDE certification and shall also be good cause for the suspension or termination of this Master Contract by LEA. Any suspension or revocation of CDE certification shall also be good cause for the immediate suspension or termination of this Master Contract by LEA, at LEA's discretion.

3. COMPLIANCE WITH LAWS, STATUTES, REGULATIONS

During the term of this Master Contract, unless otherwise agreed, CONTRACTOR shall comply with all applicable Federal, state, and local statutes, laws, ordinances, rules, policies, and regulations. CONTRACTOR shall also comply with all applicable LEA policies and procedures unless CONTRACTOR and LEA specifically agree, in writing, that, taking into consideration all of the surrounding facts and circumstances, a policy or policies, or a portion of a policy, does/do not reasonably apply to CONTRACTOR. CONTRACTOR hereby acknowledges and agrees that it accepts all risks and responsibilities for its failure to comply with LEA policies and shall indemnify LEA under the provisions of Paragraph 16 of this Agreement for all liability, loss, damage and expense (including reasonable attorneys' fees) resulting from or arising out of CONTRACTOR'S failure to comply with applicable LEA policies (e.g., those policies relating to the provision of special education and/or related services, facilities for individuals with exceptional needs, LEA student enrollment and transfer, LEA student inactive status, corporal punishment, student discipline, and positive behavior interventions).

CONTRACTOR acknowledges and understands that LEA may report to the CDE any violations of the provisions of this Master Contract, and that this may result in the suspension and/or revocation of CDE nonpublic school/agency certification pursuant to California Education Code section 56366.4(a).

4. TERM OF MASTER CONTRACT

The term of this Master Contract shall be from July 1, 2020 to June 30, 2021 unless otherwise stated. (Cal. Code Regs., tit. 5, § 3062(a).) Neither the CONTRACTOR nor LEA is required to renew this Master Contract in subsequent contract years. However, the parties acknowledge that any subsequent Master Contract is to be re-negotiated prior to June 30, 2020. (Cal. Code Regs., tit. 5, § 3062(d).) No Master Contract will be offered unless and until all of the contracting requirements have been satisfied. The offer of a Master Contract to a CONTRACTOR is at the sole discretion of LEA.

The provisions of this Master Contract apply to CONTRACTOR and any of its employees or independent contractors. Notice of any change in CONTRACTOR'S ownership or authorized representative shall be provided in writing to LEA within thirty (30) calendar days of change of ownership or change of authorized representative.

5. INTEGRATION/CONTINUANCE OF CONTRACT FOLLOWING EXPIRATION OR TERMINATION

This Master Contract includes LEA Procedures and Individual Services Agreement requirements which are incorporated herein by this reference. This Master Contract supersedes any prior or contemporaneous written or oral understanding or agreement. This Master Contract may be amended only by written amendment executed by both parties. Notwithstanding the foregoing, LEA may modify LEA Procedures from time to time without the consent of CONTRACTOR.

CONTRACTOR shall provide LEA with all information as requested in writing to secure a Master Contract or a renewal.

At a minimum, such information shall include copies of teacher credentials and clearance, insurance documentation, and CDE certification. LEA may require additional information as applicable. If the application packet is not completed and returned to LEA, no Master Contract will be issued. If CONTRACTOR does not return the Master Contract to LEA duly signed by an authorized representative within ninety (90) calendar days of issuance by LEA, the new contract rates will not take effect until the newly executed Master Contract is received by LEA and will not be retroactive to the first day of the new Master Contract's effective date. If CONTRACTOR fails to execute the new Master Contract within such ninety day period, all payments shall cease until such time as the new Master Contract for the current school year is signed and returned to LEA by CONTRACTOR. (Ed. Code §§ 56366(c)(1)-(2).) In the event that this Master Contract expires or terminates, CONTRACTOR shall continue to be bound to all of the terms and conditions of the most recent executed Master Contract between CONTRACTOR and LEA for so long as CONTRACTOR is servicing authorized LEA students at the discretion of LEA.

6. INDIVIDUAL SERVICES AGREEMENT

This Master Contract shall include an Individual Services Agreement ("ISA") developed for each LEA student for whom CONTRACTOR is to provide special education and/or related services. An ISA shall only be issued for LEA students enrolled with the approval of LEA pursuant to California Education Code section 56366(a)(2)(A). An ISA may be effective for more than one contract year provided that there is a concurrent Master Contract in effect. In the event that this Master Contract expires or terminates, CONTRACTOR shall continue to be bound to all of the terms and conditions of the most recent executed ISAs between CONTRACTOR and LEA for so long as CONTRACTOR is servicing authorized LEA students.

Any and all changes to an LEA student's educational placement/program provided under this Master Contract and/or an ISA shall be made solely on the basis of a revision to the LEA student's IEP. At any time during the term of this Master Contract, an LEA student's parent, CONTRACTOR, or LEA may request a review of an LEA student's IEP subject to all procedural safeguards required by law.

Unless otherwise provided in this Master Contract, the CONTRACTOR shall provide all services specified in the IEP unless the CONTRACTOR and LEA agree otherwise in the ISA. (Ed. Code § 56366(a)(5); Cal. Code Regs., tit. 5, § 3062(e).) In the event the CONTRACTOR is unable to provide a specific service at any time during the life of the ISA, the CONTRACTOR shall notify LEA in writing within five (5) business days of the last date a service was provided. CONTRACTOR shall provide any and all subsequent compensatory service hours awarded to an LEA student as a result of lack of provision of services while the student was served by the nonpublic school or agency.

If a parent or LEA contests the termination of an ISA by initiating a due process proceeding with the OAH, CONTRACTOR shall abide by the "stay-put" requirements of state and Federal law unless the parent and LEA voluntarily agree otherwise, or an interim alternative educational setting is deemed lawful and appropriate by OAH consistent with applicable state and federal law, including Title 20 U.S.C. Section

1415(k)(3)(B)(ii)(II). CONTRACTOR shall adhere to all LEA requirements concerning changes in placement.

Disagreements between LEA and CONTRACTOR concerning the formulation of an ISA or the Master Contract may be appealed to the County Superintendent of Schools of the County where LEA is located, or the State Superintendent of Public Instruction pursuant to the provisions of California Education Code section 56366(c)(2).

7. DEFINITIONS

The following definitions shall apply for purposes of this contract:

- a. The term “CONTRACTOR” means a nonpublic, nonsectarian school/agency certified by the California Department of Education and its officers, agents, and employees.
- b. The term “authorized LEA representative” means a LEA administrator designated to be responsible for nonpublic school/agencies. It is understood that a representative of the Special Education Local Plan Area (“SELPA”) of which LEA is a member is an authorized LEA representative in collaboration with LEA. LEA maintains sole responsibility for the Master Contract, unless otherwise specified in the Master Contract.
- c. The term “credential” means a valid credential, life diploma, permit, or document in special education or Pupil Personnel Services issued by, or under the jurisdiction of, the California State Board of Education if issued prior to 1970 or the California Commission on Teacher Credentialing, which entitles the holder thereof to perform services for which certification qualifications are required as defined in Title 5 of the California Code of Regulations section 3001(g).
- d. In accordance with Title 5 of the California Code of Regulations section 3001(r), the term "qualified" means that a person holds a certificate, permit, or other document equivalent to that which staff in a public school are required to hold to provide special education and designated instruction and services and has met Federal and state certification, licensing, registration, or other comparable requirements which apply to the area in which he or she is providing special education or related services, including but not limited to the requirements set forth in Title 34 of the Code of Federal Regulations sections 200.56 and 200.58, California Code of Regulations, title 5, sections 3064 and 3065 and California Education Code section 56366.1(n)(1)), or, in the absence of such requirements, the state-education-agency-approved or recognized requirements, and adheres to the standards of professional practice established in Federal and state law or regulation, including the standards contained in the California Business and Professions Code and the scope of practice as defined by the licensing or credentialing body.

Nothing in this definition shall be construed as restricting the activities or services of a graduate needing direct hours leading to licensure, or of a student teacher or intern leading to a graduate degree at an accredited or approved college or university, as authorized by state laws or regulations. (Cal. Code Regs., tit. 5, § 3001(r).)

- e. The term “license” means a valid non-expired document issued by a licensing agency within the Department of Consumer Affairs or other state licensing office authorized to grant licenses and authorizing the bearer of the document to provide certain professional services or refer to themselves using a specified professional title. This includes, but is not limited to mental health and board and care services at a residential placement. If a license is not available through an appropriate state licensing agency, a certificate of registration with the appropriate professional organization at the national or state level which has standards established for the certificate that are equivalent to a

license shall be deemed to be a license as defined in Title 5 of the California Code of Regulations section 3001(1).

- f. “Parent” means:
- i. a biological or adoptive parent, unless the biological or adoptive parent does not have legal authority to make educational decisions for the child;
 - ii. a guardian generally authorized to act as the child’s parent or authorized to make educational decisions for the child;
 - iii. an individual acting in the place of a biological or adoptive parent, including a grandparent, stepparent, or other relative with whom the child lives, or an individual who is legally responsible for the child’s welfare;
 - iv. a surrogate parent; or
 - v. a foster parent if the authority of the biological or adoptive parent to make educational decisions on the child’s behalf has been specifically limited by court order in accordance with Title 34 of the Code of Federal Regulations sections 300.30(a)(2) or (b)(2).

Parent does not include the state or any political subdivision of government or the nonpublic school or agency under contract with LEA for the provision of special education or designated instruction and services for a child. (Ed. Code § 56028.)

- g. The term “days” means calendar days unless otherwise specified.
- h. The phrase “billable day” means a school day in which instructional minutes meet or exceed those in comparable LEA programs.
- i. The phrase “billable day of attendance” means a school day as defined in California Education Code section 46307, in which an LEA student is in attendance and in which instructional minutes meet or exceed those in comparable LEA programs unless otherwise stipulated in an IEP or ISA.
- j. It is understood that the term “Master Contract” also means “Agreement” and may be referred to as such in this document.

ADMINISTRATION OF CONTRACT

8. NOTICES

All notices provided for by this Master Contract shall be in writing. Notices shall be mailed or delivered by hand and shall be effective as of the date of receipt by addressee.

All notices mailed to LEA shall be addressed to the person and address as indicated on the signature page of the Master Contract. Notices to CONTRACTOR shall be addressed as indicated on signature page of this Master Contract.

9. MAINTENANCE OF RECORDS

All records shall be maintained by CONTRACTOR as required by state and Federal laws and regulations. Notwithstanding the foregoing sentence, CONTRACTOR shall maintain all records for at least five (5) years after the termination of this Master Contract. For purposes of this Master Contract, “records” shall include, but not be limited to pupil records as defined by California Education Code section 49061(b) including

electronically stored information; cost data records as set forth in Title 5 of the California Code of Regulations section 3061; registers and roll books of teachers and/or daily service providers; chart notes, Medi-Cal logs, daily service logs and notes and other documents used to record the provision of related services (including supervision); daily service logs and notes used to record the provision of services provided by instructional assistants, behavior intervention aides, bus aides and supervisors; current transcripts, grade or progress reports, behavioral data, IEP/IFSPs, signature pages, and reports; absence verification records (parent/doctor notes, telephone logs, and related documents); bus rosters; staff lists specifying credentials held; business licenses held; documents evidencing other staff qualifications including social security numbers, dates of hire, and dates of termination; records of employee training and certification, staff time sheets; non-paid staff and volunteer sign-in sheets; transportation and other related services subcontracts; school calendars; bell/class schedules when applicable; liability and worker's compensation insurance policies; state nonpublic school and/or agency certifications; by-laws; lists of current board of directors/trustees, if incorporated; all budgetary information, including operating budgets submitted by CONTRACTOR to LEA for the relevant contract period being audited, statements of income and expenses; general journals; cash receipts and disbursement books, general ledgers and supporting documents and other documents evidencing financial expenditures; Federal/state payroll quarterly reports (Form 941/DE3DP); and bank statements and canceled checks or facsimile thereof.

CONTRACTOR shall maintain LEA student records in a secure location to ensure confidentiality and prevent unauthorized access. CONTRACTOR shall maintain a current list of the names and positions of CONTRACTOR'S employees who have access to confidential records. CONTRACTOR shall maintain an access log for each LEA student's record which lists all persons, agencies, or organizations requesting or receiving information from the record and the legitimate interests therefore. Such log shall be maintained as required by California Education Code section 49064 and include the name, title, agency/organization affiliation, and date/time of access for each individual requesting or receiving information from an LEA student's record. Such log needs not to record access to an LEA student's records by: (a) an LEA student's parent; (b) an individual to whom written consent has been executed by an LEA student's parent; or (c) employees of LEA or CONTRACTOR having a legitimate educational interest in requesting or receiving information from the record. CONTRACTOR/LEA shall maintain copies of any written parental concerns granting access to student records. For purposes of this paragraph, "employees of LEA or CONTRACTOR" do not include subcontractors. CONTRACTOR shall grant parents access to student records and comply with parents' requests for copies of student records, as required by state and Federal laws and regulations. LEA shall have access to and receive copies of any and all documents required to be maintained by CONTRACTOR within five (5) business days of a request. CONTRACTOR agrees, in the event of school or agency closure, to forward all records within ten (10) business days to LEA.

10. SEVERABILITY CLAUSE

If any provision of this Master Contract is held, in whole or in part, to be unenforceable for any reason, the remainder of that provision and of the entire Master Contract shall be severable and remain in effect.

11. SUCCESSORS IN INTEREST

This contract binds CONTRACTOR'S successors and assignees. CONTRACTOR shall notify LEA, in writing, of any change of ownership or corporate control within ten (10) business days of such change.

12. VENUE AND GOVERNING LAW

The laws of the State of California shall govern the terms and conditions of this Master Contract with venue in the County where LEA is located.

13. MODIFICATIONS AND AMENDMENTS REQUIRED TO CONFORM TO LEGAL AND ADMINISTRATIVE GUIDELINES

This Master Contract may be modified or amended by LEA to conform to administrative and statutory guidelines issued by any state, Federal or local governmental agency. LEA shall provide CONTRACTOR thirty (30) days' notice of any such changes or modifications made to conform to administrative or statutory guidelines and a copy of the statute or regulation upon which the modification or changes are based.

14. TERMINATION

This Master Contract or an Individual Services Agreement may be terminated for cause. Cause shall include but not be limited to non-maintenance of current nonpublic school certification, failure of either LEA or the CONTRACTOR to maintain the standards required under the Master Contract and/or Individual Services Agreement, or other material breach of this Master Contract by CONTRACTOR or LEA. For purposes of Non Public School placement, the cause shall not be the availability of a public class initiated during the period of the Master Contract unless the parent agrees to the transfer of the student to a public school program at an IEP team meeting. To terminate the Master Contract, either party shall give twenty (20) days prior written notice to the other party (Ed. Code § 56366(a)(4)). Notwithstanding the foregoing, this Master Contract may be terminated immediately, without twenty days prior notice and at the LEA's discretion, if LEA determines that there are significant health or safety concerns or there has been a suspension or revocation of CONTRACTOR's certification. If this Master Contract is terminated with twenty days' notice, CONTRACTOR shall provide to LEA any and all documents CONTRACTOR is required to maintain under this Master Contract on the date of termination. If the Master Contract is terminated immediately, CONTRACTOR shall provide to LEA any and all documents CONTRACTOR is required to maintain under this Master Contract within five (5) business days. ISAs are void upon termination of this Master Contract, except as provided in Paragraphs 5 or 6. CONTRACTOR or LEA may terminate an ISA for cause, without terminating the Master Contract in its entirety. To terminate the ISA, either party shall also give twenty (20) days prior written notice to the other.

15. INSURANCE

CONTRACTOR shall, at his, her, or its sole cost and expense, maintain in full force and effect, during the term of this Agreement, the following insurance coverage from a California licensed and/or admitted insurer with an A minus (A-), VII, or better rating from A.M. Best, sufficient to cover any claims, damages, liabilities, costs and expenses (including counsel fees) arising out of or in connection with CONTRACTOR's fulfillment of any of its obligations under this Agreement or either party's use of the work or any component or part thereof:

PART I – INSURANCE REQUIREMENTS FOR NONPUBLIC SCHOOLS AND AGENCIES

- A. **Commercial General Liability Insurance**, including both bodily injury and property damage, with limits as follows:

\$2,000,000 per occurrence
\$ 500,000 fire damage
\$ 5,000 medical expenses
\$1,000,000 personal & adv. injury
\$3,000,000 general aggregate
\$2,000,000 products/completed operations aggregate

The policy may not contain an exclusion for coverage of claims arising from claims for sexual molestation or abuse. In the event that CONTRACTOR's policy should have an exclusion for sexual molestation or abuse claims, then CONTRACTOR shall be required to procure a supplemental policy providing such coverage.

- B. **Commercial Auto Liability Insurance** for all owned, non-owned or hired automobiles with a \$1 million combined single limit. If no owned automobiles, then only hired and non-owned is required.

If CONTRACTOR uses a vehicle to travel to/from school sites, between schools and/or to/from students' homes or other locations as approved service locations by the LEA, CONTRACTOR must comply with State of California auto insurance requirements.

- C. **Workers' Compensation and Employers Liability Insurance** in accordance with provisions of California Labor Code sections 3200 et seq., adequate to protect CONTRACTOR from claims that may arise from its operations pursuant to the California Workers' Compensation Insurance and Safety Act and in accordance with applicable state and Federal laws.

Part A – Statutory Limits

Part B – \$1,000,000/\$1,000,000/\$1,000,000 Employers Liability

- D. **Errors & Omissions (E & O)/Malpractice (Professional Liability) Insurance**, including sexual molestation and abuse coverage, unless that coverage is afforded elsewhere in the Commercial General Liability policy by endorsement or separate policy, with the following limits:

\$1,000,000 per occurrence

\$2,000,000 general aggregate

- E. CONTRACTOR, upon execution of this Master Contract and periodically thereafter upon request, shall furnish the LEA with certificates of insurance evidencing such coverage. The certificate of insurance shall include a ten (10) day non-renewal notice provision. The Commercial General Liability and Automobile Liability policy shall name the LEA and the Board of Education as named additional insureds and shall be endorsed on all policies. Certificate of Insurance, additional insured endorsement and declaration of insurance coverages shall be provided to LEA. All premiums on all insurance policies shall be paid by CONTRACTOR and shall be deemed included in CONTRACTOR's obligations under this contract at no additional charge.
- F. Any deductibles or self-insured retentions above \$100,000 must be disclosed to and approved by the LEA. At its option, LEA may require the CONTRACTOR, at the CONTRACTOR's sole cost, to: (a) cause its insurer to reduce to levels specified by the LEA or eliminate such deductibles or self-insured retentions with respect to the LEA, its officials and employees, or (b) procure a bond guaranteeing payment of losses and related investigation.
- G. For any claims related to the services contracted for under this Agreement, the CONTRACTOR's insurance coverage shall be primary insurance with respect to the LEA, its subsidiaries, officials and employees. Any insurance or self-insurance maintained by the LEA, its subsidiaries, officials and employees shall be excess of the CONTRACTOR's insurance and shall not contribute with it.
- H. All Certificates of Insurance may reference the contract number, name of the school or agency submitting the certificate, and the location of the school or agency submitting the certificate on the certificate.

PART II – INSURANCE REQUIREMENTS FOR NONPUBLIC SCHOOLS AFFILIATED WITH A RESIDENTIAL TREATMENT FACILITY (“RTC”)

When CONTRACTOR is a nonpublic school affiliated with a residential treatment center (“NPS/RTC”), the following insurance policies are required:

- A. **Commercial General Liability Insurance** including both bodily injury and property damage, with limits of at least \$3,000,000 per Occurrence and \$6,000,000 in General Aggregate. The policy shall be endorsed to name the LEA and the Board of Education as named additional insureds and shall provide specifically that any insurance carried by the LEA which may be applicable to any claims or loss shall be deemed excess and the RTC’s insurance primary despite any conflicting provisions in the RTC’s policy. Coverage shall be maintained with no self-insured retention above \$100,000 without the prior written approval of the LEA.
- B. **Workers' Compensation Insurance** in accordance with provisions of the California Labor Code adequate to protect the RTC from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
- C. **Commercial Auto Liability** coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if the RTC does not operate a student bus service. If the RTC provides student bus services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
- D. **Fidelity Bond or Crime** coverage shall be maintained by the RTC to cover all employees who process or otherwise have responsibility for RTC funds, supplies, equipment or other assets. Minimum amount of coverage shall be \$250,000 per occurrence, with no self-insured retention.
- E. **Professional Liability/Errors & Omissions/Malpractice** coverage with minimum limits of \$3,000,000 per occurrence and \$6,000,000 general aggregate.
- F. **Sexual Molestation and Abuse** coverage, unless that coverage is afforded elsewhere in the Commercial General Liability or Professional liability policy by endorsement, with minimum limits of \$3,000,000 per occurrence and \$6,000,000 general aggregate.

If LEA or CONTRACTOR determines that a change in insurance coverage obligations under this section is necessary, either party may reopen negotiations to modify the insurance obligations.

16. INDEMNIFICATION AND HOLD HARMLESS

To the fullest extent allowed by law, CONTRACTOR shall indemnify and hold LEA and its Board Members, administrators, employees, agents, attorneys, volunteers, and subcontractors (“LEA Indemnities”) harmless against all liability, loss, damage and expense (including reasonable attorneys’ fees) resulting from or arising out of this Master Contract or its performance, to the extent that such loss, expense, damage or liability was proximately caused by negligence, intentional act, or willful act or omission of CONTRACTOR, including, without limitation, its agents, employees, subcontractors or anyone employed directly or indirectly by it (excluding LEA and LEA Indemnities). The duty and obligation to defend shall arise immediately upon tender of a claim or lawsuit to the CONTRACTOR. The LEA shall have the right, in its sole discretion, to select counsel of its choice to provide the defense at the sole cost of the CONTRACTOR or the applicable insurance carrier.

To the fullest extent allowed by law, LEA shall indemnify and hold CONTRACTOR and its Board Members, administrators, employees, agents, attorneys, and subcontractors (“CONTRACTOR Indemnities”) harmless

against all liability, loss, damage and expense (including reasonable attorneys' fees) resulting from or arising out of this Master Contract or its performance, to the extent that such loss, expense, damage or liability was proximately caused by the negligent or willful act or omission of LEA, including, without limitation, its agents, employees, subcontractors or anyone employed directly or indirectly by it (excluding CONTRACTOR and/or any CONTRACTOR Indemnities).

LEA represents that it is self-insured in compliance with the laws of the state of California, that the self-insurance covers district employees acting within the course and scope of their respective duties and that its self-insurance covers LEA's indemnification obligations under this Master Contract.

17. INDEPENDENT CONTRACTOR

Nothing herein contained shall be construed to imply a joint venture, partnership or principal-agent relationship between LEA and CONTRACTOR. CONTRACTOR shall provide all services under this Agreement as an independent contractor, and neither party shall have the authority to bind or make any commitment on behalf of the other. Nothing contained in this Agreement shall be deemed to create any association, partnership, joint venture or relationship of principal and agent, master and servant, or employer and employee between the Parties or any affiliates of the Parties, or between LEA and any individual assigned by CONTRACTOR to perform any services for LEA.

If LEA is held to be a partner, joint venturer, co-principal, employer or co-employer of CONTRACTOR, CONTRACTOR shall indemnify and hold harmless LEA from and against any and all claims for loss, liability, or damages arising from that holding, as well as any expenses, costs, taxes, penalties and interest charges incurred by LEA as a result of that holding.

18. SUBCONTRACTING

CONTRACTOR shall not enter into any subcontracting relationship without first obtaining final written approval of LEA. Should CONTRACTOR wish to subcontract for special education and/or related services pursuant to this Master Contract, it must provide written notification to LEA before any subcontracting arrangement is made. In the event LEA determines that it can provide the subcontracted service(s) at a lower rate, LEA may elect to provide such service(s). If LEA elects to provide such service(s), LEA shall provide written notification to CONTRACTOR within five (5) days of receipt of CONTRACTOR'S original request and CONTRACTOR shall not subcontract for said services.

Should LEA approve in concept of CONTRACTOR subcontracting for services, CONTRACTOR shall submit the proposed subcontract to LEA for approval. CONTRACTOR shall incorporate all of the provisions of this Master Contract in all subcontracts to the fullest extent possible. Furthermore, when developing subcontracts for the provision of special education and/or related services (including but not limited to, transportation) for any student, CONTRACTOR shall cause each subcontractor to procure and maintain indemnification and insurance requirements which comply with the provisions of Paragraphs 15 and 16 of this Master Contract, for the duration of the term of each subcontract. If a proposed subcontract is approved by LEA, each subcontractor must furnish LEA with original endorsements and certificates of insurance effecting coverage required by Paragraph 15 of this Master Contract. The endorsements are to be signed by a person authorized by that insurer to bind coverage on its behalf. Unless otherwise agreed to by LEA, the endorsements are to be on forms provided by the LEA. All endorsements are to be received and approved by LEA before the subcontractor's work commences. The Commercial General Liability and Automobile Liability policies shall name the LEA/SELPA and the LEA Board of Education as additional insureds.

As an alternative to the LEA's forms, a subcontractor's insurer may provide, with prior LEA approval, complete, certified copies of all required insurance policies, including endorsements effecting the coverage required by this Master Contract. All Certificates of Insurance must reference the LEA contract number, name of the school or agency submitting the certificate, designation of NPS or NPA, and the location of the

school or agency submitting the certificate. In addition, all subcontractors must meet the requirements as contained in Paragraph 45 (Clearance Requirements) and Paragraph 46 (Staff Qualifications) of this Master Contract. No subcontract shall be considered final without LEA approval.

19. CONFLICTS OF INTEREST

CONTRACTOR shall provide to LEA upon request a copy of its current bylaws and a current list of its Board of Directors (or Trustees), if it is incorporated. CONTRACTOR and any member of its Board of Directors (or Trustees) shall avoid and disclose any relationship with LEA that constitutes or may constitute a conflict of interest pursuant to California Education Code section 56042 including, but not limited to, employment with LEA, provision of private party assessments and/or reports, and attendance at IEP team meetings acting as a student’s advocate. Pursuant to California Education Code section 56042, an attorney or advocate for a parent of an individual with exceptional needs shall not recommend placement at CONTRACTOR’S facility if the attorney or advocate is employed or contracted by the CONTRACTOR, or will receive a benefit from the CONTRACTOR, or otherwise has a conflict of interest.

Unless CONTRACTOR and LEA otherwise agree in writing, LEA shall neither execute an ISA with CONTRACTOR nor amend an existing ISA for an LEA student when a recommendation for special education and/or related services is based in whole or in part on assessment(s) or reports provided by CONTRACTOR to an LEA student without prior written authorization by LEA. This paragraph shall apply to CONTRACTOR regardless of when an assessment is performed or a report is prepared (i.e. before or after an LEA student is enrolled in CONTRACTOR’S school/agency) or whether an assessment of an LEA student is performed or a report is prepared in the normal course of the services provided to an LEA student by CONTRACTOR. To avoid a conflict of interest, and in order to ensure the appropriateness of an Independent Educational Evaluation (hereinafter referred to as “IEE”) and its recommendations, LEA may, in its discretion, not fund an IEE by an evaluator who provides ongoing service(s) or is sought to provide service(s) to the student for whom the IEE is requested. Likewise, LEA may, in its discretion, not fund services through the evaluator whose IEE LEA agrees to fund. When no other appropriate assessor is available, LEA may request and if CONTRACTOR agrees, the CONTRACTOR may provide an IEE.

CONTRACTOR shall not admit a student living within the jurisdictional boundaries of LEA on a private pay or tuition free “scholarship” basis and concurrently or subsequently advise/request parent(s) to pursue funding for the admitted school year from LEA through due process proceedings. Such action shall constitute sufficient good cause for termination of this Master Contract.

20. NON-DISCRIMINATION

CONTRACTOR shall not, in employment or operation of its programs, unlawfully discriminate on the basis of gender, nationality, national origin, ancestry, race, color, ethnicity, ethnic group affiliation, religion, age, marital status, pregnancy or parental status, sex, sexual orientation, gender, gender identity, gender expression, physical or mental disability, genetic information, medical condition, military or veteran status, or any other classification protected by Federal or state law, or the perception of one of more of such characteristics or association with a person or group with one or more of these actual or perceived characteristics. (Gov. Code § 12940 *et seq.*)

EDUCATIONAL PROGRAM

21. FREE AND APPROPRIATE PUBLIC EDUCATION (“FAPE”)

LEA shall provide CONTRACTOR with a copy of the IEP including the Individualized Transition Plan (hereinafter referred to as “ITP”) of each LEA student served by CONTRACTOR. CONTRACTOR shall provide to each LEA student special education and/or related services (including transition services) within the nonpublic school or nonpublic agency consistent with an LEA student’s IEP and as specified in the ISA.

If CONTRACTOR is a nonpublic school, CONTRACTOR shall not accept an LEA student if it cannot provide or ensure the provision of the services outlined in the student's IEP. If an LEA student's services are provided by a third party (i.e. a related services provider) CONTRACTOR shall notify LEA, in writing, if the provision of services ceases.

Unless otherwise agreed to between CONTRACTOR and LEA, CONTRACTOR shall be responsible for the provision of all appropriate supplies, equipment, and/or facilities for LEA students, as specified in an LEA student's IEP and ISA. CONTRACTOR shall make no charge of any kind to parents for special education and/or related services as specified in an LEA student's IEP and ISA (including, but not limited to, screenings, assessments, or interviews that occur prior to or as a condition of the LEA student's enrollment under the terms of this Master Contract). LEA shall provide low incidence equipment for eligible students with low incidence disabilities when specified in an LEA student's IEP and ISA. Such equipment remains the property of the SELPA/LEA and shall be returned to the SELPA/LEA when the IEP team determines the equipment is no longer needed or when the student is no longer enrolled in the nonpublic school. CONTRACTOR shall ensure that facilities are adequate to provide all LEA students with an environment which meets all pertinent health and safety regulations. CONTRACTOR may charge an LEA student's parent(s) for services and/or activities not necessary for the LEA student to receive a free appropriate public education after: (a) written notification to an LEA student's parent(s) of the cost and voluntary nature of the services and/or activities; and (b) receipt by LEA of the written notification and a written acknowledgment signed by an LEA student's parent(s) of the cost and voluntary nature of the services and/or activities. CONTRACTOR shall adhere to all LEA requirements concerning parent acknowledgment of financial responsibility.

Voluntary services and/or activities not necessary for an LEA student to receive a free appropriate public education shall not interfere with the LEA student's receipt of special education and/or related services as specified in the LEA student's IEP and ISA unless LEA and CONTRACTOR agree otherwise in writing.

22. GENERAL PROGRAM OF INSTRUCTION

All nonpublic school and nonpublic agency services shall be provided consistent with the area of certification specified by CDE Certification and as defined in California Education Code section 56366 *et seq.* and shall ensure that facilities are adequate to provide LEA students with an environment which meets all pertinent health and safety regulations.

When CONTRACTOR is a nonpublic school, CONTRACTOR'S general program of instruction shall: (a) utilize evidence-based practices and predictors and be consistent with LEA's standards regarding the particular course of study and curriculum; (b) include curriculum that addresses mathematics, literacy and the use of educational, assistive technology and transition services; (c) be consistent with CDE's standards regarding the particular course of study and curriculum; (d) provide the services as specified in an LEA student's IEP and ISA. LEA students shall have access to: (a) State Board of Education ("SBE") - adopted Common Core State Standards ("CCSS") for curriculum and the same instructional materials for kindergarten and grades 1 to 8, inclusive; and provide standards-aligned core curriculum and instructional materials for grades 9 to 12, inclusive, used by a local education agency ("LEA"), that contracts with the nonpublic school; (b) college preparation courses; (c) extracurricular activities such as art, sports, music and academic clubs; (d) career preparation and vocational training, consistent with transition plans pursuant to state and Federal law and; (e) supplemental assistance, including individual academic tutoring, psychological counseling, and career and college counseling. When appropriate, CONTRACTOR shall utilize the designated curriculum guidelines for students with moderate to severe disabilities who participate in the State's alternative assessment. These students shall have access to the core content, activities, and instructional materials delineated within these curriculum guidelines. CONTRACTOR'S general program of instruction shall be described in writing and a copy provided to LEA prior to the effective date of this Master Contract.

When CONTRACTOR serves LEA students in grades nine through twelve inclusive, LEA shall provide to CONTRACTOR a specific list of the course requirements to be satisfied by the CONTRACTOR leading toward graduation or completion of LEA's diploma requirements. CONTRACTOR shall not award a high school diploma to LEA students who have not successfully completed all of LEA's graduation requirements.

When CONTRACTOR is a nonpublic agency and/or related services provider, CONTRACTOR'S general program of instruction and/or services shall utilize evidence-based practices and predictors and be consistent with LEA and CDE guidelines/certifications and any state licensing requirements and shall be provided as specified in an LEA student's IEP and ISA. The nonpublic agency providing Behavior Intervention Services shall develop a written plan that specifies the nature of their nonpublic agency service for each student within thirty (30) days of enrollment and shall be provided in writing to LEA. School-based services may not be unilaterally converted by CONTRACTOR to a substitute program or provided at a location not specifically authorized by the IEP team. Except for services provided by a contractor that is a licensed children's institution ("LCI"), all services not provided in the school setting require the presence of a parent, guardian or adult caregiver during the delivery of services, provided such guardian or caregiver has a signed authorization by the parent or legal guardian to authorize emergency services as requested. LCI contractors shall ensure that appropriate and qualified residential or clinical staff is present during the provision of services under this Master Contract. CONTRACTOR shall immediately notify LEA in writing if no parent, guardian, or adult caregiver is present. CONTRACTOR shall provide to LEA a written description of the services and location provided prior to the effective date of this Master Contract. Contractors providing Behavior Intervention Services must have a trained behaviorist or trained equivalent on staff who is qualified and responsible for the design, planning, and implementation of behavioral interventions as the law requires. (Cal. Code Regs., tit. 5, § 3051.23; Ed. Code § 56366.10(e).) It is understood that Behavior Intervention Services are limited per CDE Certification and do not constitute an instructional program.

When CONTRACTOR is a nonpublic agency, CONTRACTOR shall not provide transportation nor subcontract for transportation services for students unless LEA and CONTRACTOR agree otherwise in writing.

23. INSTRUCTIONAL MINUTES

When CONTRACTOR is a nonpublic school, the total number of instructional minutes per school day provided by CONTRACTOR shall be at least equivalent to the number of instructional minutes per school day provided to LEA students at like grade level attending LEA schools and shall be specified in an LEA student's ISA developed in accordance with the LEA student's IEP.

For students in grades kindergarten through 12, inclusive, unless otherwise specified in the student's IEP and ISA, the number of instructional minutes, excluding breakfast, recess, lunch and pass time shall be the same as the California Education Code prescribes for the LEA.

The total number of annual instructional minutes shall be at least equivalent to the total number of annual instructional minutes provided to LEA students attending LEA schools in like grade levels unless otherwise specified in an LEA student's IEP and ISA.

When CONTRACTOR is a nonpublic agency and/or related services provider, the total number of minutes per school day provided by CONTRACTOR shall be specified in an LEA student's ISA developed in accordance with the LEA student's IEP.

24. CLASS SIZE

When CONTRACTOR is a nonpublic school, CONTRACTOR shall ensure that class size shall not exceed a ratio of one teacher per twelve (12) students unless CONTRACTOR and LEA agree otherwise in writing. Upon prior written approval by an authorized LEA representative, class size may be temporarily increased by a ratio of 1 teacher to fourteen (14) students when necessary during the regular or extended school year to provide services to students with disabilities.

In the event a nonpublic school is unable to fill a vacant teaching position responsible for direct instruction to students, and the vacancy has direct impact on the California Department of Education Certification of that school, the nonpublic school shall develop a plan to ensure appropriate coverage of students by first utilizing existing certificated staff. The nonpublic school and LEA may agree to one 30 school day period per contract year where class size may be increased to ensure coverage by an appropriately credentialed teacher. Such an agreement shall be in writing and signed by both Parties. This provision does not apply to a nonpublic agency.

CONTRACTOR providing special education instruction for individuals with exceptional needs between the ages of three and five years, inclusive, shall also comply with the appropriate instructional adult to child ratios pursuant to California Education Code sections 56440 *et seq.*

25. CALENDARS

When CONTRACTOR is a nonpublic school, CONTRACTOR shall submit to LEA a school calendar with the total number of billable days not to exceed 180 days, plus extended school year billable days equivalent to the number of days determined by LEA's extended school year calendar. Billable days shall include only those days that are included on the submitted and approved school calendar, and/or required by the IEP (developed by LEA) for each student. CONTRACTOR shall not be allowed to change its school calendar and/or amend the number of billable days without the prior written approval of LEA. Nothing in this Master Contract shall be interpreted to require LEA to accept any requests for calendar changes. In the event LEA adjusts the number of school days for the regular school year and/or extended school year, the approved number of days shall become the total billable days for the nonpublic school or agency. In such a case, an amended calendar shall be provided by CONTRACTOR for LEA approval.

Unless otherwise specified by an LEA student's IEP, educational services shall occur at the school site. A student shall only be eligible for extended school year services if such are recommended by his/her IEP team and the provision of such is specifically included in the ISA. Extended school year shall consist of twenty (20) instructional days, unless otherwise agreed upon by the IEP team convened by LEA. Any days of extended school year in excess of twenty (20) billable days must be mutually agreed to, in writing, prior to the start of the extended school year.

Student must have actually been in attendance during the regular school year and/or during extended school year and actually received services on a billable day of attendance in order for CONTRACTOR to be eligible for payment. It is specifically understood that services may not be provided on weekends/holidays and other times when school is not in session, unless agreed to by LEA, in writing, in advance of the delivery of any nonpublic school service. Any instructional days provided without this written agreement shall be at the sole financial responsibility of the CONTRACTOR.

CONTRACTOR shall observe only the same legal holidays as LEA. As of the execution of this Master Contract, these holidays are: Labor Day, Veteran's Day, Thanksgiving Day, Christmas Day, New Year's Day, Martin Luther King, Jr. Day, Lincoln's Birthday, Washington's Birthday, Memorial Day, and Independence Day. With the approval of LEA, CONTRACTOR may revise the date upon which CONTRACTOR closes in observance of any of the holidays observed by LEA.

When CONTRACTOR is a nonpublic agency, CONTRACTOR shall be provided with a LEA-developed/approved calendar prior to the initiation of services. CONTRACTOR herein agrees to observe holidays as specified in LEA-developed/approved calendar. CONTRACTOR shall provide services pursuant to LEA-developed/approved calendar; or as specified in an LEA student's IEP and ISA. Unless otherwise specified in an LEA student's ISA, CONTRACTOR shall provide related services to LEA students on only those days that an LEA student's school of attendance is in session and the LEA student attends school. CONTRACTOR shall bill only for services provided on billable days of attendance as indicated on LEA calendar unless CONTRACTOR and LEA agree otherwise, in writing. Student must have actually been in

attendance and/or received services on a billable day of attendance in order for CONTRACTOR to be eligible for payment. It is specifically understood that services may not be provided on weekends/holidays and other times when school is not in session, unless agreed to by LEA, in writing, in advance of the delivery of any nonpublic agency service provided by CONTRACTOR. Any instructional days provided without this written agreement shall be at the sole financial responsibility of the CONTRACTOR. In the event of school closures due to emergency, payment will follow the procedures in accordance with Paragraph 62.

26. DATA REPORTING

CONTRACTOR agrees to provide to LEA, all data (including billing information) related to students who are served by the CONTRACTOR. CONTRACTOR agrees to provide all data related to or referenced in any and all sections of this Master Contract if requested by LEA. CONTRACTOR agrees to provide all requested information in the format required by LEA. It is understood that all nonpublic schools and nonpublic agencies shall utilize the Special Education Information System (“SEIS”) or comparable program/system approved by LEA/SELPA for all IEP development, documenting services, and progress reporting. Additional progress reporting may be required by LEA. LEA shall provide the CONTRACTOR with appropriate software, user training and proper internet permissions to allow adequate access so that this information may be compiled.

Using forms developed by the California Department of Education or as otherwise mutually agreed upon by CONTRACTOR and LEA, CONTRACTOR shall provide LEA, on a monthly basis, a written report of all incidents in which a statutory offense is committed by any LEA student, regardless if it results in a disciplinary action of suspension or expulsion. This includes all statutory offenses as described in Education Code sections 48900 and 48915. CONTRACTOR shall also include incidents resulting in the use of a behavioral restraint and/or seclusion even if they were not a result of a violation of Education Code Sections 48900 and 48915. (Ed. Code § 49006.)

LEA shall provide CONTRACTOR with approved forms and/or format for such data including but not limited to invoicing, attendance reports and progress reports. LEA may approve use of CONTRACTOR-provided forms at its discretion.

27. LEAST RESTRICTIVE ENVIRONMENT/DUAL ENROLLMENT

CONTRACTOR and LEA shall follow all LEA policies and procedures that support Least Restrictive Environment (“LRE”) options (and/or dual enrollment options if available and appropriate) for students to have access to the general curriculum and to be educated with their nondisabled peers to the maximum extent appropriate.

CONTRACTOR and LEA shall ensure that LRE placement options are addressed at all IEP team meetings regarding students for whom ISAs have been or may be executed. This shall include IEP team consideration of supplementary aids and services and goals and objectives necessary for placement in the LRE and necessary to enable students to transition to less restrictive settings.

When an IEP team has determined that a student should be transitioned into the public school setting, CONTRACTOR shall assist LEA in implementing the IEP team’s recommendations and/or activities to support the transition.

28. STATEWIDE ACHIEVEMENT TESTING

When CONTRACTOR is a nonpublic school, CONTRACTOR shall administer all Statewide assessments within the California Assessment of Student Performance and Progress (“CAASPP”), Desired Results Developmental Profile (“DRDP”), California Alternative Assessment (“CAA”), achievement and abilities tests (using LEA-authorized assessment instruments), the Fitness Gram, and the English Language

Proficiency Assessments for California (“ELPAC”), as appropriate to the student and mandated by LEA pursuant to LEA and state and Federal guidelines.

CONTRACTOR is subject to the alternative accountability system developed pursuant to California Education Code section 52052, in the same manner as public schools. Each LEA student placed with CONTRACTOR by the LEA shall be tested by qualified staff of CONTRACTOR in accordance with that accountability program. LEA shall provide test administration training to CONTRACTOR’S qualified staff. CONTRACTOR shall attend LEA test training and comply with completion of all coding requirements as required by LEA.

29. MANDATED ATTENDANCE AT LEA MEETINGS

CONTRACTOR shall attend LEA mandated meetings when legal mandates, and/or LEA policy and procedures are reviewed, including but not limited to the areas of: curriculum, high school graduation, standards-based instruction, behavior intervention, cultural and linguistic needs of students with disabilities, dual enrollment responsibilities, LRE responsibilities, transition services, standardized testing, and IEPs. LEA shall provide CONTRACTOR with reasonable notice of mandated meetings. Attendance at such meetings does not constitute a billable service hour(s).

30. POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS

CONTRACTOR shall comply with all requirements of California Education Code sections 49005 *et seq.*, 56521.1, and 56521.2 regarding positive behavior interventions and supports. Failure to do so shall constitute sufficient good cause for termination of this Master Contract. CONTRACTOR shall ensure that CONTRACTOR utilizes a multi-tier system of support (“MTSS”) to address student needs. CONTRACTOR shall also ensure that all staff are trained on the use of positive behavior interventions and supports consistent with this Master Contract.

LEA students who exhibit behaviors that interfere with their learning or the learning of others must receive timely and appropriate assessments and positive supports and interventions in accordance with Federal and state law and implementing regulations. If the individualized education program (“IEP”) team determines that a student’s behavior impedes his or her learning or the learning of others, the IEP team is required to consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior, consistent with Section 1414(d)(3)(B)(i) and (d)(4) of Title 20 of the United States Code and associated Federal regulations. This could mean that instead of developing a Behavior Intervention Plan (“BIP”), the IEP team may conclude it is sufficient to address the student’s behavioral problems through the development of behavioral goals and behavioral interventions to support those goals.

CONTRACTOR shall maintain a written policy consistent with California Education Code section 56521.1 regarding emergency interventions and Behavioral Emergency Reports (“BERs”). Further, CONTRACTOR shall affirmatively inform each of its employees about the policy, provide each employee a copy thereof, and provide training to all employees regarding the policy. CONTRACTOR shall also ensure that all of its staff members are trained at least annually in crisis intervention, emergency procedures, and evidence-based practices and interventions specific to the unique behavioral needs of the CONTRACTOR’s pupil population. Training includes certification with an approved SELPA crisis intervention program. The training shall be provided within 30 days of employment to new staff who have any contact or interaction with pupils during the schoolday, and annually to all staff who have any contact or interaction with pupils during the schoolday. (Ed. Code 56366.10(f).) CONTRACTOR shall select and conduct the training in accordance with California Education Code section 56366.1. CONTRACTOR shall maintain accurate behavior management training records documenting all training completed by all of CONTRACTOR’s employees. Evidence of all trainings shall be submitted to the LEA at least annually at the beginning of the school year, within five (5) business days of completion of training for any new hire, or upon request.

Pursuant to California Education Code section 56521.1, emergency interventions shall not be used as a substitute for a BIP and shall not be employed longer than necessary to contain the behavior. Emergency interventions may only be used to control unpredictable, spontaneous behavior that poses clear and present danger of serious physical harm to the LEA student or others and that cannot be immediately prevented by a response less restrictive than the temporary application of a technique used to contain the behavior. If a situation requires prolonged use of an emergency intervention, staff must seek assistance from the school site administrator or a law enforcement agency, as suitable to the situation. CONTRACTOR shall ensure that all staff are trained on the use of emergency interventions. Evidence of such training shall be submitted to the LEA at the beginning of the school year and within five (5) days of completion of training for any new hire. Consistent with Paragraph 44 of this Master Contract, LEA may observe and/or audit CONTRACTOR's implementation of BIPs, staff use of behavior interventions, including emergency interventions, at any time, and without prior notice.

To prevent emergency interventions from being used in lieu of planned, systematic behavioral interventions, the parent, guardian, and LEA shall be notified within one school day, if an emergency intervention is used or serious property damage occurs. The residential care provider shall also be notified, if appropriate. CONTRACTOR shall complete a behavior emergency report ("BER") when an emergency occurs that is defined as a serious, dangerous behavior that staff has determined to present a clear and present danger to student, self, or others. A BER is also required if (a) a non-violent physical intervention was used to protect the safety of student, self, or others; or (b) a physical intervention has not been used, but an injury or serious property damage has occurred. Use of Personal Safety Techniques (which may or may not have been used) does not determine whether a BER is required. CONTRACTOR shall immediately complete and maintain in the file of an LEA student, a BER which shall include all of the following: (1) The name and age of the individual with exceptional needs; (2) The setting and location of the incident; (3) The name of the staff or other persons involved; (4) A description of the incident and the emergency intervention used, and whether the LEA student is currently engaged in any systematic behavioral intervention plan; and (5) Details of any injuries sustained by an LEA student or others, including staff, as a result of the incident. The BER shall immediately be forwarded to LEA for administrative action. CONTRACTOR shall also notify the LEA and parents within twenty-four (24) hours via telephone.

Consistent with the requirements of California Education Code section 56521.1(g), if a BER is written regarding an LEA student who does not have a behavior intervention plan, the designated responsible administrator shall, within two days, coordinate with the LEA to schedule an IEP team meeting to review the BER, to determine the necessity for a functional behavioral assessment, and to determine the necessity for an interim plan. If assessment is not proposed and/or if the IEP team determines that an interim plan is determined not to be necessary, the IEP team shall document the reasons for not conducting a functional behavioral assessment, not developing an interim plan, or both.

Consistent with the requirements of California Education Code section 56521.1(h), if a BER is written regarding an LEA student who has a positive behavioral intervention plan, an incident involving a previously unseen serious behavior problem, or where a previously designed intervention is ineffective, the student shall be referred to the IEP team to review and determine if the incident constitutes a need to modify the positive behavioral intervention plan. CONTRACTOR shall immediately notify LEA via telephone of any severe or increasingly frequent behavior problem, any emergency intervention in response to a previously unseen serious behavior problem, or where a previously designed intervention is ineffective, that may require an IEP team meeting.

Pursuant to Education Code section 56521.2, CONTRACTOR shall not authorize, order, consent to, or pay for the following interventions, or any other interventions similar to or like the following: (1) Any intervention that is designed to, or likely to, cause physical pain, including, but not limited to, electric-shock; (2) An intervention that involves the release of noxious, toxic, or otherwise unpleasant sprays, mists, or substances in proximity to the face of the individual; (3) An intervention that denies adequate sleep, food, water, shelter, bedding, physical comfort, or access to bathroom facilities; (4) An intervention that is designed

to subject, used to subject, or likely to subject, the individual to verbal abuse, ridicule, or humiliation, or that can be expected to cause excessive emotional trauma; (5) Restrictive interventions that employ a device, material, or objects that simultaneously immobilize all four extremities, including the procedure known as prone containment, except that prone containment or similar techniques may be used by trained personnel as a limited emergency intervention; (6) Locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use a locked room; (7) An intervention that precludes adequate supervision of the individual; (8) An intervention that deprives the individual of one or more of his or her senses. In the case of a child whose behavior impedes the child's learning or that of others, the IEP team shall consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior, consistent with Section 1414(d)(3)(B)(i) and (d)(4) of Title 20 of the United States Code and associated Federal regulations.

CONTRACTOR must review and revise all restraint practices when they have an adverse effect on a student or are used repeatedly for an individual child, either on multiple occasions within the same classroom or multiple uses by the same individual. CONTRACTOR shall notify the student's parent/guardian when any type of physical or mechanical restraint or seclusion has been used. Upon the use of any type of physical or mechanical restraint or seclusions of a District student, CONTRACTOR shall complete a BER per the reporting and notification requirements listed above. LEA may require a review of restraint practices at any time, including but not limited to, in response to an emergency intervention report via telephone, in response to observations or audit by LEA staff, in response to a parent's concern, or in response to BERs forwarded to LEA for administrative action.

BEHAVIOR INTERVENTION REPORTING: Twice annually, CONTRACTOR shall certify that (a) CONTRACTOR has reviewed the BERs for each student in conjunction with that student's IEP and BIP; (b) Staff are trained to implement each student's BIP, including approved or prohibited restraint techniques for each student; (c) emergency interventions have only been used when there is a clear or present danger; and (d) BERs have been properly completed and forwarded to LEA as required by this Master Contract.

Failure to comply with any of the requirements of Paragraph 30: Positive Behavior Interventions and Supports shall constitute sufficient good cause for immediate termination of this Master Contract.

31. STUDENT DISCIPLINE

CONTRACTOR shall maintain and abide by a written policy for student discipline that is consistent with state and Federal law and regulations. Using forms developed by the California Department of Education or as otherwise mutually agreed upon by CONTRACTOR and LEA, CONTRACTOR shall provide LEA, on a monthly basis, a written report of all incidents in which a statutory offense is committed by any LEA student, regardless if it results in a disciplinary action of suspension or expulsion. This includes all statutory offenses as described in Education Code sections 48900 and 48915. CONTRACTOR shall also include incidents resulting in the use of a behavioral restraint and/or seclusion even if they were not a result of a violation of Education Code Sections 48900 and 48915. (Ed. Code § 49006.)

When CONTRACTOR seeks to remove an LEA student from his/her current educational placement for disciplinary reasons, CONTRACTOR shall submit a written discipline report within 24 hours to LEA and a manifestation IEP team meeting shall be scheduled. Written discipline reports shall include, but not be limited to: The LEA student's name, grade, race, ethnicity, and gender; the time, date, and description of the misconduct; the disciplinary action taken by CONTRACTOR; and the rationale for such disciplinary action. A copy of the LEA student's behavior plan, if any, shall be submitted with the written discipline report. CONTRACTOR and LEA agree to participate in a manifestation determination at an IEP meeting no later than the tenth (10th) day of suspension. CONTRACTOR shall notify and invite LEA representatives to the IEP team meeting where the manifestation determination will be made.

32. IEP TEAM MEETINGS

An IEP team meeting shall be convened at least annually to evaluate: (1) the educational progress of each student placed with CONTRACTOR, including all state assessment results pursuant to the requirements of California Education Code section 52052; (2) whether or not the needs of the student continue to be best met at the nonpublic school and/or by the nonpublic agency; and (3) whether changes to the student's IEP are necessary, including whether the student may be transitioned to a public school setting. (Ed. Code §§ 56366(a)(2)(B)(i), (ii); 56345(b)(4).)

If an LEA student is to be transferred from a nonpublic school setting into a regular class setting in a public school for any part of the school day, the IEP team shall document, if appropriate, a description of activities provided to integrate the student into the regular education program, including the nature of each activity as well as the time spent on the activity each day or week and a description of the activities provided to support the transition of the student from the special education program into the regular education program. Each student shall be allowed to provide confidential input to any representative of his or her IEP team. Except as otherwise provided in the Master Contract, CONTRACTOR and LEA shall participate in all IEP team meetings regarding LEA students for whom ISAs have been or may be executed. At any time during the term of this Master Contract, a parent, the CONTRACTOR or LEA may request a review of the student's IEP, subject to all procedural safeguards required by law, including reasonable notice given to, and participation of, the CONTRACTOR in the meeting. Every effort shall be made to schedule IEP team meetings at a time and place that is mutually convenient to the parent(s), the CONTRACTOR and LEA. CONTRACTOR shall provide to LEA, at no cost and prior to an annual or triennial IEP team meeting, documentation which shows progress on goals and any and all assessments and written assessment reports (including testing protocols) created by CONTRACTOR and any of its agents or subcontractors, upon request and/or pursuant to LEA policy and procedures. It is understood that attendance at an IEP meeting is part of CONTRACTOR'S professional responsibility and is not a billable service under this Master Contract.

It is understood that the CONTRACTOR shall utilize the Special Education Information System ("SEIS") or other comparable program/system as approved by LEA solely at LEA's discretion, for all IEP planning and progress reporting. LEA shall provide training to nonpublic school and nonpublic agency staff, as necessary, to ensure access to SEIS or the comparable program/system designated and approved for use by LEA. The nonpublic school and/or nonpublic agency shall maintain confidentiality of all IEP data on SEIS or on the LEA-approved comparable program/system, and shall protect the password requirements of the system. When a student disenrolls from the nonpublic school or stops receiving services from the nonpublic agency, such CONTRACTOR shall discontinue use of SEIS and/or LEA-approved comparable program/system for that student.

Changes in any LEA student's educational program, including instruction, services, or instructional setting provided under this Master Contract may only be made on the basis of revisions to the student's IEP. In the event that the CONTRACTOR believes the student requires a change of placement, the CONTRACTOR may request a review of the student's IEP for the purpose of considering a change in the student's placement. Student is entitled to remain in the last agreed upon and implemented placement unless parent agrees otherwise or an interim alternative educational setting is deemed lawful and appropriate by LEA or OAH consistent with applicable law. (20 U.S.C. § 1415(k)(4)(A).)

33. SURROGATE PARENTS AND FOSTER YOUTH

CONTRACTOR shall comply with all LEA surrogate parent assignments. Surrogate parents shall serve as the child's parent and have all the rights relative to an LEA student's education that a parent has under the IDEA pursuant to 20 U.S.C. §§ 1414-1482 and 34 C.F.R. §§ 300.1-300.756. A pupil in foster care shall be defined pursuant to California Education Code section 42238.01(b). The LEA shall annually notify the CONTRACTOR who the LEA has designated as the educational liaison for foster children. When a pupil in foster care is enrolled in a nonpublic school by the LEA any time after the completion of the pupil's second

year of high school, the CONTRACTOR shall schedule the pupil in courses leading towards graduation based on the diploma requirements of the LEA unless provided notice otherwise in writing pursuant to Section 51225.1.

34. DUE PROCESS PROCEEDINGS

CONTRACTOR shall fully participate in special education due process proceedings including mediations and hearings, as requested by LEA. CONTRACTOR will make CONTRACTOR's staff available for witness preparation and testimony as is necessary to facilitate a due process hearing. CONTRACTOR shall also fully participate in the investigation and provision of documentation related to any complaint filed with the State of California, the Office for Civil Rights, or any other state and/or Federal governmental body or agency. Full participation shall include, but in no way be limited to, cooperating with LEA representatives to provide complete answers raised by any investigator and/or the immediate provision of any and all documentation that pertains to the operation of CONTRACTOR'S program and/or the implementation of a particular student's IEP/ISA.

35. COMPLAINT PROCEDURES

CONTRACTOR shall maintain and adhere to its own written procedures for responding to parent complaints. These procedures shall include annually notifying and providing parents of LEA students with appropriate information (including complaint forms) for the following: (1) Uniform Complaint Procedures pursuant to Title 5 of the California Code of Regulations section 4600 et seq.; (2) Nondiscrimination Policy pursuant to Title 5 of the California Code of Regulations section 4960(a); (3) Sexual Harassment Policy pursuant to California Education Code section 231.5; (4) Title IX Student Grievance Procedures pursuant to Title 34 of the Code of Federal Regulations sections 106.8 and 106.9; (5) Notice of Privacy Practices in compliance with Health Insurance Portability and Accountability Act ("HIPAA"), 45 C.F.R. § 164.520; and (6) Notification and Complaint Procedures for Disability Access, pursuant to 42 U.S.C. §§ 12101 *et seq.* CONTRACTOR shall include verification of these procedures to LEA. CONTRACTOR shall immediately notify LEA of any complaints filed against it related to LEA students and provide LEA with all documentation related to the complaints and/or its investigation of those complaints, including any and all reports generated as a result of an investigation.

36. LEA STUDENT PROGRESS REPORTS/REPORT CARDS AND ASSESSMENTS

Unless LEA requests in writing that progress reports be provided on a monthly basis, CONTRACTOR shall provide to parents, with a concurrent copy sent to LEA, at least four (4) written progress reports/report cards. At a minimum, progress reports shall include progress over time towards IEP goals and objectives. A copy of the progress reports/report cards shall be maintained at the CONTRACTOR'S place of business.

CONTRACTOR shall also provide LEA representatives access to supporting documentation used to determine progress on any goal or objective, including but not limited to log sheets, chart notes, observation notes, data sheets, pre/post tests, rubrics and other similar data collection used to determine progress or lack of progress on approved goals, objectives, transition plans or behavior support and/or intervention plans. LEA may request copies of such data at any time within five (5) years of the date of service. CONTRACTOR agrees to maintain the information for at least five (5) years and also shall provide this data supporting progress within 5 business days of request. Additional time may be granted as needed by LEA.

CONTRACTOR shall complete academic or other assessment of an LEA student ten (10) days prior to the LEA student's annual or triennial review IEP team meeting for the purpose of reporting the LEA student's present levels of performance at the IEP team meeting as required by state and Federal laws and regulations and pursuant to LEA policies, procedures, and/or practices. CONTRACTOR shall provide sufficient copies of reports, projected goals and/or any other relevant documents to be reviewed by the IEP team to the District no later than five (5) business days prior to an annual or triennial IEP team meeting. CONTRACTOR shall

maintain all supporting documentation including but not limited to test protocols and data collection, which shall be made available to LEA within five (5) business days of request.

CONTRACTOR is responsible for all assessment costs regarding the updating of goals and objectives, progress reporting and the development of present levels of performance. All other assessments resulting from an assessment plan shall be provided by LEA unless LEA specifies in writing a request that CONTRACTOR perform such additional assessment. Such assessment costs may be added to the ISA and/or approved separately by LEA at LEA's sole discretion.

It is understood that all billable hours must be in direct services to pupils as specified in the ISA. For nonpublic agency services, supervision provided by a qualified individual as specified in Title 5 of the California Code of Regulations section 3065, shall be determined as appropriate and included in the ISA. Supervision means the direct observation of services, data review, case conferencing and program design consistent with professional standards for each professional's license, certification, or credential.

CONTRACTOR shall not charge an LEA student's parent(s) or LEA for the development or provision of progress reports, report cards, and/or any assessments, including evaluations to obtain present levels of performance, interviews, or attendance at any meetings, including but not limited to IEP meetings. It is understood that all billable hours are limited to those specified on the ISA consistent with the IEP. It is understood that copies of data collection notes, forms, charts and other such data are part of the pupil's record and shall be made available to LEA upon written request.

37. TRANSCRIPTS

When CONTRACTOR is a nonpublic school, CONTRACTOR shall prepare transcripts at the close of each semester, or upon an LEA student transfer, for LEA students in grades nine (9) through twelve (12) inclusive. CONTRACTOR shall submit all transcripts on LEA-approved forms to an LEA student's school of residence for evaluation of progress toward completion of diploma requirements as specified in LEA Procedures. CONTRACTOR shall submit to LEA, the names of LEA students and their schools of residence for whom transcripts have been submitted as specified by LEA. All transcripts shall be maintained by CONTRACTOR and furnished to LEA upon request, consistent with the parameters of Paragraphs 9 and 26 of this Master Contract.

38. LEA STUDENT CHANGE OF RESIDENCE

Upon enrollment, CONTRACTOR shall notify parents in writing of their obligation to notify CONTRACTOR of an LEA student's change of residence. Within five (5) school days after CONTRACTOR becomes aware of an LEA student's change of residence, CONTRACTOR shall notify LEA, in writing, of the LEA student's change of residence. CONTRACTOR shall maintain, and provide upon request by LEA, documentation of such notice to parents.

If CONTRACTOR had knowledge or should reasonably have had knowledge of an LEA student's change of residence boundaries and CONTRACTOR fails to follow the procedures specified in this provision, LEA shall not be responsible for the costs of services delivered after the LEA student's change of residence.

39. WITHDRAWAL OF LEA STUDENT FROM PROGRAM

CONTRACTOR shall immediately report, by telephone, with a follow-up written notification within five (5) business days to the LEA Representative responsible for overseeing nonpublic schools and nonpublic agencies, and any other required representative from the California Department of Education, when an LEA student is withdrawn without prior notice from school and/or services. CONTRACTOR shall confirm such telephone call on LEA approved forms and submit to LEA and the Department of Education, if required, within five (5) business days of the withdrawal, including a student's change in residence to a residence

outside of LEA service boundaries, and the student's discharge against professional advice from a Nonpublic School/Residential Treatment Center ("NPS/RTC"). CONTRACTOR shall assist LEA to verify potential dropouts three (3) times per year.

40. PARENT ACCESS

CONTRACTOR shall provide for reasonable parental access to LEA students and all facilities including, but not limited to, the instructional setting, recreational activity areas, meeting rooms and an LEA student's living quarters. CONTRACTOR shall comply with any known court orders regarding parental visits and access to LEA students.

CONTRACTORS operating programs associated with a NPS/RTC shall cooperate with a parent's reasonable request for LEA student therapeutic visits in their home or at the NPS/RTC. CONTRACTOR shall require that parents obtain prior written authorization for therapeutic visits from the CONTRACTOR and the LEA at least thirty (30) days in advance. CONTRACTOR shall facilitate all parent travel and accommodations and provide travel information to parent(s) as appropriate. Payment by LEA for approved travel-related expenses shall be made directly through the LEA.

41. SERVICES AND SUPERVISION AND PROFESSIONAL CONDUCT

In addition to the requirements set forth in Paragraph 50, if CONTRACTOR provides services on a LEA public school campus, CONTRACTOR shall comply with California Penal Code section 627.1 *et seq.*, as well as all other LEA and campus-specific policies and procedures regarding visitors to/on school campuses. CONTRACTOR shall be responsible for the purchase and provision of the supplies and assessment tools necessary to implement the provision of CONTRACTOR services on LEA public school campuses.

42. LICENSED CHILDREN'S INSTITUTION ("LCI") CONTRACTORS AND RESIDENTIAL TREATMENT CENTER ("RTC") CONTRACTORS

If CONTRACTOR is a licensed children's institution ("LCI"), CONTRACTOR shall adhere to all legal requirements regarding educational placements for LCI students as stated in California Education Code sections 48853, 51225.1, 51225.3, 51228.1, 51228.2, 56366, 56336(a)(2)(C), 56366.1, and 56366.9, California Health and Safety Code section 1501.1(b), and the procedures set forth in the LEA Procedures. A LCI shall not require that a pupil be placed in its nonpublic school as a condition of being placed in its residential facility.

If CONTRACTOR is a nonpublic, nonsectarian school that is owned, operated by, or associated with a LCI, CONTRACTOR shall provide to LEA, on a quarterly basis, a list of all LEA students, including those identified as eligible for special education. For those identified special education students, the list shall include: 1) special education eligibility at the time of enrollment and 2) the educational placement and services specified in each student's IEP at the time of enrollment.

If CONTRACTOR is a nonpublic, nonsectarian school that is owned, operated by, or associated with a residential treatment center (hereinafter referred to as "NPS/RTC"), CONTRACTOR shall adhere to all legal requirements under the Individuals with Disabilities Education Act ("IDEA"), 20 U.S.C. section 1411 *et seq.* and California Education Code section 56000, *et seq.*; amended and reorganized by the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA"), 20 U.S.C. section 1401(29); California Education Code section 56031 and Title 5, California Code of Regulations section 3001 *et seq.*, regarding the provision of counseling services, including residential care for students to receive a FAPE as set forth in an LEA student's IEPs.

Unless placement is made pursuant to an Office of Administrative Hearings order or a lawfully executed agreement between LEA and parent, LEA is not responsible for the costs associated with nonpublic school

placement until the date on which an IEP team meeting is convened, the IEP team determines that a nonpublic school placement is appropriate, and the IEP is signed by the LEA student's parent or another adult with educational decision-making rights.

In addition to meeting the certification requirements of the State of California, a CONTRACTOR that operates a program outside of this state shall be certified or licensed by that state to provide special education and related services and designated instruction and related services to pupils under the Federal Individuals with Disabilities Education Act (20 U.S.C. § 1400 *et seq.*).

43. STATE MEAL MANDATE

When CONTRACTOR is a nonpublic school, CONTRACTOR and LEA shall satisfy the State Meal Mandate under California Education Code sections 49530, 49530.5 and 49550.

44. MONITORING

When CONTRACTOR is a nonpublic school, the LEA (or SELPA) shall conduct at least one onsite monitoring visit to the NPS during each school year during which the LEA has a pupil attending and with which it maintains a master contract. The monitoring visit shall include, but is not limited to, a review of services provided to the pupil through the ISA between the LEA and the NPS, a review of progress the pupil is making toward the goals set forth in the pupil's IEP, a review of progress the pupil is making toward the goals set forth in the pupil's behavioral intervention plan, if applicable, an observation of the pupil during instruction, and a walkthrough of the facility. The LEA (or SELPA) shall report the findings resulting from the monitoring visit to the California Department of Education within 60 calendar days of the onsite visit.

The LEA (or SELPA) shall conduct an onsite visit to the NPS before placement of a pupil if the LEA does not already have pupils enrolled at the school at the time of placement. (Ed. Code § 56366.1.)

CONTRACTOR shall allow LEA representatives access to its facilities for the purpose of periodic monitoring of each LEA student's instructional program, and shall be invited to participate in the formal review of each student's progress. LEA representatives shall have access to observe each LEA student at work, observe the instructional setting, interview CONTRACTOR, and review each LEA student's records and progress. Such access shall include unannounced monitoring visits. When making site visits, LEA shall initially report to CONTRACTOR'S site administrative office. CONTRACTOR shall be invited to participate in the review of each student's progress.

If CONTRACTOR is also a LCI and/or NPS/RTC, CDE shall annually evaluate whether CONTRACTOR is in compliance with California Education Code section 56366.9 and California Health and Safety Code section 1501.1(b). LEA may also conduct its own onsite review of a NPS using the LEA's Quality On-Site NPS Review Rubric.

The State Superintendent of Public Instruction ("Superintendent") shall monitor CONTRACTOR'S facilities, the educational environment, and the quality of the educational program, including the teaching staff, the credentials authorizing service, the standards-based core curriculum being employed, and the standards-focused instructional materials used on a three-year cycle, as follows: (1) CONTRACTOR shall complete a self-review in year one; (2) the Superintendent shall conduct an onsite review in year two; and (3) the Superintendent shall conduct a follow-up visit in year three.

CONTRACTOR shall fully participate in any LEA and CDE compliance review, if applicable, to be conducted as aligned with the CDE Onsite Review and monitoring cycle in accordance with California Education Code section 56366.1(j). This review will address programmatic aspects of the nonpublic school/agency, compliance with relevant state and Federal regulations, and Master Contract compliance. If requested by LEA, CONTRACTOR shall complete and submit a Nonpublic School/Agency Self-Review

Assessment submitted as specified by LEA. CONTRACTOR shall conduct any follow-up or corrective action procedures related to review findings.

CONTRACTOR understands that LEA reserves the right to institute a program audit with or without cause. The program audit may include, but is not limited to, a review of core compliance areas of health and safety; curriculum/instruction; related services; and contractual, legal, and procedural compliance.

When CONTRACTOR is a nonpublic school, CONTRACTOR shall collect all applicable data and prepare the applicable portion of a School Accountability Report Card in accordance with California Education Code Section 33126.

PERSONNEL

45. CLEARANCE REQUIREMENTS

CONTRACTOR shall comply with the requirements of California Education Code sections 44237, 35021.1 and 35021.2 including, but not limited to: obtaining clearance from both the California Department of Justice (“CDOJ”) and clearance from the Federal Bureau of Investigation (hereinafter referred to as "FBI") for all of CONTRACTOR’S employees and volunteers who will have or likely may have any direct contact with LEA students. CONTRACTOR hereby agrees that CONTRACTOR’S employees and volunteers shall not come in contact with LEA students until both CDOJ and FBI clearance are ascertained. CONTRACTOR shall further certify in writing to LEA that none of its employees, volunteers (unless CONTRACT ensures that the volunteers will have no direct contact with students), or subcontractors who will have, or likely may have any direct contact with LEA students, have been convicted of a violent or serious felony as those terms are defined in California Education Code section 44237(h), unless despite the employee’s conviction of a violent or serious felony, he or she has met the criteria to be eligible for employment pursuant to California Education Code section 44237(i) or (j). Clearance certification shall be submitted to LEA. In addition, CONTRACTOR shall make a request for subsequent arrest service from the CDOJ as required by California Penal Code section 11105.2.

Notwithstanding the restrictions on sharing and destroying criminal background check information, CONTRACTOR, upon demand, shall make available to the LEA evidence of a successful criminal background check clearance and enrollment in subsequent arrest notification service, as provided, for each owner, operator, and employee of the nonpublic, nonsectarian school or agency. CONTRACTOR is required to retain the evidence on-site, as specified, for all staff, including those licensed or credentialed by another state agency. Background clearances and proof of subsequent arrest notification service as required by California Penal Code section 11105.2 for all staff shall be provided to LEA upon request.

46. STAFF QUALIFICATIONS

CONTRACTOR shall ensure that all individuals employed, contracted, and/or otherwise hired by CONTRACTOR to provide classroom and/or individualized instruction or related services are qualified as defined in Paragraph 7(d) of this Master Contract, including but not limited to holding a license, certificate, permit, or other document equivalent to that which staff in a public school are required to hold to render the service consistent with California Education Code section 56366.1(n)(1) and are qualified pursuant to Title 34 of the Code of Federal Regulations sections 200.56 and 200.58 and Title 5 of the California Code of Regulations, sections 3001(r), 3064 and 3065. Such qualified staff may only provide related services within the scope of their professional license, certification or credential and ethical standards set by each profession and not assume responsibility or authority for another related services provider or special education teacher’s scope of practice.

CONTRACTOR shall ensure that all staff are appropriately credentialed to provide instruction and/or services to students with the disabling conditions placed in their program/school through documentation provided to the CDE. (Cal. Code Regs., tit. 5, § 3064(a).)

When CONTRACTOR is a nonpublic school, an appropriately qualified person shall serve as curricular and instructional leader, and be able to provide leadership, oversight and professional development.

CONTRACTOR shall comply with personnel standards and qualifications regarding instructional aides and teacher assistants respectively pursuant to Federal requirements and California Education Code sections 45340 *et seq.* and 45350 *et seq.* All paraprofessionals, including, but not limited to instructional aides and teacher assistants, employed, contracted, and/or otherwise hired or subcontracted by CONTRACTOR to provide classroom and/or individualized instruction or related services, shall possess a high school diploma (or its recognized equivalent) and at least one of the following qualifications: (a) completed at least two (2) years of study at an institution of higher education; or (b) obtained an associate's (or higher) degree; or (c) met a rigorous standard of quality and can demonstrate, through a formal state or local assessment (i) knowledge of, and the ability to assist in instructing, reading, writing, and mathematics; or (ii) knowledge of, and the ability to assist in instructing, reading readiness, writing readiness, and mathematics readiness, as appropriate. CONTRACTOR shall comply with all laws and regulations governing the licensed professions, including but not limited to, the provisions with respect to supervision.

In addition to meeting the certification requirements of the State of California, a CONTRACTOR that operates a program outside of this State and serving an LEA student shall be certified or licensed by that state to provide special education and related services and designated instruction and related services to pupils under the Federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 *et seq.*).

CONTRACTOR shall ensure that all staff are appropriately trained, consistent with the terms of this Master Contract. CONTRACTOR shall maintain records of all staff trainings, including levels of certification, and provide evidence of such training at least annually at the beginning of the school year, within six (6) days of completion of training of any new hire, and upon request.

47. CALSTRS RETIREMENT REPORTING

CONTRACTOR shall identify to the LEA any employee (or the CONTRACTOR, if the CONTRACTOR is an individual) expected to perform services under this Agreement who is then-receiving California State Teachers' Retirement System ("CalSTRS") benefits, and who may perform creditable service for the LEA as defined in Education Code 22119.5. Identification to the LEA shall include the individual's full legal name and STRS and social security identification numbers. Before any services by the individual are provided, the CONTRACTOR shall provide to the LEA a signed written confirmation from the individual that he/she is aware of the separation-from-service requirement and earnings limitations imposed by Education Code Sections 22714, 24114, 24116, 24214, 24214.5, and 24215. CONTRACTOR shall thereafter provide on a monthly basis to the LEA the actual amounts paid to the individual for services rendered under this Agreement, with the LEA responsible for reporting the individual's earnings to CalSTRS as required by law or regulation.

48. VERIFICATION OF LICENSES, CREDENTIALS AND OTHER DOCUMENTS

CONTRACTOR shall submit to LEA a staff list, and copies of all current licenses, credentials, certifications, permits and/or other documents which entitle the holder to provide special education and/or related services by individuals employed, contracted, and/or otherwise hired or subcontracted by CONTRACTOR. CONTRACTOR shall ensure that all licenses, credentials, permits or other documents are on file at the office of the County Superintendent of Schools. CONTRACTOR shall provide LEA with the verified dates of fingerprint clearance, Department of Justice clearance and Tuberculosis Test clearance for all employees, approved subcontractors and/or volunteers prior to such individuals starting to work with any student.

CONTRACTOR shall monitor the status of licenses, credentials, certifications, permits and/or other documents for all individuals employed, contracted, and/or otherwise hired by CONTRACTOR.

CONTRACTOR shall notify LEA and CDE in writing within thirty (30) days when personnel changes occur which may affect the provision of special education and/or related services to LEA students. CONTRACTOR shall notify LEA within thirty (30) days if any such licenses, certifications or waivers are expired, suspended, revoked, rescinded, challenged pursuant to an administrative or legal complaint or lawsuit, or otherwise nullified during the effective period of this Master Contract. LEA shall not be obligated to pay for any services provided by a person whose such licenses, certifications or waivers are expired, suspended, revoked, rescinded, or otherwise nullified during the period during which such person is providing services under this Master Contract. Failure to notify LEA of changes in licenses, certifications or suspensions shall be good cause for termination of this Master Contract by LEA.

Failure to notify LEA and CDE of any changes in credentialing/licensed staff may result in suspension or revocation of CDE certification and shall also suffice as good cause for the suspension or termination of this Master Contract by LEA.

49. STAFF ABSENCE

When CONTRACTOR is a nonpublic school and CONTRACTOR'S classroom teacher is absent, CONTRACTOR shall provide an appropriately credentialed substitute teacher in the absent teacher's classroom in accordance with California Education Code section 56061. CONTRACTOR shall provide to LEA documentation of substitute coverage on LEA substitute teacher log. Substitute teachers shall remain with their assigned class during all instructional time. LEA shall not be responsible for any payment for instruction and/or services when an appropriately credentialed substitute teacher is not provided.

When CONTRACTOR is a nonpublic agency and/or related services provider, and CONTRACTOR'S service provider is absent, CONTRACTOR shall provide a qualified (as defined in Paragraph 7 of this Master Contract and as determined by LEA) substitute, unless LEA provides appropriate coverage in lieu of CONTRACTOR'S service providers. It is understood that the parent of a student shall not be deemed to be a qualified substitute for his/her student. LEA will not pay for services unless a qualified substitute is provided and/or CONTRACTOR provides documentation evidencing the provision of "make-up" services by a qualified service provider within thirty (30) calendar days from the date on which the services should have been provided. CONTRACTOR shall not "bank" or "carry over" make up service hours under any circumstances, unless otherwise agreed to in writing by CONTRACTOR and an authorized LEA representative.

50. STAFF PROFESSIONAL CONDUCT WHEN PROVIDING SERVICES AT SCHOOL OR SCHOOL RELATED EVENTS OR AT SCHOOL FACILITY AND/OR IN THE HOME

It is understood that all employees, subcontractors, and volunteers of any certified nonpublic school or nonpublic agency shall adhere to the customary professional and ethical standards when providing services. All practices shall only be within the scope of professional responsibility as defined in the professional code of conduct for each profession as well as any LEA professional standards as specified in Board policies and/or regulations when made available to the CONTRACTOR.

For services provided on a public school campus, sign in/out procedures shall be followed by CONTRACTOR providers working in a public school classroom along with all other procedures for being on campus consistent with school and LEA policy. Such policies and procedures shall be made available to CONTRACTOR upon CONTRACTOR'S request. It is understood that the public school credentialed classroom teacher is responsible for the instructional program, and all nonpublic agency service providers shall work collaboratively with the classroom teacher, who shall remain in charge of the instructional

program. Failure to comply with this and all LEA requirements in this regard shall be sufficient cause to terminate this Master Contract.

For services provided in a pupil's home as specified in the IEP, CONTRACTOR must ensure that at least one parent of the child or a LEA-approved responsible adult with written and signed authority to make decisions in an emergency is present during the provision of services. The names of any responsible adult other than the parent shall be provided to the LEA prior to the start of any home-based services, including written and signed authorization in emergency situations. The responsible adult cannot also be an employee associated with the NPS/NPA service provider. All problems and/or concerns reported to parents, both verbal and written shall also be provided to LEA. It is understood that unless otherwise agreed to by LEA, a public school credentialed teacher is responsible for the instructional program and all nonpublic agency related service providers shall work collaboratively with the teacher who shall remain in charge of supervising the instructional program.

HEALTH AND SAFETY MANDATES

51. HEALTH AND SAFETY

CONTRACTOR shall comply with all applicable Federal, state, local, and LEA laws, regulations, ordinances, policies, and procedures regarding student and employee health and safety. CONTRACTOR shall comply with the requirements of California Education Code sections 35021 *et seq.*, and 49406, and California Health and Safety Code section 121545 regarding the examination of CONTRACTOR'S employees and volunteers for tuberculosis. CONTRACTOR shall provide to LEA documentation for each individual volunteering, employed, contracted, and/or otherwise hired by CONTRACTOR of such compliance before an individual comes in contact with an LEA student.

CONTRACTOR shall comply with OSHA Bloodborne Pathogens Standards, Title 29 of the Code of Federal Regulations section 1910.1030 *et seq.* and Cal/OSHA's Bloodborne Pathogens Standards, Title 8 of the California Code of Regulations section 5193, when providing medical treatment or assistance to a student. CONTRACTOR further agrees to provide annual training for all employees regarding universal health care precautions and to post required notices in areas designated in the California Health and Safety Code.

52. FACILITIES AND FACILITIES MODIFICATIONS

CONTRACTOR shall provide special education and/or related services to LEA students in facilities that comply with all applicable Federal, state, and local laws, regulations, and ordinances related, but not limited to disability access, fire, health, sanitation, and building standards and safety, fire warning systems, zoning permits and occupancy capacity. When CONTRACTOR is a nonpublic school, CONTRACTOR shall conduct fire drills as required by Title 5 of the California Code of Regulations section 550. During the duration of this Agreement, if CONTRACTOR is subject to fines, penalties and findings of non-compliance, CONTRACTOR shall assume any and all responsibilities for payment of such financial obligations. CONTRACTOR shall also be fully responsible for any structural changes and/or modifications to CONTRACTOR'S facilities as required to comply with applicable Federal, state, and local laws, regulations, and ordinances. Failure to notify LEA or CDE of any changes in, major modification or relocation of facilities may result in the suspension or revocation of CDE certification and/or suspension or termination of this Master Contract by LEA.

In signing this Agreement, CONTRACTOR certifies that its facilities either comply with Federal and state and local laws regarding disability access, or possesses and has available upon demand, a self-evaluation and/or transition plan in accordance with said laws.

53. ADMINISTRATION OF MEDICATION

CONTRACTOR shall comply with the requirements of California Education Code section 49423 when CONTRACTOR serves an LEA student that is required to take prescription and/or over-the-counter medication during the school day. CONTRACTOR may designate personnel to assist an LEA student with the administration of such medication after the LEA student's parent(s) provide(s) to CONTRACTOR: (a) a written statement from a physician detailing the type, administration method, amount, and time schedules by which such medication shall be taken; and (b) a written statement from the LEA student's parent(s) granting CONTRACTOR permission to administer medication(s) as specified in the physician's statement. CONTRACTOR shall maintain, and provide to LEA upon request, copies of such written statements. CONTRACTOR shall maintain a written log for each LEA student to whom medication is administered. Such written log shall specify an LEA student's name, the type of medication, the date, time, and amount of each administration, and the name of CONTRACTOR'S employee who administered the medication. CONTRACTOR maintains full responsibility for assuring appropriate staff training in the administration of such medication consistent with an LEA student's physician's written orders. Any change in medication type, administration method, amount or schedule must be authorized by both a licensed physician and parent.

In the event there is an LEA student who is on a prescription medication regimen, the CONTRACTOR is to: (a) first obtain a copy of the appropriate medication authorization form available from the LEA student's primary regional or site nurse; or (b) in the event the student does not take prescription medication during the school day, but would only take such medication while in the care, custody and control of the CONTRACTOR, prior to the commencement of services to the LEA student, CONTRACTOR is to obtain a signed copy of the appropriate medication authorization form from the District. Both the District and CONTRACTOR shall retain a copy of the Authorization.

54. INCIDENT/ACCIDENT REPORTING

CONTRACTOR shall electronically submit, within 24 hours, any accident or incident report to LEA. CONTRACTOR shall properly submit accident or incident reports as required by the District.

55. CHILD ABUSE REPORTING

CONTRACTOR hereby agrees to annually train all staff members, including volunteers, so that they are familiar with and agree to adhere to its own child and dependent adult abuse reporting obligations and procedures as specified in California Penal Code section 11164 *et seq.* and California Education Code section 44691. To protect the privacy rights of all parties involved (i.e. reporter, child and alleged abuser), reports will remain confidential as required by law and professional ethical mandates. A written statement acknowledging the legal requirements of such reporting and verification of staff adherence to such reporting shall be submitted to LEA.

CONTRACTOR is to read and become familiar with the District's Mandated Child Abuse and Neglect Reporting Policies (BP 5141.4 and AR 5141.4.). In the event there is a suspicion of abuse conducted by anyone (students, staff, contractor or others) on or off campus, CONTRACTOR is to file the appropriate report to the Sacramento County Sheriff. CONTRACTOR is also to confidentially notify the Legal Compliance Department ("Legal Compliance") of the report. CONTRACTOR is to cooperate with any investigation conducted by the District in connection with such report.

56. SEXUAL HARASSMENT

CONTRACTOR shall have a Sexual and Gender Identity Harassment Policy that clearly describes the kinds of conduct that constitute sexual harassment and that is prohibited by the CONTRACTOR'S policy, as well as Federal and state law. The policy should include procedures to make complaints without fear of retaliation and procedures for prompt and objective investigations of all sexual harassment complaints.

CONTRACTOR further agrees to provide annual training to all employees regarding the laws concerning sexual harassment and related procedures pursuant to California Government Code section 12950.1, including that each NPS/NPA with five or more employees must provide by January 1, 2021 at least 2 hours of training regarding sexual harassment to all supervisory employees and at least one hour of training to all nonsupervisory employees. All employees must complete sexual harassment training every two years. Any new supervisory employee must complete sexual harassment training within six (6) months of starting as a supervisory employee. The training shall include information and practical guidance regarding federal and state statutory provisions concerning the prohibition against, prevention of and correction of sexual harassment, and remedies available to victims of sexual harassment in employment as well as including practical examples to instruct supervisors in prevention of harassment, discrimination, and retaliation. The training should be presented by someone with training or expertise in prevention of harassment, discrimination, and retaliation.

57. REPORTING OF MISSING CHILDREN

CONTRACTOR assures LEA that all staff members, including volunteers and all independent contractor(s) and/or subcontractor(s) authorized pursuant to this Master Contract, are familiar with and agree to adhere to requirements for reporting missing children as specified in California Education Code section 49370 et. seq. A written statement acknowledging the legal requirements of such reporting and verification of staff adherence to such reporting shall be properly submitted to LEA. The written statement shall be submitted as specified by LEA.

FINANCIAL

58. ENROLLMENT, CONTRACTING, SERVICE TRACKING, ATTENDANCE REPORTING, AND BILLING PROCEDURES

CONTRACTOR shall ensure that the nonpublic school or nonpublic agency has the necessary financial resources to provide an appropriate education for the students enrolled and will distribute those resources in such a manner to implement the IEP and ISA for each and every student.

CONTRACTOR shall comply with all LEA procedures concerning enrollment, contracting, attendance reporting, service tracking and billing, including requirements of electronic billing, as specified by LEA Procedures. CONTRACTOR shall be paid for the provision of special education and/or related services specified in an LEA student's IEP and ISA which are provided on billable days of attendance. All payments by LEA shall be made in accordance with the terms and conditions of this Master Contract and in compliance with LEA Procedures, and will be governed by all applicable Federal and state laws. If the CONTRACTOR is a nonpublic school, CONTRACTOR shall ensure that the nonpublic school's enrollment procedures include verification of immunizations (including adolescent pertussis booster vaccination (Tdap) for all students entering the seventh grade.

CONTRACTOR shall maintain separate registers for the basic education program, each related service, and services provided by instructional assistants, behavior intervention aides and bus aides. Original attendance forms (i.e., roll books for the basic education program service tracking documents and notes for instructional assistants, behavioral intervention aides, bus aides, and each related service) shall be completed by the actual service provider whose signature shall appear on such forms and shall be available for review, inspection, or audit by LEA during the effective period of this Master Contract and for a period of five (5) years thereafter. CONTRACTOR shall verify the accuracy of minutes of reported attendance that is the basis of services being billed for payment.

CONTRACTOR shall submit invoices and related documents to LEA for payment for each calendar month when education or related services were provided. Invoices and related documents shall be properly submitted electronically and, in addition, on a LEA form with signatures in the manner prescribed by LEA.

Contractor will submit invoices using the format provided by LEA. At the request of LEA, invoices may require the following information: Name of an LEA student for whom service was provided; the type of service provided; (if payment for assessment is approved by LEA pursuant to Section 36 of this Master Contract, the invoice must describe whether the assessment was prepared for an initial, annual, amended, or triennial IEP); month of service; specific dates (date, month, year and times) of services coordinated pursuant to LEA-approved calendar unless otherwise specified in the IEP or agreed to by LEA; name of staff who provided the service and that individual's licensing and credentials; approved cost of each invoice; total for each service and total for the monthly invoice; date invoice was mailed; signature of the nonpublic school/nonpublic agency administrator authorizing that the information is accurate and consistent with the ISA, CDE certificates and staff notification; verification that attendance report is attached as appropriate; indication of any made-up session consistent with this Master Contract; and verification that progress reports have been provided consistent with the ISA (consistent with IEP benchmark dates, unless otherwise specified on the ISA); and name or initials of each student for when the service was provided. In the event services were not provided, rationale for why the services were not provided shall be included.

Such an invoice is subject to all conditions of this Master Contract. At the discretion of LEA, an electronic invoice may be required provided such notice has been made in writing and training provided to the CONTRACTOR at no additional charge for such training.

Invoices shall be submitted no later than thirty (30) days after the end of the attendance accounting period in which the services were rendered. LEA shall make payment to CONTRACTOR based on the number of billable days of attendance and hours of service at rates specified in this Master Contract within forty-five (45) days of LEA's receipt of properly submitted hard copy of invoices prepared and submitted as specified in California Education Code Section 56366.5. CONTRACTOR shall correct deficiencies and submit re-billing invoices no later than thirty (30) calendar days after the invoice is returned by LEA. LEA shall pay properly submitted re-billing invoices no later than forty-five (45) days after the date a completely corrected re-billing invoice is received by LEA.

In no case shall initial payment claim submission for any Master Contract fiscal year (July through June) extend beyond December 31st after the close of the fiscal year. In no case shall any re-billing for the Master Contract fiscal year (July through June) extend beyond six (6) months after the close of the fiscal year unless approved by LEA to resolve billing issues including re-billing issues directly related to a delay in obtaining information from the Commission on Teacher Credentialing regarding teacher qualification, but no later than twelve (12) months from the close of the fiscal year. If the billing or re-billing error is the responsibility of LEA, then no limit is set provided that LEA and CONTRACTOR have communicated such concerns in writing during the twelve-month period following the close of the fiscal year. LEA will not pay mileage for NPA employee.

59. RIGHT TO WITHHOLD PAYMENT

LEA may withhold payment to CONTRACTOR when: (a) CONTRACTOR has failed to perform, in whole or in part, under the terms of this Contract; (b) CONTRACTOR has billed for services rendered on days other than billable days of attendance or for days when student was not in attendance and/or did not receive services from CONTRACTOR; (c) CONTRACTOR was overpaid by LEA as determined by inspection, review, and/or audit of its program, work, and/or records; (d) CONTRACTOR has failed to provide supporting documentation with an invoice as required by Education Code section 56366.5(a); (e) education and/or related services are provided to LEA students by personnel who are not appropriately credentialed, licensed, trained, or otherwise qualified; (f) LEA has not received, prior to school closure or contract termination, all documents concerning one or more LEA students enrolled in CONTRACTOR'S educational program; (g) CONTRACTOR fails to confirm a student's change of residence to another district or confirms the change or residence to another district, but fails to notify LEA within five (5) days of such confirmation; (h) CONTRACTOR receives payment from Medi-Cal or from any other agency or funding source for a service provided to an LEA student; or (i) CONTRACTOR fails to provide the required liability/insurance

documentation as outlined in Paragraph 15 of this Master Contract. It is understood that no payments shall be made for any invoices that are not received by six (6) months following the close of the prior fiscal year, for services provided in that year.

Final payment to CONTRACTOR in connection with the cessation of operations and/or termination of a Master Contract will be subject to the same documentation standards described for all payment claims for regular ongoing operations. In addition, final payment may be withheld by LEA until completion of a review or audit, if deemed necessary by LEA. Such review or audit will be completed within ninety (90) days. The final payment may be adjusted to offset any previous payments to the CONTRACTOR determined to have been paid in error or in anticipation of correction of documentation deficiencies by the CONTRACTOR that remain uncorrected.

The amount which may be withheld by LEA with respect to each of the subparagraphs of the preceding paragraph are as follows: (a) the value of the service CONTRACTOR failed to perform; (b) the amount of overpayment; (c) the entire amount of the invoice for which satisfactory documentation has not been provided by CONTRACTOR; (d) the amount invoiced for services provided by the individual not appropriately credentialed, licensed, trained, or otherwise qualified; (e) the proportionate amount of the invoice related to the applicable pupil for the time period from the date the violation occurred and until the violation is cured; or (f) the amount paid to CONTRACTOR by Medi-Cal or another agency or funding source for the service provided to an LEA student.

If LEA determines that cause exists to withhold payment to CONTRACTOR, LEA shall, within ten (10) business days of this determination, provide to CONTRACTOR written notice that LEA is withholding payment. Such notice shall specify the basis or bases for LEA's withholding payment and the amount to be withheld. Within thirty (30) days from the date of receipt of such notice, CONTRACTOR shall take all necessary and appropriate action to correct the deficiencies that form the basis for LEA's withholding payment or submit a written request for extension of time to correct the deficiencies. Upon receipt of CONTRACTOR'S written request showing good cause, LEA shall extend CONTRACTOR'S time to correct deficiencies (usually an additional thirty (30) days), otherwise payment will be denied.

If after subsequent request for payment has been denied and CONTRACTOR believes that payment should not be withheld, CONTRACTOR shall send written notice to LEA specifying the reason it believes payment should not be withheld. LEA shall respond to CONTRACTOR'S notice within thirty (30) business days by indicating that a warrant for the amount of payment will be made or stating the reason LEA believes payment should not be made. If LEA fails to respond within thirty (30) business days or a dispute regarding the withholding of payment continues after LEA's response to CONTRACTOR'S notice, CONTRACTOR may invoke the following escalation policy.

After forty-five (45) business days: CONTRACTOR may notify the Authorized LEA's Representative of the dispute in writing. LEA Authorized Representative shall respond to the CONTRACTOR in writing within fifteen (15) business days.

After sixty (60) business days: Disagreements between LEA and CONTRACTOR concerning the Master Contract may be appealed to the County Superintendent of Schools or the State Superintendent of Public Instruction pursuant to the provisions of California Education Code Section 56366(c)(2).

60. PAYMENT FROM OUTSIDE AGENCIES

CONTRACTOR shall notify LEA when Medi-Cal or any other agency is billed for the costs associated with the provision of special education and/or related services to LEA students. Upon request, CONTRACTOR shall provide to LEA any and all documentation regarding reports, billing, and/or payment by Medi-Cal or any other agency for the costs associated with the provision of special education and/or related services to LEA students.

61. PAYMENT FOR ABSENCES

NONPUBLIC SCHOOL STAFF ABSENCE

Whenever a classroom teacher employed by CONTRACTOR is absent, CONTRACTOR shall provide an appropriately credentialed substitute teacher in the absent teacher's classroom in accordance with California Education Code section 56061. CONTRACTOR shall provide to LEA documentation of substitute coverage pursuant to LEA Procedures. Substitute teachers shall remain with their assigned class during all instructional time. LEA will not pay for instruction and/or services unless said instruction or service is provided by an appropriately credentialed substitute teacher.

Whenever a related service provider is absent, CONTRACTOR shall provide a qualified (as defined in Paragraph 7 of this Master Contract and as determined by LEA) substitute. LEA will not pay for services unless a qualified substitute is provided and/or CONTRACTOR provides documentation evidencing the provision of "make-up" services by a qualified service provider within thirty (30) calendar days from the date on which the services should have been provided unless otherwise agreed in an LEA student's IEP.

NONPUBLIC SCHOOL STUDENT ABSENCE

If CONTRACTOR is a nonpublic school, LEA shall be notified if a student has been out of school for more than five (5) consecutive days. CONTRACTOR agrees to coordinate with LEA to determine whether the student absences are due to a health problem and whether any change to services or supports is needed at that time. (5 CCR §3051.17(c).)

If CONTRACTOR is a nonpublic school, no later than the tenth (10th) cumulative day of an LEA student's unexcused absence, CONTRACTOR shall notify LEA of such absence as specified in LEA Procedures.

Criteria for a billable day for payment purposes is one (1) day of attendance as defined in California Education Code sections 46010, 46010.3 and 46307. LEA shall not pay for services provided on days that a student's attendance does not qualify for Average Daily Attendance ("ADA") reimbursement under state law. *Per Diem* rates for students whose IEPs authorize less than a full instructional day may be adjusted on a pro rata basis in accordance with the actual proportion of the school day the student was served. LEA shall not be responsible for payment of related services for days on which a student's attendance does not qualify for ADA reimbursement under state law, nor shall student be eligible for make-up services.

NONPUBLIC AGENCY STAFF ABSENCE

When CONTRACTOR is a nonpublic agency and CONTRACTOR'S service provider is absent, CONTRACTOR shall provide a qualified (as defined in Paragraph 7 of this Master Contract and as determined by LEA) substitute, unless LEA provides appropriate coverage in lieu of CONTRACTOR'S service providers. LEA shall not pay for services unless a qualified substitute is provided and/or CONTRACTOR provides documentation evidencing the provision of "make-up" services by a qualified service provider within thirty (30) calendar days from the date on which the services should have been provided. CONTRACTOR shall not "bank" or "carry over" make up service hours under any circumstances, unless otherwise agreed to in writing by CONTRACTOR and LEA. In the event services were not provided, reasons for why the services were not provided shall be included.

NONPUBLIC AGENCY STUDENT ABSENCE

If CONTRACTOR is a nonpublic agency, it shall notify LEA of the absence of an LEA student no later than the fifth (5th) consecutive service day of the student's absence. LEA shall not be responsible for the payment of services when a student is absent.

62. LEA AND/OR CONTRACTOR CLOSURE

The following shall apply in the event of a LEA or CONTRACTOR closure due to an emergency, public health order, Executive Order, or other extraordinary conditions, including fire, flood, earthquake, war, or epidemic/pandemic, consistent with guidelines followed by LEAs under Education Code Section 41422:

- a. If CONTRACTOR remains open during any of the above-circumstances and serves students appropriately as delineated in the ISA, CONTRACTOR shall receive payment, regardless of whether a sending LEA is open or closed.
- b. NPS School Closure - If the CONTRACTOR NPS is closed due to any of the above-circumstances and the LEA is able to obtain alternative placement for the student, CONTRACTOR shall not receive payment for days the student is not in attendance due to school closure. If the LEA is unable to obtain an alternative placement, CONTRACTOR shall receive payment consistent with a signed ISA, as though the student were continuing in their regular attendance, until alternative placement can be found.
- c. LEA and NPS School Closure - If both CONTRACTOR and LEA are closed due to any of the above-circumstances, on days the LEA is funded, CONTRACTOR shall receive payment consistent with a signed ISA, until alternative placement can be found. If the LEA is able to obtain alternative placement for the student, CONTRACTOR shall not receive payment for days the student is not in attendance due to school closure.
- d. In the event of CONTRACTOR closure due to an emergency, public health order, Executive Order, or other extraordinary conditions, including fire, flood, earthquake, war, or epidemic/pandemic, LEA reserves the right to withhold payment for services not rendered pursuant to an LEA student's ISA, consistent with Paragraph 59.

CONTRACTOR also agrees to, in the case of unexpected school closures, provide reasonable evidence that all appropriate NPS/NPA staff remain employed so as to continue providing instruction and academic related support to students via distance learning modalities (to include use of virtual platforms for students and teachers to interact). In this scenario the CONTRACTOR also will ensure students have reliable internet accessibility as well as the physical technology (i.e. Chromebooks, Ipads, hot-spots etc) required to access and participate. In this scenario the CONTRACTOR will provide a mutually agreeable attendance/service log tracking mechanism so as to ensure clear understanding of attendance, service delivery and related billing.

When a school closure contemplated by this paragraph is lifted, CONTRACTOR shall notify the LEAs it serves of any lost instructional minutes. CONTRACTOR and LEAs shall work collaboratively to determine the need, if any, for make-up days or service changes, and shall work together to amend IEP and ISA paperwork as appropriate.

63. INSPECTION AND AUDIT

CONTRACTOR shall maintain and LEA shall have the right to examine and audit all of the books, records, documents, accounting procedures and practices and other evidence that reflect all costs claimed to have been incurred or fees claimed to have been earned under this Agreement. Access for inspection and audit may include unannounced inspections by LEA.

CONTRACTOR shall provide LEA access to all records, including but not limited to those documents identified in Paragraph 9 of this Master Contract. CONTRACTOR shall make all records available at the office of LEA or CONTRACTOR'S offices (to be specified by LEA), at all reasonable times and without charge. Copies of all records shall be provided to LEA within five (5) working days of a written request from LEA. CONTRACTOR shall, at no cost to LEA, provide assistance for such examination or audit. LEA's rights under this section shall also include access to CONTRACTOR'S offices for purposes of

interviewing CONTRACTOR'S employees. If any document or evidence is stored in an electronic form, a hard copy shall be made available to LEA, unless LEA agrees to the use of the electronic format.

CONTRACTOR shall obtain from its subcontractors and suppliers written agreements to the requirements of this section and shall provide a copy of such agreements to LEA upon request by LEA.

If an inspection, review, or audit by LEA, a state agency, a Federal agency, and/or an independent agency/firm determines that CONTRACTOR owes LEA monies as a result of CONTRACTOR'S over billing or failure to perform, in whole or in part, any of its obligations under this Master Contract, LEA shall provide to CONTRACTOR written notice demanding payment from CONTRACTOR and specifying the basis or bases for such demand. Unless CONTRACTOR and LEA otherwise agree in writing, CONTRACTOR shall pay to LEA the full amount owed as a result of CONTRACTOR'S over billing and/or failure to perform, in whole or in part, any of its obligations under this Master Contract, as determined by an inspection, review, or audit by LEA, a state agency, a Federal agency, and/or an independent agency/firm. CONTRACTOR shall make such payment to LEA within thirty (30) days of receipt of LEA's written notice demanding payment.

64. RATE SCHEDULE

The attached Rate Schedules (Exhibits A and B) limit the number of LEA students that may be enrolled and the maximum dollar amount of the contract. They may also limit the maximum number of students that can be provided specific services. Per Diem rates for LEA students whose IEPs authorize less than a full instructional day may be adjusted proportionally. In such cases only, the adjustments in basic education rate shall be based on the required minimum number of minutes per grade level as noted in California Education Code sections 46200-46208.

Special education and/or related services offered by CONTRACTOR shall be provided by qualified personnel as per State and Federal law, and the codes and charges for such educational and/or related services during the term of this Master Contract, shall be as stated in Exhibits A and B.

When CONTRACTOR is a nonpublic school associated with a Residential Treatment Center ("NPS/RTC"), Educationally Related Mental Health Services ("ERMHS") are provided in an integrated, intensive, educationally related therapeutic residential setting which includes social emotional/behavior support through individual counseling, group counseling, family consultation and support, as appropriate. It is a collaborative model which includes educational professionals and related service providers, where all supports and services are integrated in the NPS/RTC program. Costs for ERMHS are all inclusive and combined with the daily rate as ERMHS+RB ("ERMHS + Room and Board"). ERMHS plus Room and Board payments are based on positive attendance (payable for up to a maximum of 365 days) only, with up to a maximum of 10 days payment per student, per contract year, when a bed is unoccupied, for home visits of a therapeutic nature.

Any Nonpublic School ("NPS") or residential facility requesting a change in rate for any services provided during a subsequent Master Contract year must make a request in writing to the Sacramento County SELPA Directors, with a copy sent to LEA Director or designee, by January 15th of each calendar year. Increases will only be considered for approval for entities that have received a positive review on the Quality On-Site NPS Review Rubric.

65. DEBARMENT CERTIFICATION

By signing this agreement, CONTRACTOR certifies that:

- (a) CONTRACTOR and any of its shareholders, partners, or executive officers are not presently debarred, suspended, proposed for debarment, or declared ineligible for the award of contracts by any Federal agency, and

- (b) Has/have not, within a three-year period preceding this contract, been convicted of or had a civil judgment rendered against them for: commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a Federal, state or local government contract or subcontract; violation of Federal or state antitrust statutes relating to the submission of offers; or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, tax evasion, or receiving stolen property; and are not presently indicted for, or otherwise criminally or civilly charged by a Government entity with, commission of any of these offenses.

The Parties hereto have executed this Master Contract by and through their duly authorized agents or representatives. This Master Contract is effective on the 1st day of July 2020 and terminates at 5:00 P.M. on June 30, 2021, unless sooner terminated as provided herein.

CONTRACTOR
«NonPublic_School»

LEA
Sacramento City Unified School District

By: _____
«Contract_Signer» Date
«Signer_Title»

By: _____
Rose Ramos Date
Chief Business Officer

Notices to CONTRACTOR shall be addressed to:

«Contract_Signer», «Signer_Title»
«NonPublic_School»
«Mailing_Address»
«Mailing_City», «State» «Zip»

P: «Phone» F: «Fax»
Email: «Email_Address»

Notices to LEA shall be addressed to:

Rebecca Bryant, Director III, Special Education
Sacramento City Unified School District
5735 47th Avenue
Sacramento, CA 95824

P: 916-643-9163 F: 916-643-9466
Email: beckybr@scusd.edu

EXHIBIT A: RATES - NON-PUBLIC SCHOOL ONLY

CONTRACTOR «NonPublic_School»

CONTRACTOR NUMBER _____ **2020-21**
(CONTRACT YEAR)

Per CDE Certification, total enrollment may not exceed _____ **If blank, the number shall be as determined by CDE Certification.**

Rate Schedule. This rate schedule limits the number of LEA students who may be enrolled and the maximum dollar amount of the contract. It may also limit the maximum number of students who can be provided specific services. Special education and/or related services offered by CONTRACTOR, and the charges for such educational and/or related services during the term of this contract shall be as follows:

Payment under this contract may not exceed _____
Total LEA enrollment may not exceed _____
(per Master Contract Section 62)

	Rate	Period
A. <u>Basic Education Program/Special Education Instruction</u>	«Daily_Rate»	Per Day
Basic Education Program/Dual Enrollment	_____	_____

Per diem rates for LEA students whose IEPs authorize less than a full instructional day shall be adjusted proportionally.

B. Related Services

(1)	a. Transportation – Round Trip (NPS only, unless otherwise agreed to by LEA)	«Transportation»	Each
	b. Transportation – One Way (NPS only, unless otherwise agreed to by LEA)	_____	_____
	c. Transportation-Dual Enrollment	_____	_____
	d. Public Transportation	_____	_____
	e. Parent*	_____	_____
(2)	a. Educational Counseling – Individual	_____	_____
	b. Educational Counseling – Group of	_____	_____
	c. Counseling – Parent	_____	_____
(3)	a. Adapted Physical Education – Individual	_____	_____
	b. Adapted Physical Education – Group of _____	_____	_____
	c. Adapted Physical Education – Group of _____	_____	_____
(4)	a. Language and Speech Therapy – Individual	_____	_____
	b. Language and Speech Therapy – Group of 2	_____	_____
	c. Language and Speech Therapy – Group of 3	_____	_____
	d. Language and Speech Therapy – Per diem	_____	_____
	e. Language and Speech - Consultation Rate	_____	_____
(5)	a. Additional Instructional Assistant - Individual (must be authorized on IEP)	_____	_____
	b. Additional Instructional Assistant – Group of 2	_____	_____
	c. Additional Instructional Assistant – Group of 3	_____	_____
(6)	Intensive Special Education Instruction**	_____	_____
(7)	a. Occupational Therapy – Individual	_____	_____
	b. Occupational Therapy – Group of 2	_____	_____
	c. Occupational Therapy – Group of 3	_____	_____
	d. Occupational Therapy – Group of 4 - 7	_____	_____
	e. Occupational Therapy - Consultation Rate	_____	_____
(9)	Physical Therapy	_____	_____
(10)	a. Behavior Intervention – BII	_____	_____

b. Behavior Intervention – BID

Provided by: _____

(11) Nursing Services

(12) Residential Room & Board

(13) Mental Health Services

Other «DIS_Rates»

_____	_____
_____	_____
_____	_____
_____	_____
«Resident al_Rate»	_____
_____	_____
«Mental_ Health_Se rvices»	_____
_____	_____
_____	_____

*Parent transportation reimbursement rates are to be determined by LEA.
**By credentialed Special Education Teacher.

INDIVIDUAL SERVICES AGREEMENT FOR NONPUBLIC, NONSECTARIAN SCHOOL SERVICES
(Education Code Sections 56365 *et seq.*)

This agreement is effective on _____ or the date student begins attending a nonpublic school if after the date identified, and terminates at 5:00 P.M. on June 30, 2021, unless sooner terminated as provided in the Master Contract and by applicable law.

Local Education Agency(LEA)				Nonpublic School			
Address				Address			
City, State Zip				City, State, Zip			
LEA Case Manager				Phone		Fax	
				e-Mail			
Student Last Name		Student First Name		Program Contact Name			
D.O.B.		I.D. #		Phone		Fax	
Grade		Level		Sex		() M () F	
Parent/ Guardian Last Name		Parent/ Guardian First Name		Education Schedule – Regular School Year			
				Number of Days		Number of Weeks	
Address		Contract Begins		Education Schedule – Extended School Year			
				Number of Days		Number of Weeks	
City, State, Zip		Business		Master Contract Approved by the Governing Board on			
Home Phone							

DESIGNATED INSTRUCTION AND SERVICES / RELATED SERVICES:

<u>SERVICES</u>	<u>PROVIDER</u>				Cost and Duration of Session	Number of Sessions per wk/mo/yr	Maximum Number of Sessions		Estimated Maximum Total Cost for Contracted Period
	<u>LEA</u>	<u>NPS</u>	<u>NPA</u>	OTHER Specify			Reg School Year	ESY	
A. BASIC EDUCATION									
B. RELATED SERVICES									
1. Transportation a. Paid to NPS/A b. Reimburse parent									
2. Counseling a. Group b. Individual c. Family									
3. Adapted P.E.									
4. Speech/Language a. Group b. Individual									
5. Occupational Therapy a. Therapy b. Consultation									

B. RELATED SERVICES (cont'd)	Provider				Cost and Duration of Session	Number of Sessions per wk/mo/yr	Maximum Number of Sessions		Estimated Maximum Total Cost for Contracted Period
	<u>LEA</u>	<u>NPS</u>	<u>NPA</u>	OTHER Specify			Reg School Year	ESY	
	6. Physical Therapy a. Therapy b. Consultation								
7. ABA a. Consult b. Direct c. Supervision d. Assessment									
8. One-to-One Aide									
9. Other									
						TOTAL COST		\$	

ESTIMATED MAXIMUM RELATED SERVICES COST \$ _____

SPECIALIZED EQUIPMENT/SUPPLIES _____ \$ _____

TOTAL ESTIMATED MAXIMUM BASIC EDUCATION/ RELATED SERVICES COSTS/SPECIALIZED EQUIPMENT/SUPPLIES \$ _____

4. Other Provisions/Attachments: _____

5. Progress Reporting Requirements: _____ Quarterly _____ Monthly _____ Other (Specify _____)

MASTER CONTRACT APPROVED BY THE GOVERNING BOARD ON _____

The Parties hereto have executed this Individual Services Agreement by and through their duly authorized agents or representatives as set forth below.

-CONTRACTOR-

-LEA-

(Name of Nonpublic School)

(Name of LEA)

(Signature) _____ (Date)

(Signature) _____ (Date)

(Name and Title)

(Name of Superintendent or Authorized Designee)

EXHIBIT B: RATES – NON-PUBLIC AGENCY ONLY – 2020-2021 CONTRACT YEAR

CONTRACTOR: _____ CONTRACTOR NUMBER _____ CDE TOTAL ENROLLMENT ALLOWED _____

Rate Schedule. This rate schedule limits the number of LEA students who may be enrolled and the maximum dollar amount of the contract. It may also limit the maximum number of students who can be provided specific services. Special education and/or related services offered by CONTRACTOR, and the charges for such educational and/or related services during the term of this contract shall be as follows:

Payment under this contract may not exceed _____
 Total LEA enrollment may not exceed _____
 (per Master Contract Paragraph 62)

SERVICE	DESCRIPTION	RATE
Language and Speech Therapy	PER DIEM – NPA provides all services at assigned school site for a flat per diem rate based on a full work day for this discipline. Rate will be pro-rated if NPA staff works less than a full work day.	\$ _____ Per Diem
	DIRECT THERAPY 1:1 or small group	
	CONSULTATION: student observation as it relates to program development and/or data collection; IEP team member training; collaboration with IEP team member(s)	\$ _____ Per Hour
	OTHER SERVICES: (requires prior approval of LEA per Section 36 of the Master Contract) formal assessment and report writing; written annual progress report; benchmark reporting on SEIS; sizing and adjustment of equipment; attendance at IEP meetings	
Occupational Therapy	PER DIEM – NPA provides all services at assigned school site for a flat per diem rate based on a full work day for this discipline. Rate will be pro-rated if NPA staff works less than a full work day.	\$ _____ Per Diem
	DIRECT THERAPY 1:1 or small group	
	CONSULTATION: student observation as it relates to program development and/or data collection; IEP team member training; collaboration with IEP team member(s)	\$ _____ Per Hour
	OTHER SERVICES: (requires prior approval of LEA per Section 36 of the Master Contract) formal assessment and report writing; written annual progress report; benchmark reporting on SEIS; sizing and adjustment of equipment; attendance at IEP meetings	
Physical Therapy	PER DIEM – NPA provides all services at assigned school site for a flat per diem rate based on a full work day for this discipline. Rate will be pro-rated if NPA staff works less than a full work day.	\$ _____ Per Diem
	DIRECT THERAPY 1:1 or small group	
	CONSULTATION: student observation as it relates to program development and/or data collection; IEP team member training; collaboration with IEP team member(s)	\$ _____ Per Hour
	OTHER SERVICES: (requires prior approval of LEA per Section 36 of the Master Contract) formal assessment and report writing; written annual progress report; benchmark reporting on SEIS; sizing and adjustment of equipment; attendance at IEP meetings	
Behavior Intervention Services	PER DIEM – NPA provides all services at assigned school site for a flat per diem rate based on the work day for this discipline. Rate will be pro-rated if NPA staff works less than the identified work day: <i>Check the applicable work day:</i> <input type="checkbox"/> Full Work Day <input type="checkbox"/> Half Work Day	\$ _____ Per Diem
	DIRECT STUDENT AIDE 1:1 or small group, implementing behavior plan, data collection.	\$ _____ Per Hour
	CONSULTATION: student observation as it relates to program development and/or data collection; IEP team member training; collaboration with IEP team member(s).	\$ _____ Per Hour
	SUPERVISING CONSULTANT: student observation as it relates to program development and/or data collection; IEP team member training; collaboration with IEP team member(s).	\$ _____ Per Hour
	OTHER SERVICES: (requires prior approval of LEA per Section 36 of the Master Contract) formal assessment and report writing; written annual progress report; benchmark reporting; attendance at IEP meetings.	\$ _____ Per Hour
Other:	PER DIEM – NPA provides all services at assigned school site for a flat per diem rate based on a full work day for this discipline. Rate will be pro-rated if NPA staff works less than a full work day.	\$ _____ Per Diem
		\$ _____ Per Hour

INDIVIDUAL SERVICES AGREEMENT FOR NONPUBLIC AGENCY SERVICES (Education Code Sections 56365 et seq.)

This agreement is effective on _____ or the date student begins receiving services from a nonpublic agency, if after the date identified, and terminates at 5:00 P.M. on June 30, 2021, unless sooner terminated as provided in the Master Contract and by applicable law.

SELPA INFORMATION	
Special Education	Program Contact: Rebecca Bryant
Sacramento City Unified School District	Program Contact Phone: (916) 643-9174
5735 47 th Avenue	Program Contact Fax: (916) 399-2019
Sacramento, CA 95824	Program Contact E-mail: Beckybr@scusd.edu

NPA INFORMATION	
Nonpublic Agency:	Program Contact:
Address:	Program Contact Phone:
City/State/Zip	Program Contact Fax:
	Program Contact E-mail:

STUDENT INFORMATION			
Student Last:		Student First:	
DOB:	Grade:	Sex: () F () M	Student ID#:
Student Track:		Progress Reporting Requirements: (At least 4 per Section 36)	
# of Days Reg School Yr:	# of Days Ext School Yr:	() IEP Benchmark Dates () Other: _____	
Parent/Guardian Last:		Parent/Guardian First:	
Parent/Guardian Phone #1: ()-		Parent/Guardian Phone #2: ()-	
School Site:		SpEd Case Manager:	
Address:		SpEd Case Manager Phone: (916)-	
City/Zip:		SpEd Case Manager Fax: (916)-	
School Site Phone: (916)-		SpEd Case Manager E-mail: @scusd.edu	

CONTRACT INFORMATION		
ISA Begins:	ISA Ends:	Master Contract Approved by Governing Board on:

SERVICE INFORMATION									
	Direct Therapy Sessions/Duration per IEP Year		Consultation Sessions/Duration per IEP Year		Other Services per IEP Year		TOTAL Duration	COST Per Hour	Estimated Max Total for ISA Period
	Reg School YR	ESY	Reg School YR	ESY	Reg School YR	ESY			
Language and Speech Therapy	sessions minutes	sessions minutes	sessions minutes	sessions minutes			hours		
Occupational Therapy	sessions minutes	sessions minutes	sessions minutes	sessions minutes			hours		
Physical Therapy	sessions minutes	sessions minutes	sessions minutes	sessions minutes			hours		

Behavior Intervention Services	sessions minutes	sessions minutes	sessions minutes	sessions minutes			hours		
Other:	sessions minutes	sessions minutes	sessions minutes	sessions minutes			hours		

The Parties hereto have executed this Individual Services Agreement by and through their duly authorized agents or representatives as set forth below.

-CONTRACTOR-

-LEA-

(Name of Nonpublic Agency)

(Name of LEA)

(Signature)

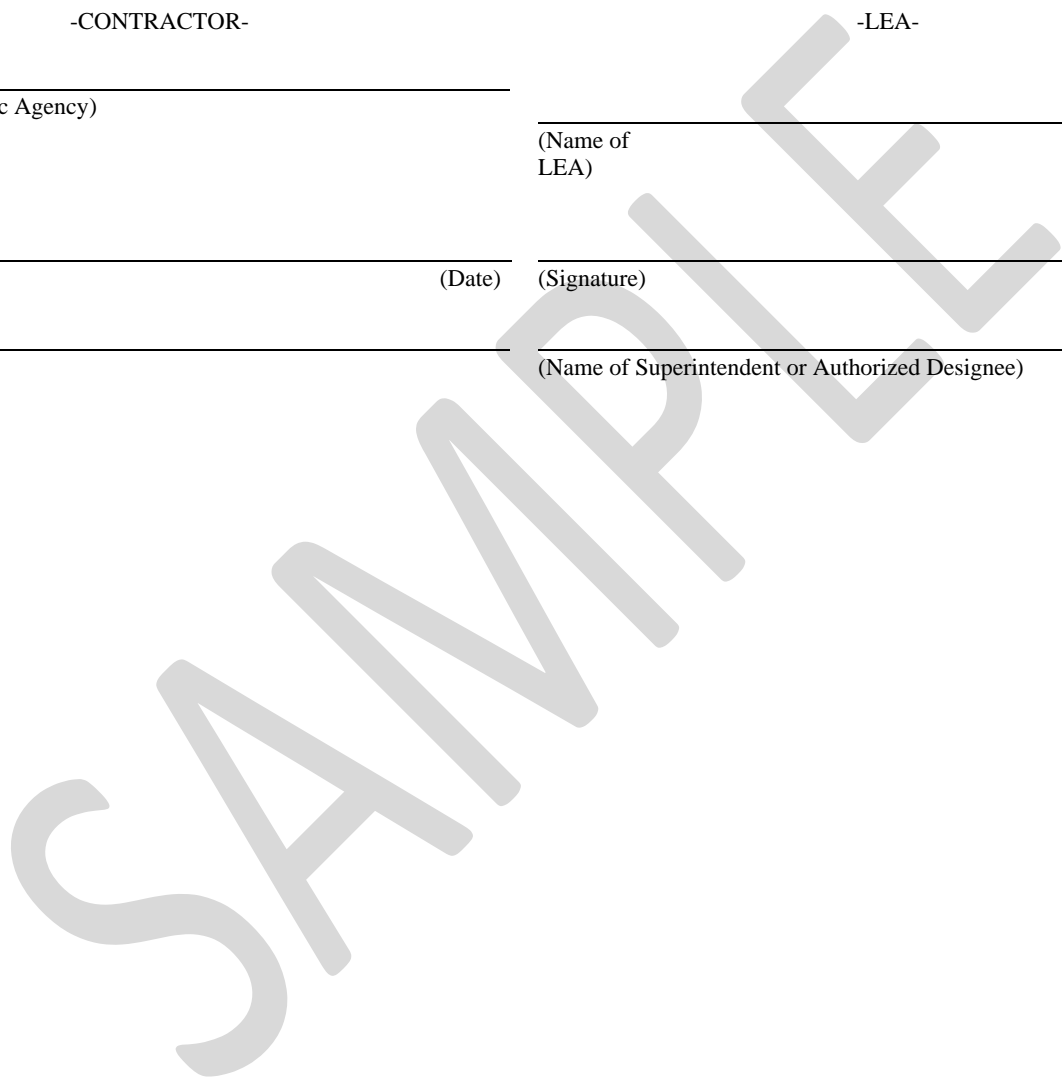
(Date)

(Signature)

(Date)

(Name and Title)

(Name of Superintendent or Authorized Designee)





COMPUCLAIM, INC.
221 Third Street
Newport, Rhode Island 02840

MEDI-CAL LEA BILLING OPTION PROGRAM

This Agreement (“Agreement”) is made and entered this 3rd day of June 2016 and between the Sacramento City Unified School District (“local educational agency” or “SCUSD”) having an address at 5735 47th Avenue, Sacramento, CA 95824, and CompuClaim, Inc. (“COMPUCLAIM”) having an address at 221 Third Street, Newport, RI 02840 (individually “Party,” together “Parties”).

RECITALS

WHEREAS, COMPUCLAIM offers Medi-Cal LEA Billing Option (LBO) Claiming Services to California local education agencies; and

WHEREAS, SCUSD desires to utilize COMPUCLAIM’s billing services; and

WHEREAS, the purpose and subject of this Agreement is limited to the provision of billing services.

NOW THEREFORE, in consideration of the terms and conditions set forth herein, the Parties agree as follows:

1. COMMENCEMENT, DURATION, AND TERMINATION OF SERVICES

- (A) This Agreement shall be effective on the date signed by both Parties and continue through the duration of the current fiscal year. SCUSD Obligations under subsections 3(A); 3(D); and (E), hereinafter defined, shall commence on July 1, 2016.
- (B) The initial term of this agreement shall commence on July 1, 2016 and shall continue until June 30, 2017. This contract is automatically renewed at the beginning of each subsequent fiscal year for an additional twelve (12) months unless one Party has provided written notice of cancellation to the other Party not less than thirty (30) days prior to the renewal date.
- (C) Either Party may terminate this Agreement in the event of material breach by the other Party after providing the breaching Party with a thirty (30) day period to cure the breach or the breach is not cured. If a cure is not possible, the Agreement may be terminated immediately.
- (D) SCUSD may terminate this Agreement, with or without cause, upon thirty (30) days written notice to COMPUCLAIM, provided SCUSD pays all fees for services provided through the effective date of termination.



2. COMPUCLAIM OBLIGATIONS

- (A) Eligibility Determination. COMPUCLAIM will determine Medi-Cal eligibility and ascertain Medi-Cal identifier numbers for students served by SCUSD within limits imposed by California Department of Health Care Services ("DHCS") and county governments upon commencement of the LBO services, and monthly thereafter (An updated student extract will be provided by SCUSD and sent to CompuClaim for monthly tape match process). Determination of eligibility information will be retained by COMPUCLAIM and will be used solely to provide Medi-Cal billing services hereunder. COMPUCLAIM will provide SCUSD with the monthly returned Medi-Cal eligibility file in flat file format.
- (B) Provider Logs. COMPUCLAIM will provide to SCUSD specifically designed web-based provider logs and web-based LBO billing information for use by the SCUSD's healthcare providers in connection with the LBO program and this Agreement, but for no other purpose.
- (C) Training and Support. COMPUCLAIM will coordinate, schedule, and provide training, continuing education, and online support for SCUSD staff necessary for the preparation of data required for the submission of LBO claims to Medi-Cal. The training and continuing education shall occur as agreed by the Parties. COMPUCLAIM will maintain knowledge of current billing procedures, rules, and laws for California's LBO claiming program and knowledge of the Centers of Medicare and Medicaid Services (CMS) guidelines as they pertain to provisions of services under this Agreement.
- (D) Data Input. COMPUCLAIM shall be responsible for providing the online web-based data entry portal for healthcare service logs, student/class enrollment dates, and all information given to COMPUCLAIM by SCUSD and for electronic transmittal to the DHCS.
- (E) Access to Data Entry Portal. COMPUCLAIM shall provide a password(s) to the SCUSD for use by its designated employees and authorized personnel in connection with this Agreement.
- (F) Reporting of Unauthorized Disclosures or Misuse of Student Information. COMPUCLAIM, within one business day of discovery, shall report to SCUSD any use or disclosure of Student Information not authorized by the Agreement or in writing by SCUSD. COMPUCLAIM's report shall identify: (i) the nature of the unauthorized use or disclosure; (ii) the Student Information used or disclosed, (iii) who made the unauthorized use or received the unauthorized disclosure, (iv) what COMPUCLAIM has done or shall do to mitigate any effect of the unauthorized use or disclosure, and (v) what corrective action COMPUCLAIM has taken or shall take to prevent future similar unauthorized use or disclosure. COMPUCLAIM shall provide such other information, including a written report, requested by SCUSD.



- (G) Return or Destruction of Student Information. Upon termination, cancellation, expiration or other conclusion of the Agreement, COMPUCLAIM shall return all Student Information to SCUSD, or if return is not feasible as determined by SCUSD in written notice to COMPUCLAIM, destroy any and all Student Information
- (H) Review of Claims. COMPUCLAIM will review all claims data provided by SCUSD for accuracy based upon business rules.
- (I) Claims Submittal. COMPUCLAIM will make reasonable efforts to submit each Medi-Cal claim to DHCS within thirty (30) days of receipt from SCUSD of all information necessary for processing each claim. COMPUCLAIM will also make reasonable efforts to submit retroactive claims existing at the commencement of this Agreement so as to minimize revenue lost due to Medi-Cal's one (1) year billing limit. COMPUCLAIM will provide training for SCUSD to submit Medi-Cal Claims to DHCS.
- (J) Reports. COMPUCLAIM will provide SCUSD with the Billing Cycle Evaluation reports for the claims submitted to Medi-Cal.
- (K) Reviews and Audits. COMPUCLAIM will assist SCUSD to prepare for Center for Medicaid/Medicare Services and DHCS reviews and audits.

3. SCUSD OBLIGATIONS

- (A) Input Data.
 - (i) SCUSD shall provide COMPUCLAIM, on a timely basis, all forms, documentation, and data in a manner prescribed by COMPUCLAIM and required for the successful preparation, verification, and submission of claims. Information shall be provided by SCUSD so that it may be captured by COMPUCLAIM through the COMPUCLAIM services portal.
 - (ii) Accurate, complete, and correct data necessary for COMPUCLAIM to perform its services hereunder shall be the sole responsibility of SCUSD. COMPUCLAIM shall not be responsible for any delays or failure to prepare a claim because of incomplete, inaccurate, or incorrect data provided by SCUSD.
 - (iii) SCUSD shall notify COMPUCLAIM of any error and omission in information sent to COMPUCLAIM so that COMPUCLAIM may process a claim adjustment for submission to Medi-Cal.
- (B) Training. Arrange for SCUSD staff to attend in person or Web based training sessions.



- (C) Contact Person. SCUSD will provide a contact person who shall serve as a coordinator for all SCUSD activities. The designated person will work directly with COMPUCLAIM staff.
- (D) Healthcare Provider Logs. SCUSD will maintain complete and accurate online healthcare provider logs of all healthcare services provided by SCUSD and will maintain the logs on an up-to-date basis to allow COMPUCLAIM and or SCUSD to transmit billing to DHCS on a weekly, bi weekly or monthly basis.
- (E) Computer File. Upon commencement of the Agreement and monthly thereafter, SCUSD will provide COMPUCLAIM with a computer file in a format specified by COMPUCLAIM of all student data requested by COMPUCLAIM from SCUSD's computer systems or from the computer system of the individual schools SCUSD comprises.
- (F) Designation and Responsibilities of SCUSD for Its Authorized Users. SCUSD shall designate those employees and other personnel ("Users") who shall be given access to its web portal. SCUSD shall ensure that its Users are familiar with and will comply with the terms and conditions for use of the web portal as set forth in this Agreement. SCUSD shall be responsible for any unauthorized use by its employees and other personnel. SCUSD agrees that unauthorized use of passwords issued by COMPUCLAIM is prohibited. SCUSD understands that that Users and the SCUSD may be held liable for any unauthorized use and distribution of passwords.

4. PAYMENT

- (A) COMPUCLAIM shall submit to SCUSD a monthly invoice for an annual licensing fee upon signing of contract agreement, and on July 1st of each subsequent fiscal year, (See accompanying pricing in Attachment A).
- (B) Obligations incurred as a result of this Agreement from services provided by COMPUCLAIM to SCUSD remain the responsibility of SCUSD whether or not LBO funds are recovered by SCUSD due to no fault of the COMPUCLAIM or the SCUSD.

5. OWNERSHIP OF PROGRAMS, MATERIALS AND RECORDS

All computer hardware supplied by COMPUCLAIM, operating system software, application software, programs, documentation, specifications, tapes, instruction manuals and similar material utilized and/or developed solely by COMPUCLAIM or its contractor(s) in connection with its systems, and all patents, trade secrets, copyrights, trademarks, and other intellectual property rights are, as between COMPUCLAIM, its contractors and SCUSD, the sole and exclusive property of COMPUCLAIM or its contractors. SCUSD agrees to make no unauthorized use of these materials and systems and to preserve these materials and maintain the confidentiality of any and all of these materials in its possession. All student records, medical records, claims, and other



student and medical data developed by SCUSD or jointly by COMPUCLAIM and SCUSD shall remain the property of SCUSD. Upon termination, cancellation, expiration or other conclusion of the Agreement, COMPUCLAIM shall return all student, provider, claim, notes/authorizations and IEP data to SCUSD, or if return is not feasible as determined by SCUSD in written notice to COMPUCLAIM, destroy any and all.

6. CONFIDENTIALITY

- (A) The Parties agree that because of the proprietary nature of the software and training materials and the confidential nature of student records and medical information, it is essential that all information, data, and materials, whether transmitted in hard copy or in electronic media form, be maintained in each Party's confidence. Each Party agrees for itself, its employees, agents and independent contractors, that all information and/or data and/or materials received from the other Party shall be held in confidence to the extent required by law and each Party agrees not to reproduce, disclose, or relinquish any data, information, or materials to any Party other than an authorized representative of the other Party except if the information is public information under the California Public Records Act, and except as required by law.
- (B) The Parties agree that because of the unique nature of the data and/or information and/or materials to be transmitted, money damages for breach of the foregoing provision shall be wholly inadequate to fully compensate the aggrieved Party, and therefore, the aggrieved Party shall be entitled to full temporary and/or permanent injunctive relief against any breach or threat of breach of the foregoing provisions.
- (C) COMPUCLAIM is designated as a "school official" for SCUSD and shall keep student records confidential as required under state and federal law. COMPUCLAIM will maintain and use commercially reasonable administrative, technical, and physical security measures to preserve the confidentiality of electronically maintained data received from SCUSD.
- (D) COMPUCLAIM is the licensee of certain software and billing tools including, but not limited to, a web portal. COMPUCLAIM shall allow the SCUSD to use the licensed software and/or billing tools on the condition that the SCUSD also agrees to be bound by and comply with the licensee's obligations as set forth in Section 9 of the Vendor Agreement. Section 9 of the Vendor Agreement is attached hereto and incorporated herein as Exhibit "A."
- (E) Confidentiality requirements for Vendor with respect to student records are contained in Schedule C of the Vendor Agreement, a copy of which is attached hereto and incorporated herein as Exhibit "B."

7. COMPLIANCE WITH LAWS; HIPAA; FERPA

The Parties shall both comply with any and all applicable laws and regulations governing the conduct of their respective businesses, including, without limitation, (1)



confidentiality and rights of review of educational and medical records to the extent applicable, including, but not limited to, the Family Educational Rights and Privacy Act (FERPA), 20 U. S.C. 1232g and 34 C.F.R. Part 99, as amended, and (ii) transaction and code data standards, including, but not limited to, the Health Insurance Portability and Accountability Act (HIPAA), 45 C.F.R, Part 162, as amended.

8. HOLD HARMLESS AND MUTUAL INDEMNIFICATION

COMPUCLAIM and SCUSD shall each defend, indemnify, and hold the other Party and its officials, officers, employees, consultants, contractors, subcontractors, volunteers, and agents free and harmless from any and all claims, demands, causes of action, costs, expenses, liability, loss, damage or injury, in law or equity, to property or persons, including wrongful death, to the extent arising out of or incident to any negligent acts, omissions, or willful misconduct of the indemnifying Party or its officials, officers, employees, consultants, contractors, subcontractors, volunteers, and agents arising out of or in connection with the performance of this Agreement, including without limitation, the payment of consequential damages and attorneys' fees and other related costs and expenses.

9. ERRORS AND OMISSIONS

It is recognized by the SCUSD that errors in processing Medicaid claims may occur, resulting in the disallowance of claims and/or demands that the SCUSD return funds paid to it by Medicaid and/or the California Department of Healthcare Services. The disallowance of claims and/or demands for return of funds paid may be the result of human error, whether by the SCUSD or COMPUCLAIM, but may also be the product of existing ambiguities in the laws and regulations regarding the appropriate manner of processing claims and/or eligibility for reimbursement for various types of services. Accordingly, while COMPUCLAIM will use its best efforts to process the SCUSD's claims and to remedy any defects, the SCUSD will indemnify, defend, and hold COMPUCLAIM harmless for any and all disallowance of claims; and any and all demands, claims, suits, actions or judgments for return of Medicaid and/or Department of Healthcare Services funds arising out of COMPUCLAIM's good faith performance of its duties under this contract. It is further agreed by and between the parties that in the event that the SCUSD is required to return Medicaid and/or Department of Healthcare Services funds due to inaccurate information provided by the district to COMPUCLAIM, any portion of those amounts that were paid to COMPUCLAIM as compensation for COMPUCLAIM's provision of services under this contract will be non-refundable.

In the event the SCUSD is required to return funds to Medicaid and/or the Department of Healthcare Services due to an error directly attributable to COMPUCLAIM, the SCUSD agrees that its remedy shall be limited to a return of fees paid to COMPUCLAIM for the claim that contained such error. During the course of this contract COMPUCLAIM will maintain an active Errors and Omissions Policy.



10. INTELLECTUAL PROPERTY

If, in the performance of this contract, the SCUSD its employees, agents and servants are given access to information that COMPUCLAIM considers confidential, the rights and obligations of the parties with respect to such information shall be governed by the terms and conditions set forth below.

- A. For the purposes of this contract, "Confidential Information" is information of any kind, disclosed by COMPUCLAIM to the SCUSD, its employees, agents, and servants and is identified by appropriate marking as confidential at the time of disclosure. In the event that Confidential Information must be disclosed visually or orally, these obligations shall apply only to that information which is confirmed as being confidential in writing by COMPUCLAIM within ten (10) working days of the disclosure.
- B. It is agreed by COMPUCLAIM and the SCUSD that the obligations of confidentiality shall not attach to information which:
1. is publicly available prior to the date of the Agreement or becomes publicly available thereafter through no wrongful act of the SCUSD;
 2. was known to the SCUSD prior to the date of the Agreement or becomes known to the SCUSD thereafter from a third party having an apparent bona fide right to disclose the information;
 3. is disclosed by the SCUSD in accordance with the terms of COMPUCLAIM's prior written approval;
 4. is disclosed by COMPUCLAIM without restriction on further disclosure;
 5. is independently developed by SCUSD;
 6. The SCUSD is obligated to produce pursuant to an order of a court of competent jurisdiction or a valid administrative or congressional subpoena, or state or federal law, provided that the SCUSD promptly notifies COMPUCLAIM.
- C. The SCUSD shall use COMPUCLAIM's Confidential Information solely for the purpose of performing its obligations under this contract. The SCUSD agrees to make Confidential Information available only to the SCUSD employees, agents, or servants who require access to it in the performance of this contract, and to inform them of the confidential nature of such information. The SCUSD shall exert reasonable efforts to maintain such information in confidence. The SCUSD shall immediately, upon discovery of any disclosure not authorized hereunder, notify COMPUCLAIM and take reasonable at SCUSD to prevent any further disclosure or unauthorized use. These obligations shall survive the termination of this contract. At the termination of this contract, the SCUSD agrees to promptly return any and all materials marked as confidential in accordance with subsection A above.



11. LIMITATION OF LIABILITY ARISING FROM DEFAULT IN SERVICES

COMPUCLAIM shall not be liable or deemed to be in default for any delays or failure in performance or non-performance or interruption of service under this Agreement resulting from any cause beyond the reasonable control of COMPUCLAIM.

COMPUCLAIM's liability, under this Agreement, is limited to the amount paid by SCUSD for the services under this Agreement. COMPUCLAIM shall not be liable for any indirect, consequential, or incidental damages arising out of this Agreement.

12. WARRANTY LIMITATION

COMPUCLAIM makes no representation or warranties expressed or implied, including, but not limited to, the warranties of merchantability and fitness for a particular purpose, arising by operation of law or otherwise, except as expressly stated herein.

13. WORKERS' COMPENSATION

For the purpose of workers' compensation coverage, the Stanislaus County Superintendent of Schools, who hires the staff for the COMPUCLAIM and functions as the administrative unit of the COMPUCLAIM, shall be the employer for COMPUCLAIM staff and shall bear the responsibility of providing workers' compensation insurance or coverage for its employees providing COMPUCLAIM services covered by this Agreement.

14. GENERAL

- (A) Effect of Recitals. The Recitals above are deemed true and correct and are hereby incorporated into this paragraph as though fully set forth herein, and SCUSD and COMPUCLAIM acknowledge and agree that they are bound by the same.
- (B) Entire Agreement. This Agreement constitutes the entire Agreement between the Parties pertaining to the subject matter hereof, and supersedes all prior and contemporaneous agreements and understandings of the Parties for the provision of LBO services by COMPUCLAIM.
- (C) Successors. This Agreement shall be binding upon and inure to the benefit of the successors, assigns, and legal representatives of the respective Parties hereto. Each Party agrees that there are no third-party beneficiaries to this Agreement except to the extent provided herein. Neither Party may assign this Agreement in whole or in part, without the prior written consent of the non-assigning Party.
- (D) Attorneys' Fees. In the event that COMPUCLAIM or SCUSD commences a legal proceeding, each Party shall pay its own legal fees.
- (E) Severability. In the event that any term or provision of this Agreement is held to be illegal, invalid, or unenforceable under the laws, regulations or ordinances of the federal, state or local government, such term or provision shall be deemed



severed from this Agreement and the remaining terms and provisions shall remain unaffected thereby.

- (F) Notices. Any notice sent pursuant to this Agreement shall be sent by certified mail to the Parties at their respective addresses.
- (G) Applicable Law. This Agreement shall be governed by and construed in accordance with the laws of California, as applicable.
- (H) Anti-Fraud and Abuse. Notwithstanding anything to the contrary herein, this Agreement shall be subject to all applicable federal, state, and local laws, and regulations and directives concerning Medicare/Medicaid and Medi-Cal SCUSD billing and other medical reimbursement, fraud, and abuse limitations. To the extent anything contained herein violates any of the above laws, statutes, regulations, or interpretations, then the provision in question or this entire Agreement, if necessary, shall be automatically void and of no effect whatsoever.
- (I) Survival of Non-disclosure Obligation. The obligation of non-disclosure and confidentiality in this Agreement shall survive the termination of the Agreement and shall be in full force and effect notwithstanding such expiration or termination.
- (J) Descriptive Headings. The descriptive headings in this Agreement are for convenience and reference only and in no way affect or alter the intent or effect of this Agreement.
- (K) Amendments. This Agreement may only be modified amended by a written document executed by both SCUSD's governing board and COMPUCLAIM.

15. SCUSD GOVERNING BOARD AUTHORIZATION

SCUSD affirms that the individual signing on behalf of the SCUSD below is authorized by the Governing Board to execute this Agreement.

[Signature Page Follows]



IN WITNESS WHEREOF, the Parties hereto have set their hands and seals the day and year below written.

BY: SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

Signature: _____

Name: Gerardo Castillo

Title: Chief Business Officer

Date: June 14, 2016

BY: COMPUCLAIM, INC

Signature: _____

Name: Peter Carson

Title: President

Date: _____

6/8/16



PRICING PROPOSAL

Based on the current needs of the SCUSD CompuClaim proposes the following pricing:

Description	Cost	Total Cost
Annual licensing fee	\$72,500	\$72,500 invoiced on a monthly basis upon signing of contract. Beginning July 1, 2016: Monthly invoices of \$6041.67
Shared Billing Management between CompuClaim and SCUSD	\$15,000	* \$0 This additional management fee will be waived during the length of contract agreement between CompuClaim and SCUSD
**IEP Validation Tool	\$10,000	\$0 IEP Validation Tool fee will be waived during the length of contract agreement between CompuClaim and SCUSD.
Installation Fee	Price is inclusive of set up, data integration, webinar training, and testing to California DHCS Medicaid fiscal intermediary	\$0
On-site Administrator and Provider Training	3 day onsite training included. Additional days at \$1,500 per day. Travel, meals, and lodging not included	\$0.00 T.B.D.
Web based training sessions	\$0 Includes training of additional staff as needed	\$0
***Additional customization	All additional customization requests will be indicated in a change request and will be considered new development	\$180 per hour depending on complexity of change request.

Pricing determined by Student Special Education count, number of providers, schools to include onsite and web based training, all configuration as outlined in proposal including:

- Through shared billing management services currently captured on paper logs for input into the service portal will be entered by SCUSD ADMIN. staff.



- Through shared billing management outstanding claims for the 2015-2016 year can be provided to CompuClaim for submission in approved format requiring specific data fields.

** IEP Validation Tool anticipated rollout for end of October 2016

Installation includes configuration of SCUSD proposal.

- Group student schedule sessions under development for the new school year.
- Transportation to include mileage and total trips can be extracted from electronic transportation software currently used by SCUSD. Paper attendance logs will be entered by SCUSD staff in the service portal.
- All state changes are configured at no charge to the district through the contract agreement
- Currently under review uploading documents as PDF files no current anticipated completion date.

***Additional functionality not outlined in current proposal requires a needs assessment and change request as agreed upon by both the district and CompuClaim.



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 11.1b

Meeting Date: August 20, 2020

Subject: Approve Personnel Transactions

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

Division: Human Resources Services

Recommendation: Approve Personnel Transactions

Background/Rationale: N/A

Financial Considerations: N/A

LCAP Goal(s): Safe, Clean and Healthy Schools

Documents Attached:

1. Certificated Personnel Transactions Dated August 20, 2020
2. Classified Personnel Transactions Dated August 20, 2020

<p>Estimated Time of Presentation: N/A Submitted by: Cancy McArn, Chief Human Resources Officer Approved by: Jorge A. Aguilar, Superintendent</p>
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Attachment 1: CERTIFICATED 8/20/2020

NameLast	NameFirst	JobPerm	JobClass	PrimeSite	BegDate	EndDate	Comment
EMPLOY-REEMPL							
ALVARADO	LISSA	B	Teacher, Elementary	PACIFIC ELEMENTARY SCHOOL	9/3/2020	6/30/2021	EMPLOY PROB 9/3/20
CEBALLOS	MICHAEL	B	Teacher, Resource, Special Ed.	THEODORE JUDAH ELEMENTARY	9/3/2020	6/30/2021	EMPLOY PROB 9/3/20
COTTON JR	JERRY	0	Teacher, High School	CAREER & TECHNICAL PREPARATION	7/1/2020	6/30/2021	EXT LTA 7/1/20-6/30/21
DAUENHAUER	JASON	Q	Teacher, High School	CAREER & TECHNICAL PREPARATION	7/1/2020	6/30/2021	EXT LTA 7/1/20-6/30/21
DAVIS	KENNETH	Q	Teacher, High School	CAREER & TECHNICAL PREPARATION	7/1/2020	6/30/2021	EXT LTA 7/1/20-6/30/21
DAVIS JR	SAMUEL	Q	Teacher, High School	CAREER & TECHNICAL PREPARATION	7/1/2020	6/30/2021	EXT LTA 7/1/20-6/30/21
DOUGLAS	LISA	B	Teacher, Elementary	MATSUYAMA ELEMENTARY SCHOOL	9/3/2020	6/30/2021	EMPLOY PROB 9/3/20
FRANCO	LINDA	B	Teacher, Elementary	CAMELLIA BASIC ELEMENTARY	9/3/2020	6/30/2021	EMPLOY PROB 9/3/20
GONZALEZ	ROSA	Q	Teacher, High School	CAREER & TECHNICAL PREPARATION	7/1/2020	6/30/2021	EXT LTA 7/1/20-6/30/21
GREENE	ROBERT	R	Teacher, High School	CAREER & TECHNICAL PREPARATION	7/1/2020	6/30/2021	EXT LTA 7/1/20-6/30/21
INDRELAND	DAVID	Q	Teacher, High School	CAREER & TECHNICAL PREPARATION	7/1/2020	6/30/2021	EXT LTA 7/1/20-6/30/21
LIM	JUDY	B	Teacher, Elementary	PARKWAY ELEMENTARY SCHOOL	9/3/2020	6/30/2021	EMPLOY PROB 9/3/20
MAGOULIAS	DANAE	B	Teacher, Elementary	GOLDEN EMPIRE ELEMENTARY	9/3/2020	6/30/2021	EMPLOY PROB 9/3/20
MC PHERSON	TODD	R	Teacher, High School	CAREER & TECHNICAL PREPARATION	7/1/2020	6/30/2021	EXT LTA 7/1/20-6/30/21
MEANS	DALE	Q	Teacher, High School	CAREER & TECHNICAL PREPARATION	7/1/2020	6/30/2021	EXT LTA 7/1/20-6/30/21
MORGAN	JAMES	Q	Teacher, High School	CAREER & TECHNICAL PREPARATION	7/1/2020	6/30/2021	EXT LTA 7/1/20-6/30/21
ROBINSON	LOBELIA	B	Teacher, Elementary	CESAR CHAVEZ INTERMEDIATE	9/3/2020	6/30/2021	REEMPLOY PROB 9/3/20
TOBY	TAMARA	A	Teacher, Parent/Preschool Ad	A.WARREN McCLASKEY ADULT	7/1/2020	6/30/2021	RESCIND 7/1/20
XIONG	ZOUA	Q	Teacher, Resource	H.W. HARKNESS ELEMENTARY	7/1/2020	6/30/2021	EXT LTA 7/1/20-6/30/21
VON LAHR	PAULA	A	Teacher, Parent/Preschool Ad	A.WARREN McCLASKEY ADULT	7/1/2020	6/30/2021	RESCIND 7/1/20
LEAVES							
DYER	MONICA	A	Teacher, Elementary	CROCKER/RIVERSIDE ELEMENTARY	7/1/2020	6/30/2021	LOA (PD) FMLA 7/1-6/30/21
FOX	STEPHANIE	A	School Nurse	HEALTH SERVICES	7/1/2020	8/31/2020	EXT LOA (PD) 7/1/20-8/31/20
FOX	STEPHANIE	A	School Nurse	HEALTH SERVICES	6/10/2020	6/30/2020	LOA (PD) 6/10/20-6/30/20
GARCIA-RODRIGUEZ	FLORA	C	Teacher, Elementary	CESAR CHAVEZ INTERMEDIATE	7/1/2020	12/3/2020	LOA (PD)/FMLA 7/1-12/3/20
GOODWIN	HANNAH	A	Teacher, Spec Ed	EARL WARREN ELEMENTARY SCHOOL	6/13/2020	6/30/2020	LOA EXT (UNPD) 6/13/20-6/30/21
MOLINA	MEGAN	A	Counselor, High School	C. K. McCLATCHY HIGH SCHOOL	7/1/2020	6/30/2021	LOA RTN (PD) FMLA 7/1/20
RIFFEL	MARILYN	A	Teacher, Elementary	EARL WARREN ELEMENTARY SCHOOL	7/1/2020	9/12/2020	LOA EXT (PD) HE7/1-9/12/20
STANLEY	DEMETRIA	A	Teacher, Elementary	LEATAATA FLOYD ELEMENTARY	7/1/2020	6/30/2021	LOA RTN (PD) FMLA 7/1/20
TERLESKY	KRISTINAMARIE	B	Teacher, Elementary	CESAR CHAVEZ INTERMEDIATE	9/2/2020	6/30/2021	LOA (PD) FMLA 9/2-12/3/20
RE-ASSIGN/STATUS CHANGE							
ARNOLD	JUDITH	A	Teacher, Elementary	JOHN BIDWELL ELEMENTARY	7/1/2020	6/30/2021	REA 7/1/20
BAKER	JAMES	A	Teacher, Resource, Special Ed.	MATSUYAMA ELEMENTARY SCHOOL	7/1/2020	6/30/2021	REA 7/1/20
BROWN	MARNI	A	Teacher, Elementary	JAMES W MARSHALL ELEMENTARY	7/1/2020	6/30/2021	REA 7/1/20
BRYANT	REBECCA	B	Dir III, SELPA	SPECIAL EDUCATION DEPARTMENT	7/1/2020	6/30/2021	REA 7/1/20
CARRITHERS	JAY	A	Teacher, Elementary	HUBERT H BANCROFT ELEMENTARY	7/1/2020	6/30/2021	REA 7/1/20
DAYTON	NATHAN	A	Teacher, Elementary	SUTTERVILLE ELEMENTARY SCHOOL	7/1/2020	6/30/2021	REA 7/1/20
DECKARD	HEATHER	A	Teacher, Middle School	WILL C. WOOD MIDDLE SCHOOL	7/1/2020	6/30/2021	REA 7/1/20
EGAN	ANDREA	A	Principal, High School	C. K. McCLATCHY HIGH SCHOOL	7/1/2020	6/30/2021	REA 7/1/20
GALLAGHER	JOANNA	A	Teacher, Elementary	FATHER K.B. KENNY - K-8	7/1/2020	6/30/2021	REA 7/1/20
INIGUEZ	AZAREL	B	Cord II, Multilingual Literacy	MULTILINGUAL EDUCATION DEPT.	7/1/2020	6/30/2021	REA 7/1/20
JONES	REGINA	A	Teacher, Elementary	GOLDEN EMPIRE ELEMENTARY	7/1/2020	6/30/2021	REA 7/1/20
JONES	RHONDA	Q	Teacher, Resource, Elementary	WOODBINE ELEMENTARY SCHOOL	7/1/2020	6/30/2021	STCHG 7/1/20
KATZ	NOVA	A	Training Specialist	LEATAATA FLOYD ELEMENTARY	7/1/2020	6/30/2021	STCHG 7/1/20
KAUR	MANPREET	B	Dir III, Youth Development	YOUTH DEVELOPMENT	6/29/2020	6/30/2020	REA/STCHG 6/29/20
KILEY	KATHRYN	A	Teacher, Elementary	NEW JOSEPH BONNHEIM	7/1/2020	6/30/2021	STCHG 7/1/20
MC CURDY	ADAM	A	Teacher, Elementary	TAHOE ELEMENTARY SCHOOL	7/1/2020	6/30/2021	REA/STCHG 7/1/20
NELSON	CORTNIE	A	Teacher, Elementary	H.W. HARKNESS ELEMENTARY	7/1/2020	6/30/2021	STCHG 7/1/20
PETERSON	JOHN	A	Teacher, High School	HIRAM W. JOHNSON HIGH SCHOOL	7/1/2020	6/30/2021	STCHG 7/1/20
PHILLIPS	REBECCA		Teacher, High School	NEW TECH	7/1/2020	6/30/2021	REA 7/1/20
SALDANA	KRISTIN	A	Teacher, Elementary	DAVID LUBIN ELEMENTARY SCHOOL	7/1/2020	6/30/2021	REA 7/1/20
SPARKS	JENNIFER	A	Teacher, Elementary	ETHEL I. BAKER ELEMENTARY	7/1/2020	6/30/2021	REA 7/1/20

NameLast	NameFirst	JobPerm	JobClass	PrimeSite	BegDate	EndDate	Comment
TONG	ANITA	A	Teacher, Elementary	WASHINGTON ELEMENTARY SCHOOL	7/1/2020	6/30/2021	REA 7/1/20
WHITFORD	JORDAN	A	Teacher, Spec Ed	WASHINGTON ELEMENTARY SCHOOL	7/1/2020	6/30/2021	STCHG 7/1/20
WILLIAMS	ENA	A	Teacher, Elementary	PARKWAY ELEMENTARY SCHOOL	7/1/2020	6/30/2021	REA 7/1/20
WONG	JOSEPH	A	Teacher, Elementary	WASHINGTON ELEMENTARY SCHOOL	7/1/2020	6/30/2021	STCHG 7/1/20

SEPARATE / RESIGN / RETIRE

ABBOTT	JOANNA	A	School Psychologist	SPECIAL EDUCATION DEPARTMENT	7/1/2019	6/30/2020	SEP/RETIRED 6/22/20
AGNELLO-SHELTON	SENTA	A	Teacher, Middle School	CALIFORNIA MIDDLE SCHOOL	7/1/2020	7/6/2020	SEP/RESIGN 7/6/20
CLARK	SCOTT	A	Teacher, Elementary Spec Subj	DAVID LUBIN ELEMENTARY SCHOOL	7/1/2019	6/12/2020	SEP/RETIRE 6/12/20
DAVENPORT	JENAE	A	Teacher, Spec Ed	PONY EXPRESS ELEMENTARY SCHOOL	7/1/2019	6/13/2020	SEP/RESIGN 6/13/20
DAWES	SCOTT	0	Teacher, ROTC	C. K. McCLATCHY HIGH SCHOOL	7/1/2020	7/31/2020	SEP/RESIGN 7/31/20
GIRARD	K	B	Teacher, Elementary	OAK RIDGE ELEMENTARY SCHOOL	7/1/2020	7/8/2020	SEP/RESIGN 7/8/20
KATZAKIS	ANGELA	A	Principal, Elementary School	JOHN D SLOAT BASIC ELEMENTARY	7/1/2020	7/15/2020	SEP/RESIGN 7/15/20
LAMBERT	PETER	A	Principal, High School	C. K. McCLATCHY HIGH SCHOOL	7/1/2019	6/30/2020	SEP/RESIGN 6/30/20
MARRERO	VANESSA	C	Dir 3 HS Reform Initiatives	ACADEMIC ACHIEVEMENT	7/1/2019	6/30/2020	SEP/TERM 6/30/20
MILES	ALEXANDRIA	B	Teacher, Middle School	KIT CARSON INTL ACADEMY	2/1/2020	6/30/2020	SEP/RESIGN 6/30/20
MILES	ALEXANDRIA	Q	Teacher, Middle School	KIT CARSON INTL ACADEMY	2/1/2020	6/30/2020	SEP/RESIGN 6/30/20
NEFF	PATRICK	A	Teacher, High School	ROSEMONT HIGH SCHOOL	7/1/2019	6/12/2020	SEP/RESIGN 6/12/20
RUVALCABA	RONAELE	A	Supervisor, Special Education	SPECIAL EDUCATION DEPARTMENT	7/1/2019	6/30/2020	SEP/RESIGN 6/30/20
SAPIEN II	DAMIEN	0	Teacher, Resource, Special Ed.	ABRAHAM LINCOLN ELEMENTARY	7/1/2020	7/20/2020	SEP/RESIGN 7/20/2020
SAPIEN II	DAMIEN	0	Teacher, Resource, Special Ed.	SEQUOIA ELEMENTARY SCHOOL	7/1/2020	7/20/2020	SEP/RESIGN 7/20/2020
SAUCEDO	ERIK	A	Teacher, High School	HIRAM W. JOHNSON HIGH SCHOOL	8/29/2019	6/30/2020	SEP/RESIGN 6/30/20
SHENK-TIFFANY	SUZANNA	B	Counselor, High School	NEW TECH	1/14/2020	6/30/2020	SEP/RESIGN 6/30/20
SHENK-TIFFANY	SUZANNA	B	Counselor, Middle School	ALBERT EINSTEIN MIDDLE SCHOOL	1/14/2020	6/30/2020	SEP/RESIGN 6/30/20
SUTTON	LEAH	A	Teacher, Resource, Special Ed.	HIRAM W. JOHNSON HIGH SCHOOL	7/1/2019	6/12/2020	SEP/RESIGN 6/12/20
WELCH	JANET	A	Teacher, Spec Ed	OAK RIDGE ELEMENTARY SCHOOL	7/1/2020	9/8/2020	SEP/RETIRE 9/8/20
WONG	KAREN	A	Teacher, Elementary	JOHN CABRILLO ELEMENTARY	7/1/2019	6/30/2020	SEP/RETIRE 6/12/20

TRANSFERED

FADUM	JON	A	Teacher, Elementary	CAMELLIA BASIC ELEMENTARY	7/1/2020	6/30/2021	TR 7/1/20
GOMEZ	CHRISTOPHER	A	Teacher, Middle School	CALIFORNIA MIDDLE SCHOOL	7/1/2020	6/30/2021	TR 7/1/20
GRAY	RACHELLE	A	Teacher, Elementary	MATSUYAMA ELEMENTARY SCHOOL	7/1/2020	6/30/2021	TR 7/1/20
LARSON	STEVEN	A	Teacher, Elementary	THEODORE JUDAH ELEMENTARY	7/1/2020	6/30/2021	TR 7/1/20
MC DONIELS	MICHAEL	A	Teacher, Middle School	CALIFORNIA MIDDLE SCHOOL	7/1/2020	6/30/2021	TR 7/1/20
McKINNON	ARCOLAR		Teacher, Middle School	SUTTER MIDDLE SCHOOL	7/1/2020	6/30/2021	TR 7/1/20
MINAMIDE	MARLEY	A	Teacher, Elementary	ETHEL I. BAKER ELEMENTARY	7/1/2020	6/30/2021	TR 7/1/20
THOMPSON	BRITNEY	B	Teacher, K-8	LEONARDO da VINCI ELEMENTARY	7/1/2020	6/30/2021	TR 7/1/20
VANG-HER	YEE	A	Teacher, High School	HIRAM W. JOHNSON HIGH SCHOOL	7/1/2020	6/30/2021	TR 7/1/20
VAUGHN-WAGGONER	COLLEEN	C	Teacher, High School	HEALTH PROFESSIONS HIGH SCHOOL	7/1/2020	6/30/2021	TR 7/1/20

Attachment 2: CLASSIFIED 8/20/2020

NameLast	NameFirst	JobPerm	JobClass	PrimeSite	BegDate	EndDate	Comment
EMPLOY-REEMPLY							
ALVAREZ BEVENS	TINA	A	Pgm Records Tech-P&C	FACILITIES SUPPORT SERVICES	7/1/2020	6/30/2021	EXT PERM LTA 7/1/20-6/30/21
BLACKSHIRE	CHRISTY	R	Instructional Aide	JOHN D SLOAT BASIC ELEMENTARY	7/1/2020	6/30/2021	EXT LTA 7/1/20-6/30/21
BUFFINGTON	DANIEL	R	Youth/Family Mntl Hlth Adv	INTEGRATED COMMUNITY SERVICES	7/1/2020	8/31/2020	EXT LTA 7/1/20-6/30/21
FERNANDES	MICHAEL	R	Applications Spec I	YOUTH DEVELOPMENT	7/1/2020	6/30/2021	EXT LTA 7/1/20-6/30/21
FIGUEROA	BEATRIZ	A	Clerk III	YOUTH DEVELOPMENT	7/1/2020	6/30/2021	EXT LTA 7/1/20-6/30/21
FISHER	DYLAN	R	Youth Services Pgm Associate	YOUTH DEVELOPMENT	7/1/2020	6/30/2021	EXT LTA 7/1/20-6/30/21
KENERY	GLENNIELYN	R	Spec II, Youth Development	YOUTH DEVELOPMENT	7/1/2020	6/30/2021	EXT LTA 7/1/20-6/30/21
MATSUURA	SARA	B	Occupational Therapist	SPECIAL EDUCATION DEPARTMENT	7/1/2020	6/30/2021	EMPLOY PROB 7/1/20
MOSS	MELISSA	B	Certified Occup Therapy Asst	SPECIAL EDUCATION DEPARTMENT	7/29/2020	6/30/2021	EMPLOY PROB 7/29/20
NARVAEZ	CHRISTINA	A	Youth Services Pgm Associate	YOUTH DEVELOPMENT	7/1/2020	6/30/2021	EXT LTA 7/1/20-6/30/21
NAVA	ANDREA	R	Spec II, Youth Development	YOUTH DEVELOPMENT	7/1/2020	6/30/2021	EXT LTA 7/1/20-6/30/21
PAULY	ZACHARY		Custodian	SUTTER MIDDLE SCHOOL	6/22/2020	6/30/2020	EMPLOY PROB 6/22/20
PHAM	KHAI	R	Gang Violence Prev/Intrvntn Sp	SAFE SCHOOLS OFFICE	7/1/2020	6/30/2021	EXT PERM LTA 7/1/20-6/30/21
SMITH	WELLINGTON	A	Youth Services Pgm Associate	YOUTH DEVELOPMENT	7/1/2020	6/30/2021	EXT LTA 7/1/20-6/30/21
SOLIS	BELEM	B	Custodian	WILL C. WOOD MIDDLE SCHOOL	6/15/2020	6/30/2021	EMPLOY PROB 6/15/20
WASHINGTON	DON	B	Plumber	FACILITIES MAINTENANCE	7/20/2020	6/30/2021	EMPLOY PROB 7/20/20

LEAVES							
AMANTE	VANESSA	B	Adult Edctn Testing Proctor	NEW SKILLS & BUSINESS ED. CTR	8/14/2020	11/30/2020	LOA RTN 8/14/20
ARTEMENKO	VLADIMIR	A	Custodian	ALBERT EINSTEIN MIDDLE SCHOOL	7/1/2020	6/30/2021	LOA RTN (PD) FMLA 7/1/20
ARTIOMENKO	ANDREY	A	Custodian	GENEVIEVE DIDION ELEMENTARY	6/29/2020	6/30/2020	LOA RTN (PD) 6/29/20
ARTIOMENKO	ANDREY	A	Custodian	GENEVIEVE DIDION ELEMENTARY	7/1/2020	6/30/2021	LOA RTN (PD) 6/29/20
CHU	MELODY	A	Fd Sv Asst I	NUTRITION SERVICES DEPARTMENT	6/1/2020	6/30/2020	LOA (PD) 6/1/20-6/30/20
DILWORTH	SHALEANA	A	Fd Sv Asst I	NUTRITION SERVICES DEPARTMENT	4/1/2020	6/30/2020	LOA (PD) FMLA 4/1/20-6/30/20
EUWING	JAMES	A	Custodian	WEST CAMPUS	7/1/2020	6/30/2021	LOA RTN (PD) 7/1/20
LUC	HUNG	A	Custodian	JOHN CABRILLO ELEMENTARY	5/27/2020	5/31/2020	LOA (PD) FMLA 5/27-6/30/20
LUC	HUNG	A	Custodian	JOHN CABRILLO ELEMENTARY	7/1/2020	6/30/2021	LOA RTN (PD) 7/1/20
MAGANA	SERGIO	A	Custodian	ALICE BIRNEY WALDORF - K-8	6/1/2020	6/30/2020	LOA RTN (PD) 6/1/20
ORTIZ	MARTY	A	Transportation Lead Mechanic	TRANSPORTATION SERVICES	7/1/2020	6/1/2021	LOA (UNPD) MILITARY 7/1/20-6/1/21
VENEGAS	ANGELICA	A	Fd Sv Asst I	NUTRITION SERVICES DEPARTMENT	7/1/2020	8/31/2020	LOA RTN 7/1/20
WACKER	MELYSSA	A	IEP Desig Inst Para-Sp Ed	OAK RIDGE ELEMENTARY SCHOOL	6/13/2020	6/30/2020	LOA RTN (UNPD) 6/13/20
WASHINGTON-WOODFY	GIOVONNA	B	Spclst, Attendance& Enrollment	ENROLLMENT CENTER	8/19/2020	6/30/2021	LOA RTN 8/19/20
WEEKS	TOBERTHA	A	Pers Tech II	HUMAN RESOURCE SERVICES	7/8/2020	9/28/2020	LOA PD FMLA 7/8/20-9/28/20
WORTHY	SHBRON	B	Facilities Maint Laborer I	FACILITIES MAINTENANCE	6/8/2020	6/19/2020	LOA (PD) FMLA 6/8-6/19/20

RE-ASSIGN/STATUS CHANGE							
BROWN	ANTHONY	A	School Plant Ops Mngr II	SUTTER MIDDLE SCHOOL	7/1/2020	6/30/2021	REA 7/1/20
CERVERA CABRAL	MARIA	A	Assessor-Translator MOC	MATRICULATION/ORIENTATION CNTR	7/22/2020	6/30/2021	REA 7/1/20
CERVERA CABRAL	MARIA	A	Inst Aid, Spec Ed	ETHEL I. BAKER ELEMENTARY	7/1/2020	7/21/2020	REA 7/1/20
GALLOWAY	MICHELLE	A	Office Tchncn III	ROSEMONT HIGH SCHOOL	7/1/2020	6/30/2021	REA 7/1/20
GARCIA	MELIZA	A	Bus Driver	TRANSPORTATION SERVICES	7/1/2020	6/30/2021	STCHG 7/1/20
GARDNER	CHERYL	Q	Library Media Tech Asst	PACIFIC ELEMENTARY SCHOOL	7/1/2020	6/30/2021	STCHG 7/1/20
GENTLE	STEPHANIE	A	Clerk II	MATSUYAMA ELEMENTARY SCHOOL	7/1/2020	6/30/2021	STCHG 7/1/20
HALEY	KATHERINE	A	Bus Attendant	TRANSPORTATION SERVICES	7/1/2020	6/30/2021	STCHG 7/1/20
HERNANDEZ	HUGO	A	Inst Aid, Spec Ed	THEODORE JUDAH ELEMENTARY	7/1/2020	6/30/2021	REA 7/1/20
KIRK	PAULA	A	Clerk II	LEATAATA FLOYD ELEMENTARY	7/1/2020	6/30/2021	STCHG 7/1/20
KRETSCHMAN	JENNIFER		Director I, MTSS	ACADEMIC OFFICE	7/1/2020	6/30/2021	REA/STCHG 7/1/20
LARIOS	APRIL	B	Fd Sv Asst III	NUTRITION SERVICES DEPARTMENT	6/1/2020	6/30/2020	STCHG 6/1/20

NameLast	NameFirst	JobPerm	JobClass	PrimeSite	BegDate	EndDate	Comment
MAXWELL	JOETTE	Q	Executive Asst-Supt	SUPERINTENDENTS OFFICE	7/1/2020	6/30/2021	REA/STCHG 7/1/20
MERCHANT	LUCY	A	Campus Monitor	ALBERT EINSTEIN MIDDLE SCHOOL	7/1/2020	6/30/2020	STCHG 7/1/20
RAMIREZ	ISRAEL	A	Campus Monitor	C. K. McCLATCHY HIGH SCHOOL	7/1/2020	6/30/2021	STCHG 7/1/20
RIOS	DOREEN	Q	Instructional Aide	HOLLYWOOD PARK ELEMENTARY	7/1/2020	6/30/2021	REA/STCHG 7/1/20
ROBINSON	LORI	A	Attendance Drop Out DIS	AMERICAN LEGION HIGH SCHOOL	7/1/2020	6/30/2021	REA 7/1/20
SIERRA MUNOZ	FLOR	B	School Office Manager II	NEW TECH	7/1/2020	2/28/2021	STCHG 7/1/20
SUTTON	MARI	A	Inst Aid, Spec Ed	KIT CARSON INTL ACADEMY	7/1/2020	6/30/2021	STCHG 7/1/20
THOMAS	AN-MARIE	A	Child Care Attendant, Chld Dev	CHILD DEVELOPMENT PROGRAMS	7/1/2020	6/30/2021	REA/STCHG 7/1/20
VASQUEZ	LISA	B	FACE Technician	YOUTH DEVELOPMENT	8/3/2020	6/30/2021	STCHG 8/3/20
VASQUEZ	LISA	A	School Office Manager I	BOWLING GREEN ELEMENTARY	7/1/2020	8/2/2020	STCHG 7/1/20
VUE	MINDY	Q	Teacher Assistant, Bilingual	SUSAN B. ANTHONY ELEMENTARY	7/1/2020	6/30/2021	REA/STCHG 7/1/20

SEPARATE / RESIGN / RETIRE

ALEJO	WINDY	B	Clerk I	ALBERT EINSTEIN MIDDLE SCHOOL	8/19/2019	6/30/2020	SEP/39MO 6/30/20
ALVARADO	EVELYN	B	Inst Aid, Spec Ed	CESAR CHAVEZ INTERMEDIATE	3/1/2020	6/12/2020	SEP/RESIGN 6/12/20
BABER	SHARON	A	Fd Sv Asst III	NUTRITION SERVICES DEPARTMENT	7/1/2019	6/28/2020	SEP/TERM 6/28/20
CISNEROS	TAMI	C	Coor II Health Services	HEALTH SERVICES	5/19/2020	6/30/2020	SEP/RESIGNED 6/30/20
CRUZ JR	DANIEL	B	Database Administrator	INFORMATION SERVICES	7/1/2020	7/3/2020	SEP/RESIGNED 7/3/20
FRAUSTO	RUBEN	A	School Plant Ops Mngr I	PETER BURNETT ELEMENTARY	7/1/2020	7/30/2020	SEP/RETIRE 7/30/20
HAAN	ASHLEY		Instructional Aide	H.W. HARKNESS ELEMENTARY	10/21/2019	6/30/2020	SEP/RESIGN 6/30/20
HANGER	CLAUDIA	B	Occupational Therapist	SPECIAL EDUCATION DEPARTMENT	7/1/2020	9/25/2020	SEP/RETIRE 9/25/20
KIRKPATRICK	FAYANNE	B	Youth/Family Mntl Hlth Adv	INTEGRATED COMMUNITY SERVICES	7/1/2020	8/10/2020	SEP/39MO 8/10/20
LANGSTON	JOHN	B	Youth Services Pgm Associate	SUCCESS ACADEMY	2/1/2020	6/30/2020	SEP/39MO 6/30/20
LOPEZ-HERNANDEZ	SAUL	B	Educational Assistant	JOHN MORSE THERAPEUTIC	7/1/2020	7/20/2020	SEP/RESIGN 7/20/20
LOWREY	RUSCHELLE	A	School Bus Driver, Instructor	TRANSPORTATION SERVICES	7/1/2020	8/17/2020	SEP/RETIRE 8/17/20
MITCHELL	TARA	B	Special Ed Applications Spclst	SPECIAL EDUCATION DEPARTMENT	7/1/2020	7/22/2020	SEP/TERM 7/22/20
PATTULLO	JANET	A	Ombudsperson	CONSTITUENT SERVICES	7/1/2020	9/30/2020	SEP/RETIRE 9/30/20
RUTLEDGE	DARLENE	A	Parent Advisor	LUTHER BURBANK HIGH SCHOOL	7/1/2019	6/30/2020	SEP/39MO 6/30/20
TIPPETS	VIRGINIA	A	School Office Manager I	EARL WARREN ELEMENTARY SCHOOL	7/1/2020	8/14/2020	SEP/RETIRE 8/14/20
VALDERRAMA ALVARADO	ADRIANA	B	Attendance Drop Out DIS	AMERICAN LEGION HIGH SCHOOL	1/6/2020	6/30/2020	SEP/39MO 6/30/20
VANG	FONG	R	School Plant Ops Mngr I	CAL. MONTESSORI PROJECT CAPITO	3/19/2020	6/19/2020	SEP/TERM 6/19/20
VELASQUEZ	DORENE	A	Fd Sv Asst III	NUTRITION SERVICES DEPARTMENT	7/1/2019	6/30/2020	SEP RESIGN 6/30/20
WHITE	ADAM	A	Bus Driver	TRANSPORTATION SERVICES	7/1/2020	7/10/2020	SEP/RESIGNED 7/10/20

TRANSFER

CERDA	ADA	A	Instructional Aide	LEONARDO da VINCI ELEMENTARY	7/1/2020	6/30/2021	TR 7/1/20
CERVERA CABRAL	MARIA	A	Assessor-Translator MOC	MATRICULATION/ORIENTATION CNTR	7/22/2020	6/30/2021	TR 7/22/20
DE DONATO	GREGG	A	School Plant Ops Mngr III	LUTHER BURBANK HIGH SCHOOL	7/1/2020	6/30/2021	TR 7/1/20
FAVELA	FLORENTINA	A	Parent Advisor	JOHN D SLOAT BASIC ELEMENTARY	7/1/2020	6/30/2021	TR 7/1/20
KAY	ANEATRA	A	Registrar	JOHN F. KENNEDY HIGH SCHOOL	7/1/2020	6/30/2021	TR 7/1/20
KUMAR	SUNITA	A	Clerk II	OAK RIDGE ELEMENTARY SCHOOL	7/1/2020	6/30/2021	TR 7/1/20
LEE	SUSAN	A	School Office Manager I	FATHER K.B. KENNY - K-8	7/1/2020	6/30/2021	TR 7/1/20
LOPEZ	MAXINE	A	School Plant Ops Mngr I	BUILDINGS & GROUNDS/OPERATIONS	7/1/2020	6/30/2021	TR 7/1/20
MARETTI	BRYAN	A	Custodian	NEW JOSEPH BONNHEIM	7/1/2020	6/30/2021	TR 7/1/20
PEREZ	AMANDA	A	Inst Aid, Spec Ed	ETHEL PHILLIPS ELEMENTARY	7/1/2020	6/30/2021	TR 7/1/20
SAWUSCH	KIMBERLY	B	Teacher, Elementary	CROCKER/RIVERSIDE ELEMENTARY	7/1/2020	6/30/2021	TR 7/1/20
SNODGRASS	CARIE	A	School Office Manager I	ELDER CREEK ELEMENTARY SCHOOL	8/10/2020	1/31/2021	TR 8/10/20
THAMES	WILLIAM	A	Campus Monitor	WOODBINE ELEMENTARY SCHOOL	7/1/2020	9/30/2020	TR 7/1/20
THOMAS	AN-MARIE	A	Child Care Attendant, Chld Dev	CHILD DEVELOPMENT PROGRAMS	7/1/2020	6/30/2021	TR 7/1/20
THOMAS	BENITA	B	Custodian	SUTTER MIDDLE SCHOOL	6/29/2020	6/30/2020	TR 6/29/20
VASQUEZ	LISA	B	FACE Technician	YOUTH DEVELOPMENT	8/3/2020	6/30/2021	TR 8/3/20
ZHANG	JINGZHI	B	Custodian	NEW JOSEPH BONNHEIM	7/1/2020	8/31/2020	TR 7/1/20



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 11.1c

Meeting Date: August 20, 2020

Subject: Approve Mandatory Reporting to the Sacramento County Office of Education – Uniform Complaints Regarding the Williams Settlement Processed for the Period of April 2020 through June 2020

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

Division: Human Resource Services

Recommendation: Approve Mandatory Reporting to the Sacramento County Office of Education – Uniform Complaints Regarding the Williams Settlement Processed for the Period of April 2020 through June 2020

Background/Rationale: The Williams Settlement Case and Education Code §35186 states that persons may now use the uniform complaint process to file complaints regarding deficiencies in instructional materials, facility problems, and teacher vacancy or mis-assignment. The District is required to report on these complaints to the Superintendent of the Sacramento County Office of Education. The report must contain the number of complaints by general subject area and the number of resolved and unresolved complaints.

Financial Considerations: None

LCAP Goal(s): Safe, Emotionally Healthy and Engaged Students

Documents Attached:

1. Complaint Report – Attachment A-1

<p>Estimated Time of Presentation: N/A Submitted by: Cancy McArn, Chief Human Resources Officer Approved by: Jorge A. Aguilar, Superintendent</p>
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Sacramento City Unified School District
 Complaint Report
 Submitted to the Superintendent
 Sacramento County Office of Education
 Pursuant to Education Code 35186

April 2020 through June, 2020

Number of Complaints	Instructional Material	Facilities	Teacher Vacancy and Misassignment	CAHSEE	Resolved	Unresolved
0	0	0	1	0	1	0
Total: 1						



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 11.1d

Meeting Date: August 20, 2020

Subject: Resolution No. 3159: Approve Temporary Interfund Transfers of Special or Restricted Fund Moneys

- 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 Resolution No. 3159, to Establish Temporary Interfund Transfers of Special or Restricted Fund Moneys, and rescind prior Resolution No. 3092, effective August 20, 2020.

Background/Rationale: Education Code Section 42603 allows the District to engage in internal borrowings between any fund. This option may be used in addition to the issuance of a TRAN. Moneys may be temporarily transferred to another fund for payment of obligations. The transferred amounts shall not be available for appropriation or considered income to the borrowing fund and shall be repaid in the same fiscal year or in the following fiscal year if the transfer occurs within the final 120 calendar days of the fiscal year. Borrowing shall occur only when the receiving fund will earn sufficient income in the current fiscal year to repay the amount transferred, and no more than 75 percent of the maximum of moneys held in any fund during a current fiscal year may be transferred.

Financial Considerations: Provides flexibility to ensure sufficient cash flow.

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

Documents Attached:

1. Resolution No. 3159, To Establish Temporary Interfund Transfers of Special or Restricted Fund Moneys

Estimated Time: N/A
Submitted by: Rose Ramos, Chief Business Officer
 Amari Watkins, Director II, Accounting Services
Approved by: Jorge A. Aguilar, Superintendent

**SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION**

RESOLUTION NO. 3159

Approve Temporary Interfund Transfers of Special or Restricted Fund Moneys

WHEREAS, the Governing Board of any school district may direct that moneys held in any fund or account may be temporarily transferred to another fund or account of the district for payment of obligations as authorized by Education Code Section 42603; and

WHEREAS, the transfer shall be accounted for as temporary borrowing between funds or accounts and shall not be available for appropriation or be considered income to the borrowing fund or account; and

WHEREAS, amounts transferred shall be repaid either in the same fiscal year, or in the following fiscal year if the transfer takes place within the final 120 calendar days of a fiscal year; and

WHEREAS, on August 1, 2019, the Governing Board of Sacramento City Unified School District adopted Resolution No. 3092 which is hereby rescinded; and

BE IT RESOLVED AND ORDERED that the Sacramento City Unified School District Board of Education, in accordance with the provisions of Education Code section 42603, effective August 1, 2019, adopts the following authorization for fiscal year 2019-20 to temporarily transfer moneys between funds provided that all transfers are approved by the Superintendent or designee.

PASSED AND ADOPTED by the Sacramento City Unified School District Board of Education on this 20th day of August, 2020, by the following vote:

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

ATTESTED TO:

Jorge A. Aguilar,
Secretary of the Board of Education

Jessie Ryan,
President of the Board of Education



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 11.1e

Meeting Date: August 20, 2020

Subject: **Approve Business and Financial Report: Warrants, Checks, and Electronic Transfers Issued for the Period of June 2020**

- 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 attached list of warrants and checks.

Background/Rationale: The detailed list of warrants, checks and electronic transfers issued for the period of June 2020 are available for the Board members upon request.

Financial Considerations: Normal business items that reflect payments from district funds.

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

Documents Attached:

1. Warrants, Checks and Electronic Transfers – June 2020

Estimated Time: N/A

Submitted by: Rose Ramos, Chief Business Officer
Amari Watkins, Director II, Accounting Services

Approved by: Jorge A. Aguilar, Superintendent

Sacramento City Unified School District
Warrants, Checks, and Electronic Transfers
June 2020

<u>Account</u>	<u>Document Numbers</u>	<u>Fund</u>	<u>Amount by Fund</u>	<u>Total by Account</u>
County Accounts Payable Warrants for Operating Expenses	97382517 - 97384020	General (01)	\$ 8,137,190.40	
		Charter (09)	\$ 87,271.85	
		Adult Education (11)	\$ 52,312.48	
		Child Development (12)	\$ 6,472.40	
		Cafeteria (13)	\$ 941,140.18	
		Building (21)	\$ 6,692,316.84	
		Developer Fees (25)	\$ 55,738.50	
		Self Insurance (67/68)	\$ 717,782.68	
		Payroll Revolving (76)	\$ 441,311.67	
				<u>\$ 17,131,537.00</u>
Cash Revolving Checks for Emergency Accounts Payable and Payroll	00002000 - 00002002	Self Insurance (67/68)	\$ 187.26	
		Payroll Revolving (76)	\$ 2,115.22	
				<u>\$ 2,302.48</u>
Payroll and Payroll Vendor Warrants	97858659 - 97859516	General (01)	\$ 1,069,604.97	
		Charter (09)	\$ 24,146.56	
		Adult Education (11)	\$ 3,127.16	
		Child Development (12)	\$ 46,341.64	
		Cafeteria (13)	\$ 69,558.61	
		Building (21)	\$ 4,309.72	
		Payroll Revolving (76)	\$ 3,036,318.18	
				<u>\$ 4,253,406.84</u>
Payroll and Payroll Vendor ACH and Direct Deposit	EFT-00000038 - EFT-00000039 ACH-01307007 - ACH-01312021	General (01)	\$ 15,151,096.40	
		Charter (09)	\$ 500,253.01	
		Adult Education (11)	\$ 214,561.52	
		Child Development (12)	\$ 409,977.25	
		Cafeteria (13)	\$ 422,422.86	
		Building (21)	\$ 22,436.96	
		Self Insurance (67/68)	\$ 22,715.40	
		Payroll Revolving (76)	\$ 65,486.28	
				<u>\$ 16,808,949.68</u>
County Wire Transfers for Benefits, Debt Service, and Tax Payments	9700349263 - 9700349290	General (01)	\$ 74,168.72	
		Payroll Revolving (76)	\$ 18,787,839.73	
				<u>\$ 18,862,008.45</u>
Total Warrants, Checks, and Electronic Transfers				<u>\$ 57,058,204.45</u>



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 11.1f

Meeting Date: August 20, 2020

Subject: Approve Donations for the Period of June 1-30, 2020

- 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: Accept the donations to the District for the period of June 1-30, 2020.

Background/Rationale: Per Board Policy 3290 Gifts, Grants and Bequests, the Board of Education accepts donations on behalf of the schools and the District. After Board approval, the Board Office will send a letter of recognition to the donors.

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. Donations Report for the period of June 1-30, 2020

Estimated Time: N/A

Submitted by: Rose Ramos, Chief Business Officer
Amari Watkins, Director II, Accounting Services

Approved by: Jorge A. Aguilar, Superintendent

B OF A - BANK OF AMERICA											
Receipt Id	Receipt Status	Customer	Batch Id	Receipt Type	Receipt Date	Customer Reference #	Invoice #	Loc	Deposit Id	Comment	Receipt Amount
BA20-0003417	Posted	EDS - Dominican Univ	6176	Check	06/10/20	9016708			BA0000157	Donation, EDS Dominican Uni	700.00
	01-0812-0-8690-	- - - -0144-				700.00					
BA20-0003420	Posted	Wood Rodgers	6177	Check	06/10/20	23510			BA0000158	Donation, Wood Rodgers, Ck2	1,000.00
	01-0812-0-8690-	- - - -0265-				1,000.00					
BA20-0003421	Posted	Orrick, Herrington, Sutcliffe Founda	6177	Check	06/10/20	2783			BA0000158	Donation, Orrick, Herrington ..	2,800.00
	01-0812-0-8690-	- - - -0265-				2,800.00					
BA20-0003422	Posted	Wood Rodgers	6177	Check	06/10/20	24431			BA0000158	Donation, Wood Rodgers, Ck2	5,460.00
	01-0812-0-8690-	- - - -0265-				5,460.00					
BA20-0003428	Posted	(0327-2) SEQUOIA ES PTA	6178	Check	06/17/20	3282			BA0000159	Transportation, Sequoia ES P	549.16
	01-0812-0-8690-	- - - -0327-				549.16					
BA20-0003455	Posted	(0354-3) SUTTERVILLE PTA	6179	Check	06/24/20	5097			BA0000160	Donation, Sutterville PTS, Ck2	370.21
	01-0812-0-8690-	- - - -0354-				370.21					
BA20-0003469	Posted	(000454) BENEVITY FUND	6160	Electronic F	06/01/20			0305		06/01/20 BENEVITY FUND F	7,260.00
	01-0812-0-8690-	- - - -0305-				7,260.00					
BA20-0003588	Posted	(000454) BENEVITY FUND	6206	Electronic F	06/01/20					06/01/20 BENEVITY FD-JOHI	360.00
	01-0812-0-8690-	- - - -0153-				360.00					
BA20-0003589	Posted	(000454) BENEVITY FUND	6205	Electronic F	06/01/20					06/01/20 BENEVITY FD-WILL	125.00
	01-0812-0-8690-	- - - -0384-				125.00					
Total for Sacramento City Unified School District											18,624.37

Fund-Object Recap		
01-8690	Donation Board Acknowledgement	18,624.37
Fund 01 - General Fund		18,624.37
Fiscal Year 2020		
Total for Sacramento City Unified School District		18,624.37

* On Hold

Selection Sorted by Receipt Id, Filtered by (Org = 97, Starting Receipt Date = 6/1/2020, Ending Receipt Date = 6/30/2020, User Created = N, On Hold? = N, No Invoice = Y, Object = 8690, Accounts? = Y, Recap = O, Sort/Group =)

ESCAPE ONLINE

BOTW AP - Bank of the West (AP)											
Receipt Id	Receipt Status	Customer	Batch Id	Receipt Type	Receipt Date	Customer Reference #	Invoice #	Loc	Deposit Id	Comment	Receipt Amount
BW20-0001319	Posted	(3390) YOLO BASIN FOUNDATIOI	6212	Check	06/30/20	11737		0384	BOTW070720	1/9/20 TRIP-W LAND, YOLO	250.00
01-0812-0-8690-	-	-	-	-	-	0384-	250.00				
BW20-0001322	Posted	(3390) YOLO BASIN FOUNDATIOI	6212	Check	06/30/20	11738			BOTW070720	2/14/20 TRIP-W LAND, YOLC	250.00
01-0812-0-8690-	-	-	-	-	-	0384-	250.00				
Total for Sacramento City Unified School District											19,124.37

Fund-Object Recap

01-8690	Donation Board Acknowledgement	500.00
Fund 01 - General Fund		500.00
Total for Sacramento City Unified School District		19,124.37

Org Recap

Sacramento City Unified School District	
C - Check	10,879.37
E - Electronic Funds Xfer	7,745.00

* On Hold

Selection Sorted by Receipt Id, Filtered by (Org = 97, Starting Receipt Date = 6/1/2020, Ending Receipt Date = 6/30/2020, User Created = N, On Hold? = N, No Invoice = Y, Object = 8690, Accounts? = Y, Recap = O, Sort/Group =)

ESCAPE ONLINE

BOTW AP - Bank of the West (AP)											
Receipt Id	Receipt Status	Customer	Batch Id	Receipt Type	Receipt Date	Customer Reference #	Invoice #	Loc	Deposit Id	Comment	Receipt Amount

Org Recap

Sacramento City Unified School District (continued)

C - Check	500.00
Total Receipts	19,124.37
Report Total	19,124.37

* On Hold

Selection Sorted by Receipt Id, Filtered by (Org = 97, Starting Receipt Date = 6/1/2020, Ending Receipt Date = 6/30/2020, User Created = N, On Hold? = N, No Invoice = Y, Object = 8690, Accounts? = Y, Recap = O, Sort/Group =)

ESCAPE ONLINE



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 11.1g

Meeting Date: August 20, 2020

Subject: Approve Resolution No. 3160: Authorizing Execution of the Workforce Innovation and Opportunity Act, Title I, Adult and Dislocated Worker SETA Grant

- 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 Resolution

Background/Rationale: The Workforce Innovation and Opportunity Act, Title I, Adult and Dislocated Worker participants Programs funds to provide Basic Career Services to 1,111 customers and Individualized Career Services to 111 customers at Charles A. Jones Career and Education Center. Resolution authorizes the Chief Business Officer or Superintendent to execute the grant agreement upon receipt.

Financial Considerations: The potential grant award will be \$200,000.

LCAP Goal(s): College, Career and Life Ready Graduates

Documents Attached:

1. Resolution
2. Award Letter

<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>

**RESOLUTION AUTHORIZING EXECUTION OF WIOA SERVICE PROVIDER SUBGRANT
WITH THE SACRAMENTO EMPLOYMENT AND TRAINING AGENCY**

(GOVERNMENTAL ENTITY)

WHEREAS, SACRAMENTO CITY UNIFIED SCHOOL DISTRICT,
(Legal Name of Subgrantee)
a California local governmental entity (hereinafter referred to as "SUBGRANTEE"), desires to enter into a WIOA SERVICE PROVIDER SUBGRANT with the SACRAMENTO EMPLOYMENT AND TRAINING AGENCY, a Joint Powers Agency and WIOA Grant Recipient and Fiscal Agent (hereinafter referred to as "SETA"), for the operation of a Adult and Dislocated Worker program under the Workforce Innovation and Opportunity Act (WIOA);

THEREFORE, BE IT RESOLVED THAT the Governing Body of SUBGRANTEE hereby authorizes the execution of SUBGRANT # 074201SWCS by and between SUBGRANTEE and SETA; and

BE IT FURTHER RESOLVED THAT:

<u>Name</u>	<u>Title</u>
1. <u>Rose F. Ramos</u>	<u>Chief Business Officer</u>
2. <u>Jorge A. Aguilar</u>	<u>Superintendent</u>
3. _____	_____

is/are hereby authorized on behalf of and in the name of SUBGRANTEE and as its official act and deed to sign and otherwise enter into SUBGRANT # 074201SWCS with SETA; and

BE IT FURTHER RESOLVED THAT:

Name	Title
1. <u>Rose F. Ramos</u>	<u>Chief Business Officer</u>
2. <u>Jorge A. Aguilar</u>	<u>Superintendent</u>
3. _____	_____

shall be authorized to act on behalf of SUBGRANTEE with respect to this SUBGRANT # 074201SWCS by and between SUBGRANTEE and SETA and that SETA may rely upon any communication or act, including telephone communication, made by the individuals authorized to act on behalf of SUBGRANTEE pursuant to this resolution; and

BE IT FURTHER RESOLVED THAT the SUBGRANTEE's Data Security and Confidentiality Designee for purposes of the SUBGRANT is:

Name: Rhonda Rode
 Address: 5735 47th Avenue
Sacramento, CA 95824
 Telephone: (916) 643-7430
 Email: Rhonda-Rode@scusd.edu

BE IT FURTHER RESOLVED THAT the following individuals comprise the entire Governing Body of SUBGRANTEE***:

	<u>Name</u>	<u>Address</u>	<u>City, Zip Code</u>
1.	<u>Jessie Ryan, President</u>	<u>5735 47th Avenue</u>	<u>Sacramento, CA 95824</u>
2.	<u>Christina Pritchett, 1st Vice President</u>	<u>5735 47th Aveue</u>	<u>Sacramento, CA 95824</u>
3.	<u>Michael Minnick, 2nd Vice President</u>	<u>5735 47th Avenue</u>	<u>Sacramento, CA 95824</u>
4.	<u>Lisa Murawski</u>	<u>5735 47th Avenue</u>	<u>Sacramento, CA 95824</u>
5.	<u>Leticia Garcia</u>	<u>5735 47th Avenue</u>	<u>Sacramento, CA 95824</u>
6.	<u>Mai Vang</u>	<u>5735 47th Avenue</u>	<u>Sacramento, CA 95824</u>
7.	<u>Darrel Woo</u>	<u>5735 47th Avenue</u>	<u>Sacramento, CA 95824</u>
8.	<u>_____</u>	<u>_____</u>	<u>_____</u>
9.	<u>_____</u>	<u>_____</u>	<u>_____</u>

*** Add additional pages if necessary

AND BE IT FURTHER RESOLVED THAT the authority conferred pursuant to this resolution and the representations contained herein shall remain in full force and effect until written notice of the revocation thereof shall have been received by SETA.

I, Rose F. Ramos,
of SACRAMENTO CITY UNIFIED SCHOOL DISTRICT, a California
(Legal Name of Subgrantee)
local governmental entity, do hereby certify and declare that the foregoing is a full, true and complete copy of a resolution duly passed and adopted by the Governing Body of said governmental entity at a meeting of said Body duly and regularly called, noticed and held, at 5735 47th Avenue, Sacramento, CA 95824, on the 20th day of August, 2020, at which meeting a quorum of the Governing Body was present and a majority of which quorum voted in favor of said resolution, and that said resolution is now in full force and effect.

IN TESTIMONY WHEREOF, I have hereunto set my hand this 20th day of August, 2020.

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
(Name of Entity)

BY: _____
(Signature)

Rose F. Ramos, Chief Business Officer
(Typed Name and Title)



Sacramento
Employment and
Training
Agency

June 8, 2020

Dr. Susan Lytle Gilmore, Ph.D., Director, Adult Education
Sacramento City Unified School District
5451 Lemon Hill Avenue
Sacramento, CA 95824

GOVERNING BOARD

LARRY CARR
Councilmember
City of Sacramento

PATRICK KENNEDY
Board of Supervisors
County of Sacramento

DON NOTTOLI
Board of Supervisors
County of Sacramento

SOPHIA SCHERMAN
Public Representative

JAY SCHENIRER
Councilmember
City of Sacramento

KATHY KOSSICK
Executive Director

925 Del Paso Blvd., Suite 100
Sacramento, CA 95815

Main Office
(916) 263-3800

Head Start
(916) 263-3804

Website: <http://www.seta.net>

CAT NO./CFDA: 17.258 (Adult) and 17.278 (Dislocated Worker)

Dear Dr. Gilmore:

Congratulations! Pursuant to action by the SETA Governing Board on June 4, 2020, Sacramento City Unified School District has been awarded \$200,000 in Workforce Innovation and Opportunity Act, (WIOA), Title I, Adult and Dislocated Worker funds to provide Basic Career Services to 1,111 customers and Individualized Career Services to 111 customers. The term of the subgrant number 074201SWCS will be July 1, 2020 through June 30, 2021.

An additional \$10,000 has been set aside for scholarships, supportive and vendor services. These funds have not been directly allocated to your agency. They are available for obligation and "draw down" only.

In order to proceed with the contract process, the following items must be completed and submitted to SETA's Contract Unit. These forms will be provided electronically:

Original Board Resolution (include corporate seal, if applicable)

Adult Budget and Cost Allocation Plan in the amount of \$160,000 (not including the \$8,000 reflected as set-aside in the attached budget form for scholarships, supportive and vendor services)

Dislocated Worker Budget and Cost Allocation Plan in the amount of \$40,000 (not including the \$2,000 reflected as set-aside in the attached budget form for scholarships, supportive and vendor services)

Program Performance Overview (PPO) reflecting 1,111 Basic Career Services customers, including 89 Adult Individualized Career Services customers and 22 Dislocated Worker Individualized Career Services customers

Please be advised that the following funding stipulation will be included as a Special Condition within the subgrant:

1. **A minimum of 30 percent of all WIOA Adult and Dislocated Worker funds must be expended on providing training services.**

Time is of the essence, therefore, these documents will need to be completed and emailed to Corey.Lagbao@seta.net no later than **Monday, June 29, 2020**. If you have questions or need assistance in completing these forms, please contact me at (916) 263-3838.

Sincerely,

Corey Lagbao
Workforce Development Analyst III

cc: Ms. Eileen Ramos-Prince

"Preparing People for Success: in School, in Work, in Life"



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 11.1h

Meeting Date: August 20, 2020

Subject: Approve Annual Charter Facilities Usage Agreements

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

Division: Continuous Improvement and Accountability

Recommendation: Approve the Amendment Extending the Facility Use Agreements (FUAs) extensions for:

1. St. Hope Public Schools
 - PS7
John Muir, 5201 Strawberry Lane
 - Sacramento Charter High School
Sacramento High, 2315 34th Street
2. Yav Pem Suab Academy – Preparing for the Future
 - Lisbon, 7555 South Land Park Drive

Background/Rationale: Pursuant to Education code 47614 (Prop 39) public school facilities should be shared fairly among all public school pupils, including those in Charter Schools. This means that the District shall make available to each Charter School operating in the District, facilities sufficient for the district students in conditions reasonably equivalent to those in other public schools in the district. The District may charge the Charter School a pro rata share of those school district facilities costs.

The Charter Schools have submitted Prop 39 requests with the District. The District and the Charter Schools have collaboratively worked together to define the specific terms of the Facility Use Agreements for the term of each Charter school.

Financial Considerations: The District will receive from the Charter Schools the pro rata share of the facilities costs.

LCAP Goal(s): Family and Community Empowerment

Documents Attached:

1. Amendment Extending Facilities Use Agreement with St. Hope Public Schools
2. Amendment Extending Facilities Use Agreement with Urban Charter Collective operator of Yav Pem Suab – Preparing for the Future

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

Amendment Extending Term of Facilities Use Agreement

This Amendment ("Amendment") is entered into by and between Sacramento City Unified School District ("District") and St. Hope Public Schools, a California non-profit public benefit corporation ("Non-Profit"), as operator of Public School 7 and Sacramento Charter High School, on the effective date as set forth below. District and Non-Profit are referred to singularly as "Party" or collectively as "Parties."

WHEREAS, the District and the Non-Profit entered into an Agreement titled Facilities Use Agreement ("FUA") (*attached hereto as Exhibit A*) for the term July 1, 2012 to July 30, 2017, which became effective on July 21, 2012.

WHEREAS, the District and the Non-Profit entered into an Agreement for an extension of the term July 1, 2017 to June 30, 2018, which became effective on October 24, 2016.

WHEREAS, the District and the Non-Profit previously modified the FUA by extending the term to June 30, 2019.

WHEREAS, the District and the Non-Profit previously modified the FUA by extending the term to June 30, 2020.


WHEREAS, the District and the Non-Profit desire to modify the Agreement by extending the term June 30, 2021.

NOW THEREFORE, for good and valuable consideration, the Parties agree as follows:

1. The term of the FUA shall be extended to June 30, 2021.
2. This Amendment shall not alter or affect in any way any other portion of the FUA. All other terms of said FUA remain in full force and effect.
3. This Amendment shall become effective upon the signatures of both parties and District Board approval.

IN WITNESS WHEREOF, the Parties execute this Amendment on the dates set forth below.

Dated: 6/30/2020



Julian Love
CBO
St. HOPE Public Schools

Dated: _____

Jose Aguilar
Superintendent
Sacramento City Unified School District

Amendment Extending Term of Facilities Use Agreement

This Amendment ("Amendment") is entered into by and between Sacramento City Unified School District ("District") and Urban Charter Collective, a California non-profit public benefit corporation ("Non-Profit"), as operator of Yav Pem Suab Academy, on the effective date as set forth below. District and Non-Profit are referred to singularly as "Party" or collectively as "Parties."

WHEREAS, the District and the Non-Profit entered into an Agreement titled Facilities Use Agreement ("FUA") (*attached hereto as Exhibit A*) for the term July 1, 2015 to July 31, 2018, which became effective on July 3, 2015.

WHEREAS, the District and the Non-Profit previously modified the FUA by extending the term to June 30, 2019.

WHEREAS, the District and the Non-Profit previously modified the FUA by extending the term to June 30, 2020.

WHEREAS, the District and the Non-Profit desire to modify the Agreement by extending the term July 1, 2020 to June 30, 2021.

NOW THEREFORE, for good and valuable consideration, the Parties agree as follows:

1. The term of the FUA shall be extended to June 30, 2021.
2. This Amendment shall not alter or affect in any way any other portion of the FUA. All other terms of said FUA remain in full force and effect.
3. This Amendment shall become effective upon the signatures of both parties and District Board approval.

IN WITNESS WHEREOF, the Parties execute this Amendment on the dates set forth below.

Dated: 6/17/20

Lee Yang
 Lee Yang
 Superintendent
 Urban Charter Collective

Dated: _____

 Jose Aguilar
 Superintendent
 Sacramento City Unified School District



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 11.1i

Meeting Date: August 20, 2020

Subject: Consolidated Application (ConApp) 2020-21 Spring Report

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

Department: State and Federal Programs

Recommendation: Approve the Consolidated Application (ConApp) 2020-21 Spring Report.

Background/Rationale: Districts in the State of California are required to submit a Consolidated Application (ConApp) for federally funded programs. The application is completed in multiple parts. The ConApp Spring Report identifies the programs for which the district is requesting funding as well as the public and private, non-profit schools that plan to participate in selected federal programs. The request for funding contains assurances that federal regulations will be followed when utilizing the funds. The ConApp also serves as a system for reporting program and fiscal data to CDE about the utilization of federal program funds. Local School Boards are required to approve the application for funding page. The District English Learner Advisory Committee (DELAC) reviewed and provided input on the ConApp on August 18, 2020.

Postponing the approval of the ConApp Spring Report may result in a delay of federal funding.

Financial Considerations: The report contains requests for Title I, Title II, Title III and Title IV funding for the 2020-21 school year. The District has project a total of \$19,149,925 in Title I funding for the 2020-21 school year.

LCAP Goal(s): College and Career Ready Students; Safe, Clean and Healthy Schools; and Family & Community Engagement

Documents Attached:

1. Consolidated Application (ConApp) 2020-21 Spring Report

Estimated Time of Presentation: N/A
Submitted by: Vincent Harris, Chief Continuous Improvement and Accountability Officer, and Kelley Odipo, Director, State & Federal Programs
Approved by: Jorge A. Aguilar, Superintendent



Consolidated Application 2020-21 Spring Report

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Fiscal Year 2018-19

Title II, Part A Fiscal Year Expenditure Report, 24 Months
Title III English Learner YTD Expenditure Report, 24 Months
Title III Immigrant YTD Expenditure Report, 24 Months

Fiscal Year 2019-20

Title I, Part A Nonprofit Private School Students Served
Title II, Part A Fiscal Year Expenditure Report, 12 Months
Title III English Learner YTD Expenditure Report, 12 Months
Title III English Learner Nonprofit Private School Reimbursement
Title III Immigrant YTD Expenditure Report, 12 Months
Title III Immigrant Nonprofit Private School Students Served
Title IV, Part A LEA Use of Funds Report
Homeless Education Policy, Requirements and Implementation

Fiscal Year 2020-21

Protected Prayer Certification
LCAP Federal Addendum Certification
Application for Funding
Nonprofit Private School Consultation
Title III English Learner Student Program Subgrant Budget
Title III Immigrant Student Program Subgrant Budget
Substitute System for Time Accounting



Consolidated Application 2020-21 Spring Report

Fiscal Year 2018-19

Title II, Part A Fiscal Year Expenditure Report, 24 Months
Title III English Learner YTD Expenditure Report, 24 Months
Title III Immigrant YTD Expenditure Report, 24 Months

2018-19 Title II, Part A Fiscal Year Expenditure Report, 24 Months

A report of year-to-date expenditures and encumbrances by activity. Activity period covered is July 1, 2018 through June 30, 2020.

CDE Program Contact:

Arianna Bobadilla (Fiscal), Division Support Office, abobadilla@cde.ca.gov, 916-319-0208
 Lisa Fassett (Program), Standards Implementation Support Office, lfassett@cde.ca.gov, 916-323-4963

2018-19 Title II, Part A allocation	\$2,131,304
Transferred-in amount	\$0
Transferred-out amount	\$0
2018-19 Total allocation	\$2,131,304

Professional Development Expenditures

Professional development for teachers	\$1,897,401
Professional development for administrators	
All other professional development expenditures	

Recruitment, Training, and Retention Expenditures

Recruitment activities	
Training activities	
Retention activities	
All other recruitment, training, and retention expenditures	

Miscellaneous Expenditures

Class size reduction	
Administrative and indirect costs	\$97,621
Equitable services for nonprofit private schools	\$136,282
All other allowable expenditures and encumbrances	
Total expenditures and encumbrances	\$2,131,304
2018-19 Unspent funds	\$0

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2018-19 Title III English Learner YTD Expenditure Report, 24 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2018 through June 30, 2020.

CDE Program Contact:

Geoffrey Ndirangu, Language Policy and Leadership Office, gndirang@cde.ca.gov, 916-323-5831

Required and authorized Title III English Learner (EL) student program activities

An eligible entity receiving funds under the Every Student Succeeds Act section 3115 (c)-(d) shall use the funds for the supplementary services as part of the language instruction program for EL students.

Refer to the Program Information link above for required and authorized EL student program activities.

Refer to the Data Entry Instructions link above for Expenditure Report Instructions.

2018-19 Title III EL student program allocation	\$877,526
Transferred-in amount	\$0
2018-19 Total allocation	\$877,526
Object Code - Activity	
1000-1999 Certificated personnel salaries	\$566,407
2000-2999 Classified personnel salaries	\$473
3000-3999 Employee benefits	\$260,726
4000-4999 Books and supplies	\$17,148
5000-5999 Services and other operating expenditures	\$15,566
Direct administrative costs (amount cannot exceed 2% of the student program allocation plus transferred-in amount)	\$0
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	\$17,206
Total year-to-date expenditures	\$877,526
2018-19 Unspent funds	\$0

*****Warning*****

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2018-19 Title III Immigrant YTD Expenditure Report, 24 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2018 through June 30, 2020.

CDE Program Contact:

Geoffrey Ndirangu, Language Policy and Leadership Office, gndirang@cde.ca.gov, 916-323-5831

Authorized Title III Immigrant student program activities

An eligible entity receiving funds under the Every Students Succeeds Act section 3114(d)(1) shall use the funds to pay for supplemental activities that provide enhanced instructional opportunities for immigrant children and youth.

Refer to the Program Information link above for authorized Immigrant student program activities.

Refer to the Data Entry Instructions link above for Expenditure Report Instructions.

2018-19 Title III immigrant student program allocation	\$109,955
Transferred-in amount	\$0
2018-19 Total allocation	\$109,955
Object Code - Activity	
1000-1999 Certificated personnel salaries	\$53,771
2000-2999 Classified personnel salaries	\$0
3000-3999 Employee benefits	\$30,205
4000-4999 Books and supplies	\$21,244
5000-5999 Services and other operating expenditures	\$0
Direct administrative costs (amount should not exceed 2% of the student program allocation plus transferred-in amount)	\$0
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	\$4,735
Total year-to-date expenditures	\$109,955
2018-19 Unspent funds	\$0

*****Warning*****

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Consolidated Application 2020-21 Spring Report

Fiscal Year 2019-20

Title I, Part A Nonprofit Private School Students Served
Title II, Part A Fiscal Year Expenditure Report, 12 Months
Title III English Learner YTD Expenditure Report, 12 Months
Title III English Learner Nonprofit Private School Reimbursement
Title III Immigrant YTD Expenditure Report, 12 Months
Title III Immigrant Nonprofit Private School Students Served
Title IV, Part A LEA Use of Funds Report
Homeless Education Policy, Requirements and Implementation

2019-20 Title I, Part A Nonprofit Private School Students Served

This report collects nonprofit private school eligible students served by grade level (receiving Title I, Part A equitable services).

CDE Program Contact:

Sylvia Hanna, Federal Programs and Reporting Office, shanna@cde.ca.gov, 916-319-0948
 Rina DeRose, Federal Programs and Reporting Office, RDeros@cde.ca.gov, 916-323-0472

Students Served Count by Grade

Kindergarten Student Count	5
Grade 1 Student Count	6
Grade 2 Student Count	4
Grade 3 Student Count	9
Grade 4 Student Count	8
Grade 5 Student Count	19
Grade 6 Student Count	10
Grade 7 Student Count	11
Grade 8 Student Count	7
Grade 9 Student Count	12
Grade 10 Student Count	14
Grade 11 Student Count	8
Grade 12 Student Count	5
Students Served Total	118

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2019-20 Title II, Part A Fiscal Year Expenditure Report, 12 Months

A report of year-to-date expenditures and encumbrances by activity. Activity period covered is July 1, 2019 through June 30, 2020

CDE Program Contact:

Arianna Bobadilla (Fiscal), Division Support Office, abobadilla@cde.ca.gov, 916-319-0208

Lisa Fassett (Program), Standards Implementation Support Office, lfassett@cde.ca.gov, 916-323-4963

2019-20 Title II, Part A allocation	\$1,755,598
Transferred-in amount	\$0
Transferred-out amount	\$0
2019-20 Total allocation	\$1,755,598

Professional Development Expenditures

Professional development for teachers	\$1,296,599
Professional development for administrators	
All other professional development expenditures	

Recruitment, Training, and Retention Expenditures

Recruitment activities	
Training activities	
Retention activities	
All other recruitment, training, and retention expenditures	

Miscellaneous Expenditures

Class size reduction	
Administrative and indirect costs	\$61,892
Equitable services for nonprofit private schools	\$78,774
All other allowable expenditures and encumbrances	
Total expenditures and encumbrances	\$1,437,265
2019-20 Unspent funds	\$318,333

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2019-20 Title III English Learner YTD Expenditure Report, 12 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2019 through June 30, 2020.

CDE Program Contact:

Geoffrey Ndirangu, Language Policy and Leadership Office, gndirang@cde.ca.gov, 916-323-5831

Required and authorized Title III English Learner (EL) student program activities

An eligible entity receiving funds under the Every Student Succeeds Act section 3115 (c)-(d) shall use the funds for the supplementary services as part of the language instruction program for EL students.

Refer to the Program Information link above for required and authorized EL student program activities.

Refer to the Data Entry Instructions link above for Expenditure Report Instructions.

2019-20 Title III EL student program allocation	\$887,913
Transferred-in amount	\$0
2019-20 Total allocation	\$887,913
Object Code - Activity	
1000-1999 Certificated personnel salaries	\$71,621
2000-2999 Classified personnel salaries	\$119
3000-3999 Employee benefits	\$34,023
4000-4999 Books and supplies	\$4,329
5000-5999 Services and other operating expenditures	\$2,041
Direct administrative costs (amount cannot exceed 2% of the student program allocation plus transferred-in amount)	\$0
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	\$2,243
Total year-to-date expenditures	\$114,376
2019-20 Unspent funds	\$773,537

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2019-20 Title IV, Part A LEA Use of Funds Report

A use of funds report of year-to-date expenditures by activity.

CDE Program Contact:

Federal Programs and Reporting Office, TitleIV@cde.ca.gov, -

2019-20 Title IV, Part A LEA allocation	\$1,443,782
Transferred-in amount	\$0
Total funds transferred out of Title IV, Part A	\$0
Total LEA Reservations	\$235,855
2019-20 Title IV, Part A LEA adjusted allocation	\$1,207,927
Well-Rounded	0
Safe and Healthy Students	0
Effective Use of Technology	0
Carryover as of September 30, 2020	\$1,207,927

*****Warning*****

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2019-20 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

CDE Program Contact:

Leanne Wheeler, Integrated Student Support and Programs Office, lwheeler@cde.ca.gov, 916-319-0383
 Karmina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov, 916-327-9692

Homeless Education Certification

The LEA hereby assures that the LEA has met the following requirements:

1. Designated a staff person as the liaison for homeless children and youths;
2. Developed a written policy that supports the enrollment and retention of homeless children and youths in schools of the LEA which:
 - a) Includes policies and practices to ensure that homeless children and youths are not stigmatized or segregated on the basis of their status as homeless;
 - b) Includes a dispute resolution process;
 - c) Ensures that transportation is provided for a homeless child or youth to and from the school of origin if requested by the parent, guardian or homeless liaison;
3. Disseminated public notice of the educational rights of homeless children and youths where such children and youths receive services under the provisions of the Education for Homeless Children and Youths Act.

Homeless Liaison Contact Information

Homeless liaison first name	Monica
Homeless liaison last name	McRho
Homeless liaison title	Homeless Program Coordinator
Homeless liaison email address (Format: abc@xyz.zyx)	MonicaMc@scusd.edu
Homeless liaison telephone number (Format: 999-999-9999)	(916) 277-6892
Homeless liaison telephone extension	
Enter the full-time equivalent (FTE) for all personnel directly responsible for the implementation of homeless education (Format: 0.00)	1

Homeless Liaison Training Information

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2019-20 Homeless Education Policy, Requirements, and Implementation

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CDE Program Contact:

Leanne Wheeler, Integrated Student Support and Programs Office, lwheeler@cde.ca.gov, 916-319-0383
 Karmina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov, 916-327-9692

Has the homeless liaison attended and/or participated in a homeless education liaison training within the last two years	Yes
Has the homeless liaison provided training to the following personnel:	
Principals and other school leaders	Yes
Attendance officers and registrars	Yes
Teachers and instructional assistants	Yes
School counselors	Yes

Homeless Education Policy and Requirements

Does the LEA have a written homeless education policy	Yes
No policy comment	
Provide an explanation why the LEA does not have a homeless education policy. (Maximum 500 characters)	
Date LEA's board approved the homeless education policy	10/18/2007
Does the LEA meet the above federal requirements	Yes
Compliance comment	
Provide an explanation why the LEA does not comply with federal requirements. (Maximum 500 characters)	

Title I, Part A Homeless Expenditures

2019-20 Title I, Part A LEA allocation	\$19,149,925
2019-20 Title I, Part A direct or indirect services to homeless children reservation	\$161,872
Amount of 2019-20 Title I, Part A funds expended or encumbered for direct or indirect services to homeless children	\$155,771
Homeless services provided	Specific services include assistance in the following areas: school enrollment and attendance support services, records retrieval, school and hygiene supplies, health/immunization referrals, shelter/housing and community referrals and education support services.

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2019-20 Homeless Education Policy, Requirements, and Implementation

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CDE Program Contact:

Leanne Wheeler, Integrated Student Support and Programs Office, lwheeler@cde.ca.gov, 916-319-0383
 Karmina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov, 916-327-9692

(Maximum 500 characters)	
No expenditures or encumbrances comment	
Provide an explanation why there are no Title I, Part A expenditures or encumbrances for homeless services. (Maximum 500 characters)	

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2019-20 Title III English Learner Nonprofit Private School Reimbursement

The purpose of this data collection is to capture the documentable number of private school English learners who received Title III services during the reported fiscal year.

CDE Program Contact:

Geoffrey Ndirangu, Language Policy and Leadership Office, gndirang@cde.ca.gov, 916-323-5831

School Name	School Code	Enrollment	Flagged for English Learner Participation	English Learner Students Served	Participation Explanation (Max 500 char)
Calvary Christian	6999148	45	N	0	
Camellia Waldorf	7069230	106	N	0	
Capital Christian School	6902019	704	N	0	
Capital Innovations Academy	6150262	28	N	0	
Christian Brothers High School	6938047	1157	N	0	
Courtyard Private School	6922066	71	N	0	
Cristo Rey High School	6132963	375	N	0	
Holy Spirit Parish School	6976393	262	N	0	
MVP Diamond Academy	6146195	10	N	0	
Riverside School Inc., dba Brookfield School	6976310	189	N	0	
Sacred Heart Parish School	6976542	273	N	0	
Saint Mary School	6976625	256	N	0	
St. Francis Catholic High School	6938252	1081	N	0	
St. Francis of Assisi Elementary School	6976575	289	N	0	
St. Patrick SUCCEED Academy	6976641	218	N	0	
St. Robert Catholic School	6976666	198	N	0	

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2019-20 Title III Immigrant Nonprofit Private School Students Served

The purpose of this data collection is to capture the documentable number of private school immigrant students who received Title III immigrant services during the reported fiscal year.

CDE Program Contact:

Geoffrey Ndirangu, Language Policy and Leadership Office, gndirang@cde.ca.gov, 916-323-5831

School Name	School Code	Enrollment	Flagged for Immigrant Participation	Immigrant Students Served	Participation Explanation (Max 500 char)
Calvary Christian	6999148	45	N	0	
Camellia Waldorf	7069230	106	N	0	
Capital Christian School	6902019	704	N	0	
Capital Innovations Academy	6150262	28	N	0	
Christian Brothers High School	6938047	1157	N	0	
Courtyard Private School	6922066	71	N	0	
Cristo Rey High School	6132963	375	N	0	
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St. Robert Catholic School	6976666	198	N	0	

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Consolidated Application 2020-21 Spring Report

Fiscal Year 2020-21

Certification of Assurance
Protected Prayer Certification
LCAP Federal Addendum Certification
Application for Funding
Title III English Learner Student Program Subgrant Budget
Title III Immigrant Student Program Subgrant Budget
Substitute System for Time Accounting

2020-21 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at <https://www.cde.ca.gov/fg/aa/co/ca20assurancetoc.asp>.

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, conappsupport@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	Jorge A. Aguilar
Authorized Representative's Signature	
Authorized Representative's Title	Superintendent
Authorized Representative's Signature Date	08/20/2020

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2020-21 Protected Prayer Certification

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Franco Rozic, Title I Monitoring and Support Office, frozic@cde.ca.gov, 916-319-0269

Protected Prayer Certification Statement

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Jorge Aguilar
Authorized Representative's Title	Superintendent
Authorized Representative's Signature Date	08/20/2020
Comment If the LEA is not able to certify at this time, then an explanation must be provided in the Comment field. (Maximum 500 characters)	

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2020-21 LCAP Federal Addendum Certification

CDE Program Contact:

Local Agency Systems Support Office, LCFF@cde.ca.gov, 916-323-5233

Initial Application

To receive initial funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds for the first time are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to initially apply for funds, the LEA must certify that the current LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification, the LEA agrees to submit the LCAP Federal Addendum, that has been approved by the local governing board or governing body of the LEA, to the California Department of Education (CDE) and acknowledges that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

Returning Application

If the LEA certified a prior year LCAP Federal Addendum Certification data collection form in the Consolidated Application and Reporting System, then the LEA may use in this form the same original approval or adoption date used in the prior year form.

County Office of Education (COE) / District	08/22/2018
For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP	
Direct Funded Charter	
Enter the adoption date of the current LCAP	
Authorized Representative's Full Name	Jorge A. Aguilar
Authorized Representative's Title	Superintendent

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2020-21 Application for Funding

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, conappsupport@cde.ca.gov, 916-319-0297

Local Governing Board Approval

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

Date of approval by local governing board	08/20/2020
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District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

DELAC representative's full name (non-LEA employee)	Llova Ayala
DELAC review date	08/18/2020
Meeting minutes web address Please enter the web address of DELAC review meeting minutes (format http://SomeWebsiteName.xxx). If a web address is not available, then the LEA must keep the minutes on file which indicate that the application was reviewed by the committee.	https://www.scusd.edu/district-english-learner-advisory-committee-delac
DELAC comment If an advisory committee refused to review the application, or if DELAC review is not applicable, enter a comment. (Maximum 500 characters)	

Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	Yes
Title III Immigrant	Yes

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2020-21 Application for Funding

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, conappsupport@cde.ca.gov, 916-319-0297

ESEA Sec. 3102 SACS 4201	
Title IV, Part A (Student and School Support)	Yes
ESSA Sec. 4101 SACS 4127	

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2020-21 Title III English Learner Student Program Subgrant Budget

The purpose of this form is to provide a proposed budget for 2020-21 English learner (EL) Student Program Subgrant funds only per the Title III English Learner Students Program requirements (ESSA, Sections 3114, 3115, & 3116).

CDE Program Contact:

Geoffrey Ndirangu, Language Policy and Leadership Office, gndirang@cde.ca.gov, 916-323-5831

Estimated Allocation Calculation

Estimated English learner per student allocation	\$114.40
Estimated English learner student count	8,000
Estimated English learner student program allocation	\$915,200

Note: \$10,000 minimum program eligibility criteria

If the local educational agency's estimated English learner student program allocation is less than \$10,000, then it does not meet the minimum program eligibility criteria for direct funding status and requires further action. To receive instructions regarding the consortium application process, please go to the California Department of Education Title III EL Consortium Details web page at <https://www.cde.ca.gov/sp/el/t3/elconsortium.asp>.

Budget

Professional development activities	\$637,083
Program and other authorized activities	\$90,000
English Proficiency and Academic Achievement	\$165,172
Parent, family, and community engagement	\$5,000
Direct administrative costs (Amount cannot exceed 2% of the estimated English learner student program allocation)	\$0
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	\$17,945
Total budget	\$915,200

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2020-21 Title III Immigrant Student Program Subgrant Budget

The purpose of this form is to provide a proposed budget for 2020-21 Immigrant Student Program Subgrant funds only per the Title III Immigrant Student Program requirements (ESSA, Sections 3114, 3115, & 3116).

CDE Program Contact:

Geoffrey Ndirangu, Language Policy and Leadership Office, gndirang@cde.ca.gov, 916-323-5831

Estimated Allocation Calculation

Estimated immigrant per student allocation	\$104.70
Estimated immigrant student count	1,100
Estimated immigrant student program allocation	\$115,170

Note: Eligibility criteria

A local educational agency which has 21 or more eligible immigrant students and has experienced a significant increase of one percent or more in eligible immigrant students enrollment in the current year, compared with the average of the two preceding fiscal years, is eligible to apply.

Budget

Authorized activities	\$110,964
Direct administrative costs (Amount should not exceed 2% of the estimated immigrant student program allocation)	\$0
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	\$4,206
Total budget	\$115,170

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2020-21 Substitute System for Time Accounting

This certification may be used by auditors and by California Department of Education oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the local educational agency (LEA) submits and certifies this data collection.

CDE Program Contact:

Arturo Ambriz, Fiscal Oversight and Support Office, AAmbriz@cde.ca.gov, 916-323-0765

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate.

Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the web at <https://www.cde.ca.gov/fg/ac/sa/>.

2020-21 Request for authorization	Yes
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	There are no known deficiencies.

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SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 11.1j

Meeting Date: August 20, 2020

Subject: Approve the Operational Memorandum of Understanding and the Amendment Extending Term of Special Education Memorandum of Understanding with Yav Pem Suab Academy – Preparing for the Future Charter

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

Division: Continuous Improvement and Accountability

Recommendation: Approve the Operational Memorandum of Understanding and Amendment Extending Term of Special Education Memorandum of Understanding with Yav Pem Suab Academy – Preparing for the Future Academy.

Background/Rationale: The District approved the renewal of the charter for Yav Pem Suab Academy for a term of five years. By approving the renewal of the charter, the District assumed certain oversight responsibilities of the Charter School pursuant to the California Charter Schools Act (Cal. Ed. Code, § 47600 et seq.). To clarify the parties' roles and responsibilities, the District enters into an Operational MOU and Special Education MOU with each charter school. The Operational MOU outlines responsibilities and expectations between the District and the Charter School regarding the oversight fee paid by the Charter School to the District, the parties' respective fiscal and administrative responsibilities, their legal relationship, and other matters of mutual interest not explicitly addressed or resolved in the terms of the Charter School's charter. The Special Education MOU sets forth the parties' responsibilities for the delivery and financing of special education services to students enrolled in the Charter School.

Financial Considerations: The Charter School shall owe the District a pro-rata share of the District's unfunded special education costs (encroachment).

LCAP Goal(s): Family and Community Empowerment

Documents Attached:

1. Operational Memorandum of Understanding
2. Amendment Extending Term of Special Education Memorandum of Understanding Between Sacramento City Unified School District and Urban Charter Schools Collective Regarding Yav Pem Suab Academy
3. Special Education Memorandum of Understanding Between Sacramento City Unified School District and Urban Charter Schools Collective Regarding Yav Pem Suab Academy

Estimated Time of Presentation: N/A

Submitted by: Vincent Harris, Chief Continuous Improvement and Accountability Officer and Jesse Ramos, Director of Innovative Programs

Approved by: Jorge A. Aguilar, Superintendent

**OPERATIONAL MEMORANDUM OF UNDERSTANDING BETWEEN
SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
AND
Yav Pem Suab Academy – Preparing for the Future Charter**

This Operational Memorandum of Understanding (“Agreement”) is entered into as of June 18, 2020, by and between the Board of Trustees of the Sacramento City Unified School District (“District”) and the Urban Charter Schools Collective (“Non-Profit”), a California non-profit public benefit corporation, operating the Yav Pem Suab Academy – Preparing for the Future Charter (“Charter School”), a public charter school chartered by the District. The District, the Non-Profit and the Charter School are collectively referred to as the “Parties.” This Agreement shall be enforceable only following execution by both Parties and ratification or approval by the governing boards of each of the Parties.

RECITALS:

- A. The District is the granting agency of the Charter School. The District *initially* approved the charter on March 18, 2010, and previously renewed on April 23, 2015. The District renewed the Charter School’s charter on May 7, 2020, for a term of five years, beginning on July 1, 2020 and expiring June 30, 2025. The Charter School is operated by the Non-Profit.
- B. By approving the charter petition, the District assumed certain oversight responsibilities of the Charter School pursuant to the California’s Charter Schools Act (Cal. Ed. Code, § 47600 *et seq.*). This Agreement is intended to outline the Parties’ agreements governing their respective fiscal and administrative responsibilities, their legal relationship, and other matters of mutual interest not otherwise addressed or resolved in the terms of the Charter School’s charter.

NOW, THEREFORE, in consideration of the premises and the mutual covenants and agreements herein set forth, the Non-Profit and the District do hereby agree as follows:

- 1. Use of Terms.** Unless otherwise stated, for the purposes of this Agreement, the terms Charter School and Non-Profit may be used interchangeably, with the duties and responsibilities of the Charter School and Non-Profit being the same under this Agreement.
- 2. Term and Renewal.** This Agreement shall commence on the date upon which it is executed by both Parties, but shall not be effective absent ratification or approval by the governing boards of each of the Parties. The Agreement shall cover the remaining term of the charter, expiring on June 30, 2025. If the Charter School’s charter is revoked or the Charter School ceases operations prior to the expiration of the term of the Agreement, the Agreement shall immediately terminate. The Agreement is also subject to termination in accordance with the processes as set forth in this Agreement or as otherwise permitted by law. Renewal or extension of the charter and this Agreement shall be based, in part, on compliance with the terms set forth in this Agreement, District policy, and applicable law.

3. Designation of School. The Charter School shall be known as Yav Pem Suab Academy – Preparing for the Future Charter. The Charter School may not change its name, nor operate under any other name, without the prior express written approval of the District. The Non-Profit shall be responsible for all functions of the Charter School pursuant to the terms and conditions set forth in this Agreement and its charter. The Charter School shall not be located at more than one school site without the prior express written approval of the District. The Charter School shall not change locations without the prior express written approval of the District. Any change of location shall be considered a material revision of the charter petition under Education Code sections 47605 and 47607 and shall not be denied unless there are sufficient findings per these statutes.

4. School Accountability.

a. Annual LCAP. The Charter School shall comply with Education Code section 47606.5, as that statute may be amended from time to time, as well as its implementing regulations, if any. The Charter School’s Local Control and Accountability Plan (“LCAP”), and annual updates thereto as required by law, shall be annually provided to the District by July 1, unless a different date is established by law. The Charter School will utilize the State Board of Education’s template to submit its LCAP pursuant to this section. To the extent practicable, the Charter School shall report LCAP data in a manner consistent with how information is reported on a school accountability report card. The Charter School shall hold all necessary public hearings to adopt the Local Control Accountability plan pursuant to Education Code section 47606.5.

b. Performance Report. The Charter School will provide an Annual Performance Report to the District, completed by the Charter School, no later than the October 1st that immediately follows each respective school year. From time to time, and as may be necessary in the District’s sole discretion, the District reserves the right to revise the content requested in, and format of, the Annual Performance Report. The District will provide the Charter School with notice at least thirty (30) days prior to the implementation of changes to the Annual Performance Report.

c. Corrective Action. The Charter School must comply with the terms and conditions specified in the Corrective Action Plan, attached to this Agreement as Appendix B and incorporated to this Agreement by reference.

5. Funding.

a. Basic Funding. The Charter School shall receive its funding in accordance with applicable law. Should anything in this MOU require revision based upon changes in law or regulation, the Parties shall meet without delay to cooperatively revise the MOU to ensure consistency with the law. Any future revision of the Charter Schools Act to revise the manner in which charter schools are funded shall not be interpreted to prevent the Charter School’s direct receipt of full funding in accordance with applicable law.

The Charter School is eligible for a general-purpose entitlement allocated through the Local Control Funding Formula (“LCFF”) under Education Code sections 42388 *et seq.* Except as otherwise noted in this Agreement, it shall be the responsibility of the Charter School to apply for funding due to the Charter School under LCFF.

The Charter School has elected to receive funding from the State directly, pursuant to Education Code section 47651. The District shall comply with Education Code section 47635 in providing the Charter School with its share of local funding. However, the Parties understand that in the event that such funds are not timely received by the District due to processing delays at either the state or county level, such funds shall be provided to the Charter School as soon as practicable after such funds are made available to the District. The District recognizes the authority of the Charter School to pursue additional sources of funding. Any application for funding by the Charter School that depends on the support or creditworthiness of the District shall be presented to the District for its prior written approval.

b. District Applications for Funding. When the District applies for additional sources of funding in the form of grants and/or categorical funding at the request of and for the benefit of the Charter School, the District will receive one percent (1%) of such funds at the time they are paid to the Charter School. Such funds shall not be considered revenue for purposes of the District’s oversight fee set forth in section 8(b).

c. Expenditure of Funds. The Charter School agrees to comply with all regulations related to expenditures and receipt of its funds (including compliance with federal and state compliance regulations and certifications). Without limitation to the foregoing, the Charter School agrees that all revenue received from the District and the State shall only be used as outlined herein and in the charter for the provision of educational services for school age children enrolled in and attending the Charter School and shall not be used for purposes other than those set forth in the Charter School’s charter and any authorized amendments. The Charter School will provide the District with written monthly notice when the Charter School withdraws funds deposited by the Sacramento County Superintendent of Schools in the Sacramento County Treasury for the account of the Charter School and re-deposits those funds in a financial institution selected by the Charter School. Such notice is provided when the Charter School provides the District with monthly bank statements from the banks where all the Charter School’s accounts are held. Within fifteen calendar days of opening an account at a bank or other financial institution, the Charter School will provide written notice to the District of the commencement of that account, the type of account, the financial institution or bank and any identifying account numbers.

d. Compliance with Procedures. To the extent that the Charter School is required to submit records or information to the District or the County Office of Education in order to confirm funding, including but not limited any audit requirements under LCFF, those records must be prepared by the Charter School in compliance with applicable laws.

6. Legal Relationship. Pursuant to its charter and Education Code section 47604, the Charter School is operated by the Non-Profit. The Charter School and the Non-Profit are separate legal entities from the District. As such, the District shall not be liable for the debts or

obligations of the Charter School or the Non-Profit to the maximum extent permitted by applicable law. It is agreed that it is the Parties' intent that the District shall incur no unreimbursed cost or expenses of any type whatsoever as a result of its relationship with the Charter School. The Charter School may not enter into a contract or agreement to be managed or operated by any other non-profit public benefit corporation (or any other corporation or entity) without the express written prior approval of the District. The obligations of the Charter School under such agreement or contract are solely the responsibility of the Charter School and are not the responsibility of the District.

7. Complaints. The Charter School shall inform the District of any complaints submitted or filed against it, including complaints filed with any governmental entity other than the District, which the District is obligated to respond to using its own complaint resolution processes, or under any state or federal law, including but not limited to complaint submitted pursuant to uniform complaint procedures. Copies of such complaints must be provided to the District within three (3) working days of receipt by the Charter School. If any such complaint raises an issue or issues that may be grounds for revocation or non-renewal of the charter, the District may request that the Charter School report to the District on how such complaints are being addressed, and the Charter School agrees to provide such information upon the District's request. The Charter School shall make such information available to the District for inspection and copying upon request during regular business hours or, upon request, the Charter School shall deliver to the District within ten (10) business days a current copy of any requested records or information. Under all circumstances, the Charter School will cooperate fully in the release of information to the District to assist in the District's oversight obligations.

8. Fiscal Relationship.

a. Administrative Services. The District's most recent available fee schedule for services to the Charter School ("Letter of Intent/Fee Schedule") is attached hereto for reference as Appendix C. Appendix C provides an initial estimated fee schedule, subject to amendment when the fiscal year's fees become final. The Charter School may purchase any of the "Optional Administrative Services" designated by the District. If the Charter School elects to purchase such services, the District's agreement to provide those services shall be reduced to writing and signed by the Parties in a separate agreement. The District reserves the right to annually revise the Letter of Intent/Fee Schedule to reflect the District's then-calculated rates, and the rates stated by each such revision shall apply to services the Charter School is purchasing from the District. If the Charter School contracts for services that require the District to provide labor beyond the current work and vacation calendars of District employees, then the Charter School shall pay the actual cost of these services.

b. Oversight Fee. The Parties agree that the District will incur costs in connection with its performance of supervisory oversight of the Charter School as required by law, and that it is not in the best interests of either Party to require a mechanical assessment, accounting, billing and payment process to compensate the District for such costs.

The Parties further agree that the District is not providing the Charter School with substantially rent-free facilities as referenced by Education Code section 47613(b). Therefore,

the Parties agree that the actual cost of the District’s supervisory oversight of the Charter School is one percent (1%) of “Revenue of the Charter School” (excluding grants, loans, and private donations), as defined in Education Code sections 47613, 47632, subd. (a), 42238.02, and 42238.03.

Should anything in this provision require revision based upon a change in the law or regulation, the Parties shall meet without delay to cooperatively revise the MOU to ensure that the fees for oversight are consistent with the law. The Parties further agree that should the District be required by law or requested by the Charter School to perform services on behalf of the Charter School outside of its supervisory oversight functions and other than as outlined above regarding administrative services, it will incur additional costs or expenses, which the Charter School agrees are not included within the services under the Oversight Fee. However, no cost will be imposed upon or accrued by the Charter School without prior negotiation and agreement between the Charter School and the District of the terms and cost of said services.

“Supervisory Oversight,” as used in the Education Code section 47613, is defined in Education Code sections 47604.32 and 47604.33 to mean the District’s performance of duties to include the following:

- Identification of at least one (1) staff member as contact person for the Charter School.
- Visiting the Charter School at least annually.
- Ensuring that the Charter School complies with all reports required of charter schools by law, including the annual update required pursuant to Education Code section 47606.5.
- Monitoring the fiscal condition of the Charter School.
- Providing timely notification, in accordance with the law, regarding whether the charter’s renewal is granted or denied, the charter is revoked, or the charter will cease operation for any reason.
- Reviewing annual reports and assessing the fiscal condition of the Charter School pursuant to Education Code section 47604.33.

c. Payment for Administrative Services, Oversight Fee and Expenses. On a quarterly basis, the District shall provide a written invoice and, as necessary, supporting expense information, to the Charter School detailing the amount due for services performed by the District, the oversight fee due pursuant to section 8(b), and any expenses paid by the District on the Charter School’s behalf, with the exception of special education encroachment fees, if any which shall be computed and charged in accordance with the Special Education Memorandum Of Understanding between the Parties (Special Education MOU).

Payment on invoices provided to the Charter School pursuant to this section shall be due within thirty (30) calendar days of receipt unless the Charter School has provided written notice to District that it disagrees with invoiced charges. Payments shall be made to the District’s

Business Services Department. The Charter School may only withhold payment for services, fees or expenses that it has specifically contested. The Charter School shall make payment by check.

d. Distribution of Assets Upon Revocation or Closure. Should the Charter School, as an entity separate from the Non-Profit, cease to exist (by revocation or nonrenewal of its charter or by voluntary closure), and upon a final audit and the payment of, or provision for payment of, all debts and liabilities of the Charter School, any public funds held by or for the Charter School and any assets of the Charter School purchased with public funds shall be distributed in accordance with the terms of the Charter.

9. Fiscal Controls.

a. Fiscal Policies. The Charter School shall adopt and meet generally accepted accounting principles and shall adopt policies to ensure the Charter School's funds are used to most effectively support the Charter School's mission and to ensure that funds are budgeted, accounted for, expended, and maintained in an appropriate fashion. Such policies will include, but not be limited to the following:

- i) Expenditures shall be made in accordance with amounts specified in the annual budget or budgetary revisions adopted by the Charter School's governing board;
- ii) The Charter School's funds shall be managed and held in a manner that provides a high degree of protection of the Charter School's assets; and
- iii) All transactions shall be recorded and documented in an appropriate manner that allows reporting to the State, the District, and/or the County Office of Education.

b. Attendance Accounting. The Charter School shall establish and maintain an appropriate attendance accounting system to record the number of days students are actually in attendance and engaged in activities required of them by the Charter School. The annual audit (see section 9(c) below) will review actual attendance accounting records and practices to ensure compliance. The Charter School's attendance accounting practices will be in conformance with the Charter Schools Act, the California Administrative Code sections defining charter school average daily attendance, and other applicable law.

c. Annual Financial Audit. The Charter School's governing board will annually appoint an external fiscal auditor, subject to the approval of the District. Said external fiscal auditor must be listed on the State Controller's Office website as approved to conduct such audits. The audit shall include, but not be limited to:

- i) An audit of the accuracy of the Charter School's financial statements;
- ii) An audit of the Charter School's attendance accounting and revenue claims practices; and
- iii) An audit of the Charter School's internal control practices.

The Charter School shall complete its audit within ninety (90) days of the close of the fiscal year. A copy of the audit report shall be submitted to the District within thirty (30) days of completion, and no later than December 15 of the fiscal year following the fiscal year for which the audit was performed. The Charter School agrees to implement all audit recommendations to the District's satisfaction, unless other terms are agreed to between the District and the Charter School.

d. Financial Reports. In addition to the foregoing requirements and as specified in Education Code section 47604.33, the Charter School shall annually prepare and submit the following reports to the District and the County Superintendent of Schools:

- i) On or before July 1, an adopted budget;
- ii) On or before December 15, a first interim financial report, reflecting changes through October 31;
- iii) On or before March 15, a second interim financial report, reflecting changes through January 31; and
- iv) On or before September 15, a final unaudited report for the full prior fiscal year.

In addition to the reports required by this section, the Charter School must submit all reports indicated in Appendix D (Calendar of Annual Charter Due Dates), incorporated to this Agreement by reference. From time to time, and as may be necessary in the District's sole discretion, the District reserves the right to revise the content and format of the Calendar of Annual Charter Due Dates. Whenever the District makes a substantive revision to the Calendar of Annual Charter Due Dates, the District will provide notice to the Charter School, within thirty (30) calendar days of the substantive revision, and provide a copy of the updated version to the Charter School. Failure to submit accurate and complete financial information as required hereby shall be considered grounds for revocation of the charter, subject to reasonable opportunity on the part of the Charter School to amend and rectify findings of the above reports.

The District may request, and the Charter School and Non-Profit agree to obtain and provide, additional documentation and information from the Charter School, the Non-profit, and all other non-profit and for-profit entities affiliated with the Non-Profit that provide services to the Charter School or control the assets of the Non-Profit or Charter School ("Other Entities"), for the purpose of review and oversight of the fiscal soundness, operation, and governance of the Charter School or the Non-Profit. Such documents and information must be reasonably related to the operation, educational services, management, finances, personnel, procurement, facilities, financing, programmatic services of the Charter School and the Non-Profit.

The Charter School and Non-Profit shall incorporate language into their contracts with Other Entities, that ensure the Charter School and Non-Profit may obtain any of the above documents from the Other Entities, upon request from the District.

e. Loans.

The Charter School agrees that it shall establish a fiscal plan for repayment of any loans received by the Charter School in advance of receipt of such loans. It is agreed that all loans sought by the

Charter School shall be authorized in advance by the governing board of the Charter School and shall be the sole responsibility of the Charter School. The Charter School shall notify the District, in writing, no later than 10 days prior to entering into any debt whatsoever. Advance notice shall include the amount of the loan, a description of the need for the loan, its terms, and the plan for repayment, including a cash flow schedule. The District will have no obligation with respect to any loans received by the Charter School to finance its operations, and any such loan shall be the sole responsibility of the Charter School. Upon request, the Charter School shall provide information regarding any such loan to the requesting agency pursuant to Education Code section 47604.3.

It is further agreed that all loans distributed by the Charter School to any other entity, including the Non-Profit, shall be authorized in advance by the governing board of the Charter School and shall be the sole responsibility of the Charter School. The Charter School shall notify the District, in writing, no later than 10 days prior to providing loan funding to any other entity, including the Non-Profit. Advance notice shall include the amount of the loan, a description of terms of the loan, and the plan for repayment, including a cash flow schedule. Upon request, the Charter School shall provide information regarding any such loan to the requesting agency pursuant to Education Code section 47604.3.

f. Advance of Funds. The District may in its sole discretion advance funds to the Charter School. In addition, the District may in its sole discretion provide a line of credit for the Charter School.

g. Cash Flow and Reserve. The Parties agree that the maintenance of a sufficient level of funding reserve is in the best interest of the Charter School and its successful operation. Accordingly, the Charter School shall maintain reserves of no less than three percent (3%). An explanation of any projected drop in reserves below the three percent (3%) level must be included in the Charter School's assumptions in the adopted budget for the fiscal year.

h. Third Party Debts and Liabilities. Assets or funds allocated or held by the Charter School for provision of its educational services shall not be used to satisfy any third party debts or liabilities, including those of the Non-Profit. Without limitation to the foregoing, no Charter School monies shall be allocated or spent on the debts or liabilities of any party or organization that is associated with founding this Charter School.

i. Banking Arrangements. The Charter School's Business Officer or designee will reconcile the Charter School's ledger(s) with its bank accounts or accounts in the County Treasury on a monthly basis and prepare (1) a balance sheet, (2) a comparison of budgeted to actual revenues and expenditures to date, and (3) a cash flow statement, which will be submitted with the reports listed above in section 9(d). The Charter School will deposit all funds received as soon as practical upon receipt. A petty cash fund, not to exceed two hundred dollars (\$200), may be established with an appropriate ledger to be reconciled twice monthly by the Non-Profit Business Officer or designee, who shall not be authorized to expend petty cash.

j. Property Inventory. Within thirty (30) days of receipt of a written request by the District, the Charter School's head of school or his or her designee, shall provide the District

with a written inventory of all Charter School purchases of non-consumable goods and equipment that were: 1) valued at one-thousand dollars (\$1,000.00) or more, and, 2) made in that fiscal year, and, 3) made in whole or in part with public funds. This inventory shall include the original purchase price and date, a brief description of the item(s), and other information appropriate for documenting the Charter School's assets, including identifying information reasonably available to (or reasonably used by) the Charter School, such as serial numbers or Charter School tracking numbers. As the chartering authority, the District may make other reasonable queries to the Charter School, in order to ensure that the Charter School in compliance with the law with regard to tracking items and property that are purchased, in whole or in part, with public funds.

k. Payroll. The Charter School will prepare payroll checks, tax and retirement withholdings, tax statements, and perform other payroll support functions. The President of the Charter School's governing board or his or her designee will establish and oversee a system to prepare time and attendance reports and submit payroll check requests. The Charter School's Business Officer or designee will review payroll statements monthly to ensure that (1) the salaries are consistent with staff contracts and personnel policies and (2) the proper tax, retirement, disability, and other withholdings have been deducted and forwarded to the appropriate authority. All staff expense reimbursements will be on checks separate from payroll checks. Upon hiring of staff, a personnel file will be established with all appropriate payroll-related documentation including a federal I-9 form, tax withholding forms, retirement data and use of sick leave.

l. Other Fiscal Control Policies. The Charter School shall develop and maintain other fiscal control policies as recommended by independent certified public accountants retained by the Charter School to advise it on fiscal control policy matters. Updated fiscal policies of the Charter School shall be provided to the District annually.

10. Reporting to the District.

a. Enrollment.

i) Annual Enrollment Reporting. The Charter School recognizes the need to achieve sufficient enrollment each year so that the Charter School remains fiscally viable. On an annual basis and no later than January 15 of each year, the Charter School shall provide the District a copy of its estimated maximum enrollment plans and anticipated grade level offerings for the following school year. In addition, the Charter School shall provide documentation showing the number and percentage of its enrollment that resides within the District's boundaries by grade level and the number and percentage of its enrollment that resides outside of the District's boundaries by grade level. Upon the District's request, the Charter School shall provide additional information regarding its enrolled students, including their name, residential address, school district of residence, and telephone number. The Charter School recognizes that this information is

critical to District planning for the next year. District agrees not to use student data information for marketing and/or recruiting purposes.

- ii) Monthly Enrollment Reporting. No later than the 15th calendar day of every month, the Charter School shall provide the District with a copy of its student enrollment numbers for the prior month, including the name, residential address, residential telephone number, and school district of residence for each newly enrolled students, as well as for each student who has exited or been disenrolled from the Charter School program. In the alternative, the Charter School may provide the District with access to the enrollment attendance data program of the Charter School.
- iii) Student Enrollment. The Charter School shall not discourage a pupil from enrolling or seeking to enroll in the Charter School for any reason.

b. Reporting to Public Agencies. The Charter School shall submit to the District a copy of all reports or other documents that the Charter School is required to submit to any state or other public agency in the State of California. Such reports will be submitted to the District, when submitted to the state or other public agency.

c. Notification to District Regarding Governing Body Composition. The Charter School shall annually (on or before August 1) send to the District a list of its directors and officers. The District shall be provided with immediate notice of any change in the composition of these directors or officers.

d. School Calendar and Schedules. The Charter School shall provide by May 31 of each year the school calendar and bell schedule for the following school year, including calculation of instructional minutes. If summer school, extended day or intersession is offered, the Charter School shall provide calendars and bell schedules for such programs.

e. Cumulative File Information. The District and the Charter School shall promptly forward to each other all cumulative file information, including, but not limited to, information regarding special education and related services, whenever a student transfers from a District school to the Charter School, or vice versa.

f. Performance Assessments. The Charter School shall forward results from statewide assessments to the District promptly upon receipt by the Charter School, but in no event later than October 1.

g. Student Records. To the extent necessary to discharge its reasonable supervisory oversight activities, the Charter School hereby designates the employees of the District as having a legitimate educational interest such that they are entitled upon request access to the Charter School's education records under the Federal Educational Rights and Privacy Act ("FERPA") and related state laws regarding student records. At a minimum, such records include emergency contact information, health and immunization data, attendance summaries, and academic performance data from all statewide student assessments pursuant to Education Code sections

60600, *et seq.* and 60851. The District, Charter School, and their officers and employees shall comply with FERPA and state laws regarding student records at all times.

11. Special Education and Related Services; English Learners. The Parties will enter into a Special Education MOU. In addition to the terms thereof, the following terms govern the provision of special education and related services to Charter School students.

a. Compliance with Applicable Law. All children will have access to the Charter School and no student shall be denied admission due to disability. The Charter School shall be solely responsible for compliance with Section 504 of the Rehabilitation Act of 1973 (“Section 504”) (29 U.S.C. § 794 *et seq.*) and the Americans with Disabilities Act of 1990 (“ADA”) (42 U.S.C. § 12101 *et seq.*). The Parties further agree to implement and comply with the Individuals with Disabilities Education Act (“IDEA”) (20 U.S.C. § 1400 *et seq.*) as specified in the Special Education MOU.

b. Student Study Team. The Charter School agrees to implement a Student Study Team (“SST”) Process, a general education function that develops strategies for students in the general education classroom. The SST shall develop and monitor implementation of Section 504 plans for eligible students as appropriate.

c. English Learners. The Charter School will annually administer the English Language Proficiency Assessments for California (“ELPAC”) to all eligible students. The Charter School will be responsible for all components necessary to comply with state and federal testing and reporting of English Learners.

12. Human Resources Management.

a. Charter School Exclusive Employer. All employees of the Charter School are employees of the Non-Profit and shall have no right to employment by the District. The Non-Profit shall have sole responsibility for employment, management, dismissal and discipline of employees of the Charter School.

b. Teacher Credentials and Highly Qualified Teacher Requirements: By August 1 of each year, the Charter School shall provide the District proof that all Charter School teachers hold the appropriate Commission on Teacher Credentialing certificate, permit, or other document required for the teacher’s certificated assignment in accordance with Education Code section 47605, subdivision (1)(1). A person employed as a teacher in a charter school prior to January 1, 2020, will have until July 1, 2025 to obtain that certificate, permit, or other document. Supervision and evaluation needs to be done by a qualified administrator. The Charter School will comply with applicable Highly Qualified Teacher requirements as described under the Elementary and Secondary Education Act. The Charter School will report annually on the status of EL Certification of certificated staff.

c. Monitoring of Teacher Credentialing. The Charter School agrees to maintain each teacher’s appropriate credentialing documentation on file at the charter school, and shall provide the District access to these documents upon request, pursuant to Education Code section

47605, subdivision (1)(1). The Charter School agrees to assist the District in monitoring the teacher credentialing of the Charter School pursuant to Education Code section 44258.9.

d. Compliance with Fingerprinting Requirements. Throughout the term of the Charter and this Agreement, all employees of the Charter School, parent volunteers who will be performing services that are not under the direct supervision of a certificated teacher, and onsite vendors having unsupervised contact with students, will submit to background checks and fingerprinting in accordance with the provisions of Education Code section 45125.1. The Charter School will provide certification to the District that all employees and volunteers or vendors have clear criminal records summaries prior to their having any unsupervised contact with students. The Charter School will maintain on file and have available for inspection, during District site visits, evidence that the Charter School has performed criminal background checks for all employees and documentation that vendors have conducted required criminal background checks for their employees prior to any unsupervised contact with students. By July 1, 2020, all teachers at the Charter School shall obtain a certificate of clearance and satisfy the requirements for professional fitness pursuant to Sections 44339, 44340, and 44341.

e. Compliance with Health and Safety Laws. Throughout the term of the Charter and this Agreement, the Charter School and all employees to which each law applies shall comply with the following legal provisions. The Charter School shall maintain a written policy or administrative regulation regarding each legal provision, below, provide the District with a copy of such policy or administrative regulation, and provide the District with a copy if amended.

- i) Education Code Section 49423 regarding the administration of medication in school;
- ii) Education Code Section 49141 regarding the provision, storage, and administration of epinephrine pens;
- iii) Education Code Section 49406 and Health and Safety Code Sections 121525 – 121555 requiring all employees who work in contact with students to obtain tuberculosis screenings or tests, as specified in law; and
- iv) Penal Code Section 11164, *et seq.* and Education Code Section 44691 regarding employee mandated reporter obligations and training.

f. STRS/PERS. If the Charter School decides to offer existing or new employees of the Charter School the opportunity to participate in the State Teachers' Retirement System ("STRS") or the Public Employees' Retirement System ("PERS"), the Charter School shall be responsible for entering into a contract with STRS and/or PERS or the District. At the request of the Charter School, the District shall create any reports required by STRS or PERS and may charge the Charter School for the actual costs of such reporting services.

g. ESSA. The Charter School will be responsible for ensuring its staff is compliant with all applicable provisions of the federal Every Student Succeeds Act ("ESSA").

13. Indemnification. The Non-Profit shall promptly defend, indemnify, and hold harmless the District, its officers, directors, employees, agents, representatives, volunteers,

administrators, successors, and assigns (collectively hereinafter the “Indemnified Parties”) from and against any and all alleged or actual breach of any obligation imposed under this Agreement, or any other actual or alleged breach of any duty or obligation owed to the District or any third party, including any Charter School student (including any student placed with a school other than the Charter School, or in any nonpublic, nonsectarian school or in other special services to address special need or disability situations) or employee, by the Non-Profit or its officers, directors, employees, agents, representatives, volunteers, guests, students, administrators or trustees, successors or assigns.

The District shall promptly defend, indemnify, and hold harmless the Non-Profit, its officers, directors, employees, agents, representatives, volunteers, administrators, successors, and assigns (collectively hereinafter the “Charter Indemnified Parties”) from and against any and all alleged or actual breach of any obligation imposed on the District under this Agreement, or any other actual or alleged breach of any duty or obligation owed to the Charter School or any third party, arising from the District’s sole or separate negligence.

In the event of a third party claim or potential claim covered by these provisions, the Parties agree to take all steps reasonable or necessary to cooperate in defending and protecting their joint interests, and in expediting all reasonable or necessary efforts to gain coverage for the Parties under any liability policy or indemnity agreement issued in favor of the Non-Profit and/or District, including indemnity rights or agreements existing in contracts between the Non-Profit and/or District and any third party (such as contract with a supplier of goods or services), and further including efforts to reduce defense costs (through joint representation whenever possible), expenses and potential liability exposures.

14. Insurance and Risk Management. The Non-Profit shall, for itself and the Charter School, and at its sole cost and expense, purchase and maintain during the entirety of this Agreement, insurance or indemnity protection as follows, as well as any additional insurance as may be required by law:

a. Liability Insurance. Occurrence-based liability indemnity protection, having a combined limit of liability of no less than five million dollars (\$5,000,000) per claim and in the aggregate, and a per occurrence deductible of no greater than five thousand dollars (\$5,000), whether purchased in the form of a single policy/agreement or by way of multiple policies/agreements, including excess or umbrella policies or agreements, that extends coverage for, among other things, educators’ legal liability, property damage liability, employment practices liability, automobile (owned, non-owned, and hired) liability, personal injury and advertising injury liability, directors and officers, and errors and omissions liability, with such coverage extended to the Charter School, its governing board, its officers, agents, employees, and volunteers. To the fullest extent allowed by law, and in keeping with the Non-Profit’s indemnity obligations described above, the Indemnified Parties shall be included as “additional insureds” or “additional covered parties” under each of the Non-Profit’s liability policies or agreements, with such coverage evidenced by duly issued “additional insured” or “additional covered party” endorsement(s) and/or duly issued certificate(s) of insurance, which must affirmatively state that the required coverage shall not be reduced or prematurely terminated or cancelled absent 30-days notice to District.

b. Workers' Compensation. In accordance with the California Labor Code, the Non-Profit shall purchase and maintain workers' compensation and employers liability insurance or indemnity protection adequate to protect the Charter School from claims under California's Workers' Compensation Act, with a limit of liability no less than \$500,000, and that extends coverage and protection to Charter School employees and volunteers. Evidence of such coverage shall be provided in the form of a duly issued certificate of insurance which must affirmatively state that the required coverage shall not be reduced or prematurely terminated or cancelled absent 30-days notice to District.

c. Property Insurance. The District will maintain insurance for facilities, consistent with the Facilities Use Agreement. This includes property damage coverage sufficient to replace, at current market value and in compliance with any enhanced building codes or disability access ordinances, regulations or laws, all personal property, fixtures, and property owned or under the care, custody, or control of the Charter School. Evidence of such coverage shall be provided in the form of a duly issued certificate of insurance or coverage which must affirmatively state that the required coverage shall not be reduced or prematurely terminated or cancelled absent 30-days notice to District.

d. Bond. Fidelity and crime coverage extending to wrongful acts with respect to money or property owned by or under the care, custody or control of any Charter School employee, volunteer, agent or representative. Evidence of such coverage shall be provided in the form of a duly issued certificate of insurance or coverage which must affirmatively state that the required coverage shall not be reduced or prematurely terminated or cancelled absent 30-days notice to District.

15. Compliance with Law Applicable to Public Agencies. The Charter School agrees to comply at all times with laws which generally apply to public agencies and to comply with federal or state laws (which may be amended from time to time), including but not limited to the following:

- The Ralph M. Brown Act ("Brown Act") (Gov. Code, § 54950 *et seq.*; Ed. Code § 47604.1);
- The California Public Records Act (Gov. Code, § 6250 *et seq.*; Ed. Code § 47604.1);
- State conflict of interest laws applicable to charter schools operated by nonprofit corporations, including but not limited to the Political Reform Act, and Government Code section 1090. (Gov. Code, § 87100 *et seq.*; Gov. Code, § 1090; Ed. Code § 47604.1);
- The Child Abuse and Neglect Reporting Act (Penal Code, § 11164 *et seq.*);
- The Individuals with Disabilities Education Rights Act ("IDEA") (20 U.S.C. § 1400 *et seq.*);
- The Americans with Disabilities Act ("ADA") (42 U.S.C. § 12101 *et seq.*);
- The U.S. Civil Rights Acts, including Title VII of the 1964 Civil Rights Act;
- The California Fair Employment and Housing Act ("FEHA") (Gov. Code, § 12900 *et seq.*);
- The Age Discrimination in Employment Act ("ADEA") (29 U.S.C. § 621 *et seq.*);

- Section 504 of the Rehabilitation Act of 1973 (“Section 504”) (29 U.S.C. § 794 *et seq.*);
- Education Code sections 220 *et seq.*;
- The Uniform Complaint Procedure (5 Cal. Code Regs., tit. 5, § 4600 *et seq.*);
- The Family Educational Rights and Privacy Act (“FERPA”) (20 U.S.C. § 1232g *et seq.*);
- Local Control Funding Formula (Cal. Ed. Code, § 42238, *et seq.*); and
- All applicable state and federal laws and regulations concerning the improvement of student achievement, including but not limited to any applicable provisions of the Elementary and Secondary Education Act of 1965 (20 U.S.C. § 6301 *et seq.*) as amended by the Every Student Succeeds Act of 2015 (“ESSA”) (20 U.S.C. § 6301 *et seq.*).

a. Brown Act and Governing Board Meetings. During the term of the Charter, the Charter School agrees to comply with key terms of the Brown Act and shall conduct the meetings of its governing board in accordance with the Brown Act, including making public the agendas of such meetings in advance, as required by the Brown Act. Prior to opening, the Charter School will provide verification by letter to the District that all members of the Governing Board, administrative staff, and any other staff deemed appropriate by the Charter School have participated in Brown Act training. The governing board of the Charter School shall conduct public meetings at such intervals as are necessary to ensure that the board is providing sufficient direction to the Charter School through implementation of effective policies and procedures. The District reserves the right to appoint a representative to the Charter School’s governing board in accordance with the provisions of Education Code section 47604. The Charter School agrees to provide to the District’s representative on the governing board a complete board packet of information being submitted to the board before each meeting, in sufficient time for review. Governing board adopted policies, meeting agendas and minutes shall be maintained and shall be available for public inspection and to the District during site visits (or upon request).

b. Public Records Act. The Charter School agrees that all of its records that relate in any way to the operation of the Charter School shall be treated as public records subject to the requirements of the Public Records Act (Gov. Code, § 6250 *et seq.*) as well as Education Code section 47604.3.

16. Participation in Special Programs and Services; Transportation.

a. Sports and Other Activities; Student Insurance. In the event that the Charter School wishes to have its students or staff participate in a program or service offered by the District other than those specified by this Agreement, advance approval and arrangements must be made and confirmed in writing, and expenses for such participation may be charged to the Charter School. The District has sole discretion whether to allow the Charter School to participate in such District programs or services, including California Interscholastic Federation (“CIF”) activities. Charter School participation in CIF activities and sports are subject to the rules and regulations of CIF. Charter School students may participate at their own expense in student insurance coverage programs offered by the District.

b. Transportation. Unless otherwise agreed with the District, the Charter School shall be responsible for any transportation offered to students who enroll in the Charter School.

17. Amendments to Charter. Changes to the Charter deemed to be material amendments may not be made without District consideration and approval. Amendments to the Charter considered to be material changes include, but are not limited to, the following:

- i) Substantial changes to the educational program (including the addition or deletion of an educational program), mission, or vision;
- ii) Changing to (or adding) a non-classroom-based program, if originally approved as a classroom-based program, if such change is permitted by law;
- iii) Changes in enrollment that differ by more than 10 percent +/- of the enrollment originally projected in the charter petition for years one through four and 16 percent +/- for only year five specifically for the purposes of acquiring funds for the Proposition 51 Facilities Grant;
- iv) Addition or deletion of grades or grade levels to be served;
- v) The addition of facilities and/or new sites not previously approved by the District
- vi) Admission preferences;
- vii) Changes to the governance structure, including but not limited to amendments to:
 - The Non-Profit's articles of incorporation
 - The Non-Profit's corporate bylaws;
 - The Non-Profit's conflict of interest policy (and the Charter School Board's conflict of interest policy, if different); and
- viii) Name changes of the Charter School.

18. Amendments to Agreement. The Updates and Revisions to the Memorandum of Understanding ("Appendix A"), incorporated by reference, are amendments to this Agreement, as mutually agreed to by the Parties. To the extent that the terms of Appendix A and the Agreement conflict with one another, the terms of Appendix A shall control and supersede the term(s) with which they conflict. The remaining terms of the Agreement shall not be affected there by and shall remain valid and fully enforceable.

Any other modification of this Agreement must be in writing and executed by duly authorized representatives of both Parties specifically indicating the intent of the Parties to modify this Agreement. No such modification or amendment shall be effective absent approval or ratification by the governing boards of both Parties.

In the event of changes in laws, the District and the Charter School agree to negotiate modifications to this Agreement as required by applicable law.

19. Dispute Resolution. Any and all disputes arising out of the interpretation or performance of this Agreement shall be subject to the following procedure until a resolution is reached. Once the Parties have exhausted the procedures stated in (a)-(c), below, each may

pursue a remedy as entitled to them by law. Notwithstanding the foregoing, if any such dispute concerns facts or circumstances that may be cause for revocation of the Charter, the District shall not be obligated by the terms of this section as a precondition to revocation.

a. The disputing party shall provide written notice of the dispute to the other party. Thereafter, the Charter School's designee shall meet with the District's Superintendent or designee within thirty (30) days to attempt informal resolution of the dispute.

b. In the event this informal meeting fails to resolve the dispute, both Parties or their designees, within sixty (60) days counting from the initial informal meeting date, shall identify two governing board members from their respective boards who shall jointly meet with the Charter School's designee and the District's Superintendent or designee and attempt to resolve the dispute.

c. If this joint meeting fails to resolve the dispute, the District and the Charter School shall enter into non-binding mediation before a mutually agreed upon mediator, with the costs of the non-binding mediation to be split evenly between the Parties. The format of the mediation shall be developed jointly by the District and the Charter School, and shall incorporate informal rules of evidence and procedure, unless both Parties agree otherwise. Notwithstanding the foregoing, the findings or recommendations of the mediator shall be non-binding, unless the governing boards of the Non-Profit and the District jointly agree to bind themselves.

Exercise of any dispute mechanism authorized by this Agreement shall not, in and of itself, constitute a material violation of the charter or otherwise be grounds for revocation.

20. Severability. If any provision or any part of this Agreement is for any reason held to be invalid or unenforceable or contrary to law, the remainder of this Agreement shall not be affected thereby and shall remain valid and fully enforceable.

21. Venue. The Parties agree that any legal action to enforce the terms of this Agreement shall be brought in the appropriate court in Sacramento County, California.

22. Governing Law and Authority. In the event of a conflict between the law and terms of this Agreement, the law shall prevail, and any such conflicting terms shall be severed from this Agreement and nullified. To the extent that this Agreement is inconsistent with any of the terms of the Charter, the terms of this Agreement shall supersede the terms of the Charter. The Parties further agree to jointly make any modification of this Agreement or the Charter needed to effectuate changes in state or federal laws following the execution of this Agreement.

23. Notices. All notices, requests, and other communications under this Agreement shall be in writing and submitted in writing to the addresses set forth below. Notice shall be deemed given on the second day following the mailing of notice by certified mail.

To the District at: Sacramento City Unified School District
Attn: Charter Oversight Coordinator

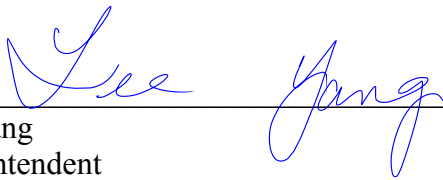
5735 47th Avenue
Sacramento, CA 95824
Facsimile: (916) 399 - 2058

To the Non-Profit and
Charter School at:

Urban Charter Schools Collective
Attn: Chief Financial Officer
7555 South Land Park Dr.
Sacramento, CA 95831-3863

- 24. Entire Agreement.** This Agreement contains the entire agreement of the Parties with respect to the matters covered hereby, and supersedes any oral or written understandings or agreements between the Parties with respect to the subject matter of this Agreement.
- 25. Conflicts.** If any provision of this Agreement is inconsistent with the charter, the terms of the Agreement shall prevail.
- 26. Counterparts.** This Agreement may be executed in counterparts, each of which shall constitute an original. Facsimile or scanned emailed copies of signature pages transmitted to other Parties to this Agreement shall be deemed equivalent to original signatures on counterparts.

Dated: 6/17/20



Lee Yang
Superintendent
Urban Charter Schools Collective

Dated: _____

Jorge Aguilar
Superintendent
Sacramento City Unified School District

AMENDMENT EXTENDING TERM OF SPECIAL EDUCATION MEMORANDUM OF UNDERSTANDING BETWEEN SACRAMENTO CITY UNIFIED SCHOOL DISTRICT AND URBAN CHARTER SCHOOLS COLLECTIVE REGARDING YAV PEM SUAB ACADEMY

This Amendment ("Amendment") is entered into by and between the Sacramento City Unified School District ("District") and Urban Charter Schools Collective, a California non-profit public benefit corporation ("Non-Profit") as operator of Yav Pem Suab Academy, on the effective date as set forth below. District and Non-Profit are referred to singularly as "Party" or collectively as "Parties."

WHEREAS, the District and the Non-Profit entered into an agreement titled Special Education Memorandum of Understanding Between Sacramento City Unified School District and Urban Charter Schools Collective Regarding Yav Pem Suab Academy ("SPED MOU") (*attached hereto as Exhibit A*) for the term July 1, 2015 through June 30, 2020, which became effective on June 8, 2015.

WHEREAS, the District and the Non-Profit intend to modify the Agreement by extending its term through June 30, 2021.

NOW THEREFORE, for good and valuable consideration, the Parties agree as follows:

1. The term of the SPED MOU shall be extended to June 30, 2021.
2. This Amendment shall not alter or affect, in any way, any other terms or provision of the SPED MOU. All other terms or provisions of said SPED MOU remain in full force and effect.
3. In the event of a conflict between the law and terms of the SPED MOU and/or Amendment, the law shall prevail, and any such conflicting terms shall be severed from the SPED MOU and/or Amendment and nullified.
4. This Amendment shall become effective upon the signatures of both parties and District Board approval ("Effective Date").

IN WITNESS WHEREOF, the Parties execute this Amendment on the dates set forth below.

Dated: Lee Yang 6/17/20

Lee Yang
Superintendent
Urban Charter Schools Collective

Dated: _____

Jose Aguilar
Superintendent
Sacramento City Unified School District

**SPECIAL EDUCATION MEMORANDUM OF UNDERSTANDING
BETWEEN SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
AND
URBAN CHARTER SCHOOLS COLLECTIVE REGARDING
YAV PEM SUAB ACADEMY**

This Memorandum of Understanding ("Agreement") is entered into as of June 18, 2015, ("Effective Date"), by and between the Board of Trustees of the Sacramento City Unified School District ("District") and Urban Charter Schools Collective ("Non-Profit"), a California non-profit public benefit corporation, operating Yav Pem Suab Academy ("Charter School"), a public charter school chartered by the District. The District and the Non-Profit are collectively referred to as the "Parties." This Agreement will set forth the responsibilities of the Parties with respect to the delivery and financing of special education services to children enrolled in the Charter School.

I. RECITALS

- A. The District is the granting agency of the Charter School. The District approved the Charter School's charter ("Charter") on April 23, 2015, for a term of five years, beginning on July 1, 2015 and expiring June 30, 2020.
- B. The Charter School shall be categorized as a "public school" within the District in conformity with California Education Code section 47641, subdivision (b) for the purposes of special education. The Charter School's students will be students of the District for purposes of special education.
- C. The District will serve as the Charter School's local educational agency ("LEA") for the purposes of special education, and as such must take steps to ensure that all children with disabilities enrolled in the Charter School receive special education and designated instruction and services in conformity with their individualized education plans ("IEP") and in compliance with the Individuals with Disabilities Education Act ("IDEA") (20 U.S.C. § 1400 *et seq.*), its implementing regulations and all applicable state and federal law. (Ed. Code, § 47646(a).)
- D. This Agreement has the purpose of clarifying the roles and responsibilities of the parties with regard to students who are enrolled and attend the Charter School and are or may be eligible for special education and related services under the IDEA.

NOW, THEREFORE, in consideration of the promises and the mutual covenants and agreements herein set forth, the Charter School and the District do hereby agree as follows:

II. USE OF TERMS

The Parties agree that unless otherwise stated herein, for the purposes of this Agreement, the terms "Charter School" and "Non-Profit" may be used interchangeably, with the

duties and responsibilities of the Charter School and Non-Profit being the same under this Agreement.

III. TERM

The term of this Agreement shall be from the Effective Date to June 30, 2020. This Agreement may be amended by mutual written agreement of the Parties at any time. This Agreement is subject to termination during the term of as permitted by law. This Agreement is also subject to termination if the Charter School becomes the LEA of another Special Education Local Plan Area ("SELPA").

If at any time the Charter School desires to become a local educational agency ("LEA") and seek membership in a SELPA other than the District's SELPA, the Charter School shall confer with the District. The Non-Profit shall notify the District by March 1st of the prior calendar year if the Charter School intends to seek membership in another SELPA. The Charter School will also comply with all procedures, including but not limited to, dispute resolution and other procedures of the District's SELPA, the receiving SELPA, and those procedures required by law. To the extent this constitutes a material revision of the Charter School's Petition, the Charter School will comply with Education Code requirements necessary to amend the Petition.

IV. DESIGNATED REPRESENTATIVE

The District's designated representative shall be the District's Superintendent who shall have the authority to act on behalf of the District. The Charter School shall designate a representative in writing and this representative shall have the authority to act on behalf of the Charter School, except to the extent action by the Governing Board of the Charter School is legally required.

V. NONDISCRIMINATION IN ADMISSIONS

All students will have access to the Charter School and no student shall be denied admission due to his or her disability. (20 U.S.C. § 1412(a)(2); 34 C.F.R. § 300.209; Ed. Code, § 47605(d).)

VI. SECTION 504 AND THE ADA

The Parties agree that this Agreement is intended to address the responsibilities of the parties with respect to the provision and financing of special education services under the IDEA and does not cover services or accommodations required under Section 504 of the Rehabilitation Act of 1973 ("Section 504") (29 U.S.C. §§ 794 *et seq.*), or under the Americans with Disabilities Act of 1990 ("ADA") (42 U.S.C. §§ 12101 *et seq.*). The Charter School shall be solely responsible, at its own expense, for compliance with Section 504 and the ADA unless otherwise agreed to in writing by the parties, such as in a Facilities Use Agreement.

VII. SPECIAL EDUCATION FUNDING

A. Retention of Special Education Funds by the District. The Charter School, which has been deemed a public school of the District, shall participate in state and federal funding in the same manner as any other public school of the District. (Ed. Code, § 47646(a).) The Parties agree that, pursuant to the division of responsibilities set forth in this Agreement, the District has agreed to provide special education and related services for the Charter School, consistent with the services it provides eligible students at its other public schools. Consistent with this division of responsibility, the District shall retain all state and federal special education funding allocated for Charter School students through the Sacramento City Special Education Local Plan Area ("SELPA"). The District shall be solely responsible, as necessary, to contract and pay for any special education services, except as otherwise agreed between the Parties.

B. Charter School Contribution to Encroachment. The Charter School shall owe the District a pro-rata share of the District's unfunded special education costs (encroachment) as estimated in the District's current Fee Schedule for Services to Charter Schools ("Fee Schedule"). The encroachment amounts set forth in the Fee Schedule are subject to updating when the District's actual unfunded special education costs become available. At the end of each fiscal year, June 30, the District shall calculate the Charter School's pro-rata share of the District-wide encroachment for that year as calculated by the total unfunded special education costs of the District (including those costs attributable to the Charter School) divided by the total number of District enrollment (including Charter School students) and multiplied by the total number of Charter School enrollment. Charter School enrollment shall include all students, regardless of home district. Payments for encroachment shall be made by the Charter School to the District pursuant to the following schedule:

October 31: 25% of the Charter School's estimated pro-rata share of encroachment based upon prior year encroachment, which shall be adjusted by a credit or deduction, to reflect any difference between Charter School's actual pro-rata share for the prior year and actual payments made. If it is determined that the Charter School has paid more than its actual pro rata share of encroachment, such amounts shall be refunded to the Charter School, or at the sole option of the Charter School, applied to the encroachment of the following school year. If it is determined that the Charter School has paid less than its actual pro-rata share of encroachment, then the Charter School shall be required to pay the District the difference.

January 31: 25% of the Charter School's estimated pro-rata share of encroachment based upon prior year encroachment.

April 30: 25% of the Charter School's estimated pro-rata share of encroachment based upon prior year encroachment.

July 15: 25% of the Charter School's estimated pro-rata share of encroachment based upon prior year encroachment.

If at any time, including through the updating of the amounts set forth in the Fee Schedule, it is determined by the District that the Charter School has paid more than its actual pro rata share of encroachment, the District will give notice of same within 30 days, and such amounts shall be refunded to the Charter School or, at the sole option of the Charter School, applied to the encroachment of the following school year. Similarly, if at any time it is determined by the District that the Charter School has paid less than its actual pro rata share of encroachment, the District will give notice of same within 30 days, and such amounts shall be paid by the Charter School or, at the sole option of the District, added to the encroachment of the following school year. In the event that the District and Charter School cannot agree as to the amount owed pursuant to the calculations, the matter shall be resolved pursuant to the dispute resolution provision in the Charter. However, the Charter School shall pay any undisputed amount based on the timelines prescribed in this section.

The District shall provide financial and other information needed to allow the Charter School to review and confirm the accuracy of the District's estimated and actual pro-rate encroachment calculations as reasonably requested by the Charter School. For the 2015-2016 school year, the Charter School's estimated pro-rata share of encroachment shall be calculated based upon District's actual preceding school year encroachment and the Charter School's average daily attendance ("ADA")

VIII. PROVISION OF SPECIAL EDUCATION AND RELATED SERVICES

A. General Provisions

1. Intent of the Parties. The Parties intend to ensure that all students with disabilities who attend the Charter School are provided a free appropriate public education ("FAPE") in compliance with the IDEA (20 U.S.C. § 1400, *et seq.*) and California Education Code section 56000, *et seq.*
2. Provision of Services. A child with disabilities attending the Charter School shall receive special education and related services in the same manner as a child with disabilities who attends another public school of the District. (Ed. Code, § 56145.) A full continuum of special education programs and related services shall be provided to Charter School students as required by an individual student's IEP.
3. Division and Coordination of Responsibility. Where particular services are generally provided by staff at the local school site level, the Charter

School, subject to District approval, and after consulting with a District program specialist, may provide staff and programming.

4. Days of Service. Special education services shall be available to the Charter School for the number of days specified in students' IEPs.
5. Staffing Requirements. All special education and related services must be provided by qualified personnel meeting state certification, licensing, registration or other applicable requirements. (34 C.F.R. § 300.156.) The District shall be responsible for screening and hiring employees to provide special education services for students enrolled in the Charter School in the same manner as for District schools.

To the extent allowable and consistent with the District's applicable collective bargaining agreements with its employees, the District shall consult with the Charter School regarding the assignment of employees providing special education pursuant to this Agreement.

To the extent that the District and/or SELPA provide training opportunities and/or information regarding special education to site staff, such opportunities and/or information shall be made available to Charter School staff.

6. Contracts with Non-District Providers. The Charter School shall not contract with any outside person or agency for the provision of special education and/or related services to Charter School students without the prior written approval of the District. Moreover, any such contracts may only be entered into with nonpublic schools or agencies properly certified by the State of California.
7. Student Records. The Charter School is responsible for obtaining the cumulative files, prior and/or current IEPs and other special education information on any student enrolling from a non-District school. The Charter School shall forward copies of all such information to the District. The District will ensure that the Charter School is provided with notification and relevant files of all students transferring to the Charter School from a District school, who have an existing IEP, in the same manner that ensures the forwarding of such information between District schools. All records and files will be released with the signed permission of the Parent/Guardian.
8. Notice of Procedural Safeguards. The District shall provide the Parent/Guardian with a notice of procedural safeguards when: a Parent/Guardian asks for a copy; the first time a child is referred for special education assessment; each time a child is reassessed; each time a Parent/Guardian requests a due process hearing; and each time a change of

placement is implemented because of a violation of a code of student conduct. (20 U.S.C. § 1415(d)(1)(A); 34 C.F.R. §§ 300.504(a) and 300.530(h); Ed. Code, §§ 56301(d)(2), 56321, 56500.1 and 56502.)

B. Enrollment, Identification and Evaluation

1. Enrollment Information. The Charter School shall include on its enrollment form(s) a question regarding whether the student seeking to enroll in the Charter School is, or may be, a student eligible for special education and related services. The Charter School shall provide the District with a list of special education students enrolled in the Charter School at the beginning of each school year and shall update the list on a quarterly basis.
2. Identification and Referral. The District shall work cooperatively with the Charter School in identifying and referring students who have or may have exceptional needs that qualify them to receive special education services. The District will develop, maintain, and implement policies and procedures to ensure identification and referral of students who have, or may have, such exceptional needs. These policies and procedures will be in accordance with California law and District policy. The Charter School will implement the District's policies and procedures. The District shall provide the Charter School with any assistance that it generally provides its other public schools in the identification and referral processes. A pupil shall be referred for special education instruction and services only after the resources of the regular education program have been considered and, where appropriate, utilized. (Ed. Code, § 56303.)
3. Assessment. District staff shall conduct all necessary special education assessments of Charter School students, including but not limited to initial assessments, annual assessments and triennial assessments, unless the parties agree otherwise in writing. All such assessments will be conducted by qualified personnel and comply with state and federal law and regulations. (20 U.S.C. § 1414(a)-(c); 34 C.F.R. §§ 300.300-305; Ed. Code, § 56320; Cal. Code Regs., tit. 5, § 3023.) Except as provided by state and federal law, the District and the Charter School may not conduct an assessment without first obtaining the written consent of the Parent/Guardian. (20 U.S.C. § 1414(a)(1)(D); 34 C.F.R. § 300.300; Ed Code, § 56321.)

If a Parent/Guardian refuses to consent to an assessment that the District or the Charter School believes is required to provide a Charter School student with FAPE, the Charter School shall immediately notify the District.

The Charter School shall not refer its students for independent educational evaluations without prior written approval of the District.

4. Interim Placement. For students with a current IEP who enroll in the Charter School from a school outside the District, the Charter School and the District shall confer and either implement the student's existing IEP to the extent possible, or otherwise provide the student with an interim placement, not to exceed 30 days, in accordance with all applicable state and federal law. Before the expiration of the 30 day period, the interim placement shall be reviewed by the IEP team and final recommendations made. (Ed. Code, § 56325.)

The Charter School shall notify the District immediately of students who may fall into this category. The District will provide consultative assistance and necessary services to the Charter School to help transition such students.

5. Attendance Monitoring. The Charter School shall monitor attendance for related services on a monthly basis to ensure students are accessing all services outlined in their IEPs.

C. Individualized Education Programs (IEPs)

1. IEP Team Membership. IEP team membership shall be in compliance with state and federal law and shall include a designated representative of the Charter School and a designated representative of the District. (20 U.S.C. § 1414(d)(1)(B); 34 C.F.R. § 300.321; Ed. Code, § 56341(b).)
2. IEP Meetings. Responsibility for arranging and providing notice for all IEP team meetings shall be allocated in accordance with the District's general practice and procedure and applicable law. The Charter School shall be responsible for having the designated representative of the Charter School and other members of the student's IEP team, including at least one general education teacher knowledgeable about the regular education program at the Charter School in attendance at the IEP team meeting. District staff and Charter School staff shall consult as needed and work cooperatively to review individual students' assessment data and progress prior to IEP meetings and discuss how special students' needs may be most effectively met. However the District staff and Charter School shall not predetermine any aspect of the IEP. The Parent/Guardian shall be given a copy of the procedural safeguards upon notice of each IEP meeting. (Ed. Code, § 56341.)
3. IEP Contents. The District and the Charter School shall use the SELPA forms to complete the IEPs. Each IEP must include, but is not limited to: a statement of the child's present levels of educational performance;

measurable annual goals; the special education and related services and supplementary aids and services to be provided to the child; an explanation of the extent, if any, to which a child will not participate with non-disabled children; the dates, frequency, location and duration of services for the child; and a statement of how the child's progress toward his or her annual goals will be measured. (20 U.S.C. § 1414(d)(1)(A); 34 C.F.R. § 300.320; Ed. Code, § 56345.)

4. Parental Consent to the IEP. The Parties may not implement an IEP to which a Parent/Guardian does not provide written consent. If a Parent/Guardian consents to only part of an IEP, the District and the Charter School must implement the portion of the IEP to which the Parent/Guardian consented. (Ed. Code, § 56346(e).) Notification of the other party is required any time a Parent/Guardian refuses to consent to any portion of an IEP. Anytime a Parent/Guardian refuses to consent to any portion of an IEP that the Charter School believes is required to provide a student with FAPE, the Charter School must notify the District.

D. Program and Services

1. Eligibility and Placement. Decisions regarding eligibility, goals/objectives, program, placement and exit from special education shall be the decision of the IEP team. Services and placements shall be provided to all eligible Charter School students in accordance with the policies, procedures and requirements of the District, the SELPA and applicable law. Whenever the Charter School takes, proposes or refuses to initiate or change the identification, evaluation or educational placement of a Charter School student, the Charter School must, in consultation with the District, provide the Parent/Guardian with prior written notice of such action. (34 C.F.R. § 300.503.)

In the event that either party believes that placement in a District program is necessary to provide a student with FAPE, such placement shall only be made by an IEP team comprised of representatives of the Charter School and the District.

2. Independent Study. No Charter School student eligible for special education and related services may participate in independent study, unless his or her IEP provides for such participation. The determination regarding the appropriateness of independent study for a particular student shall be made by the IEP team. (Ed. Code, § 51745(c).)
3. Referral to Nonpublic or Private Schools. The Charter School shall not make referrals for placement at nonpublic schools, private schools or residential placements without consultation with and prior written approval of the District. However, the decision to refer a student to a

nonpublic or private school shall be an IEP team decision. If a parent unilaterally places a student at a nonpublic school, private school or in a residential placement, the Charter School shall immediately notify the District upon learning such information.

4. Transition Services. The District and the Charter School shall jointly ensure the provision of appropriate transition services to Charter School students in the same manner they are provided to other eligible students in the District. (20 U.S.C. § 1414(d)(1)(A)(viii); 34 C.F.R. §§ 300.43 and 300.320; Ed. Code, § 56345.1.) Transition services shall be provided in conformity with applicable state and federal law. Transition services will be addressed in each charter school student's IEP no later than age 16.
5. Transportation. The District shall provide transportation to any Charter School student, if required by that student's IEP. The Charter School shall not provide special education transportation to its students, unless the Parties agree otherwise. The Charter School shall pay the Special Education Transportation Encroachment to the District as set forth in Appendix A, per student transported, as calculated in paragraph VII(B), above. All special education transportation shall be provided in the same manner it is provided to other eligible students in the District.

IX. DISCIPLINE OF SPECIAL EDUCATION STUDENTS

- A. Suspension and Expulsion. The Charter School shall have discipline policies that comply with all applicable portions of the California Education Code and Federal Code of Regulations, title 34 section 300.530, *et seq.* The Charter School shall provide a copy of such policies to the District. These include, but are not limited to policies regarding suspension, expulsion, conducting functional analysis assessments, drafting and reviewing behavior interventions plans, and conducting manifestation determination reviews. If a Charter School student is suspended for more than 10 days in any school year and/or commits an expellable offense, the Charter School shall immediately notify the District and the District shall provide necessary assistance to support the discipline process, including, but not limited to, manifest determination reviews.

X. COMPLAINTS AND DISPUTE RESOLUTION

- A. Parent Concerns. The Charter School shall instruct Parents/Guardians to raise concerns regarding special education services, related services and rights to District and/or Charter School staff. Whenever a Parent/Guardian raises a concern regarding special education and/or related services, the Charter School shall immediately inform the District. The District representative in consultation with the Charter School's designated representative shall respond to and address the Parent/Guardian concerns.

- B. Complaints. In consultation with the Charter School, the District shall address/respond/investigate all complaints received under the Uniform Complaint procedure involving special education. The Charter School shall cooperate fully with reasonable requests from the District for information and documentation related to such complaints.
- C. Due Process Hearings. In consultation with the Charter School, the District may initiate a due process hearing related to the provision of FAPE to a Charter School student, if the District determines it is legally necessary to meet the District's responsibilities under federal and state law.

The District and the Charter School shall work together to defend any due process hearing brought by a student enrolled in the Charter School. If such hearing arises out of or results from the Charter School's negligent or wrongful acts or omissions in the performance of this Agreement, the Charter School shall indemnify the District to the fullest extent pursuant to Section XIII of this Agreement. If such hearing arises out of or results from the District's negligent or wrongful acts or omissions in the performance of this Agreement, the District shall indemnify the Charter School to the fullest extent pursuant to Section XIII of this Agreement. In the event that the District determines that legal counsel representation is needed, the District/Charter School shall be jointly represented by legal counsel, selected by the District, unless there is a conflict of interest.

The Charter School and District shall cooperate fully with reasonable requests from one-another for information and documentation related to due process hearings in which the District and/or the Charter School is a party.

XI. SELPA ACTIVITIES

The District Superintendent or designee shall represent the Charter School at all SELPA activities as it represents the need of all schools in the District. Reports to the Charter School regarding SELPA decisions, policies, etc. shall be communicated to the Charter school as they are to all other schools within the District. To the extent that District staff has the opportunity to participate in committee meetings of the SELPA as representatives of their District, such opportunities shall be made available to Charter School staff.

XII. COST CONTAINMENT EFFORTS

Charter School and District acknowledge the importance of containing the costs of providing special education services to individual students so that these costs do not exceed the amount the District would normally expend if the student being served were attending a District school. Accordingly, Charter School agrees to fully cooperate with the District in order to achieve cost efficiencies to the extent expected of and practiced by other schools in the SELPA and SELPAs serving similar student populations.

XIII. INDEMNIFICATION, INSURANCE AND RISK MANAGEMENT

The Non-Profit shall comply with its obligations under the indemnification, insurance, and risk management terms set forth in the Operational Memorandum of Understanding between the Sacramento Unified School District and Yav Pem Suab Academy dated _____, which terms are incorporated as if fully set forth herein.

XIV. MISCELLANEOUS PROVISIONS

- A. Venue. The validity of this Agreement and any of its terms or provisions as well as the rights and duties of the parties shall be governed by the laws of the state of California, and venue shall lie only in Sacramento County Superior Court.
- B. Modifications. No modifications, amendments, changes, or variations or any kind to this Agreement are authorized without written consent, evidenced by execution of an amendment by an authorized representative of each Party.
- C. Interpretation. The language herein shall be construed as jointly proposed and jointly accepted, and in the event of any subsequent determination of ambiguity, all Parties shall be treated as equally responsible for such ambiguity.
- D. Integrated Agreement. This Agreement, together with the Operational Memorandum of Understanding, is intended by the Parties as the final expression of their agreement with respect to such terms as are included herein and as the complete and exclusive statement of its terms and may not be contradicted by evidence of any prior agreement or of a contemporaneous oral agreement, nor explained or supplemented by evidence of consistent additional terms. Each of the Parties acknowledges that no one has made any promise, representation or warranty whatsoever, express or implied, written or oral, not contained herein to induce them to execute this Agreement, and that this Agreement is not executed in reliance upon any such promise, representation or warranty.
- E. Non-Assignability. This Agreement may not be assigned by the Parties.
- F. Binding Effect. This Agreement is binding upon the successors and assigns of the parties, subject to the non-assignability restrictions set forth in subsection E above.
- G. Survival of Covenants. Notwithstanding termination of the Agreement, the indemnification provisions set forth in the Operational Memorandum of Understanding shall survive and be fully enforceable notwithstanding the termination date of the Agreement.
- H. Notices. All notices required by this Agreement may be sent by United States mail; postage pre-paid, to the Parties as follows:

To the District at:

Sacramento City Unified School District
5735 47th Ave.
Sacramento, CA 95824
Attn: José L. Banda, Superintendent
Facsimile: (916) 399-2058

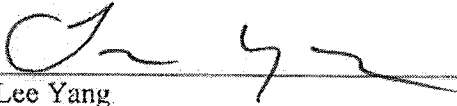
To the Non-Profit and the Charter School at:

Yav Pem Suab Academy
7555 South Land Park Drive
Sacramento, CA 95831
Attn: Lee Yang, Superintendent
Facsimile: (916) 433-5289

Any notices required by this Agreement sent by facsimile transmission or electronic mail to the facsimile and electronic mail addresses above shall be considered received on the business day they are sent, provided they are sent during in the receiving party's business hours and provided receipt is confirmed by telephone, facsimile, or electronic mail, and further provided the original is promptly placed into the United States mail, postage pre-paid, and addressed as indicated above.


- I. Warranty. Each person below warrants and guarantees that s/he is legally authorized to execute this Agreement on behalf of the designated entity and that such execution shall bind the designated entity to the terms of this Agreement.
- J. Counterparts. This Agreement may be signed in counterpart such that the signatures may appear on separate signature pages. Facsimile or photocopy signatures shall have the same force and effect as original signatures.
- K. Ratification. This Agreement shall not be effective until the District's governing board has ratified this Agreement.

Dated: 7-3-15



Lee Yang
Superintendent
Urban Charter Schools Collective

Dated: 6/18/15



Jose L. Banda
Superintendent
Sacramento City Unified School District



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 11.1k

Meeting Date: August 20, 2020

Subject: **Approve Resolution No. 3158: Approving the Sacramento City Unified School District Community Facilities District No. 2 Tax Report for Fiscal Year 2020 – 2021 and Levying and Apportioning the Special Tax as Provided Therein**

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

Division: Facilities Support Services

Recommendation: Approve Resolution No. 3158 - Sacramento City Unified School District Community Facilities District No. 2 Tax Report for Fiscal Year 2020 – 2021 and Levying and Apportioning the Special Tax.

Background/Rationale: On January 27, 1992, the Sacramento City Unified School District, Board of Education, adopted Resolution 1588 establishing Sacramento City Unified School District Community Facilities District (CFD) No. 2 for the purpose of providing for the financing of certain facilities in and for CFD No. 2 and providing for the levy of a special tax in and for CFD No. 2.

Pursuant to Section 53340 of the Government Code of the State of California, the special tax is levied at the rates specified in the Tax Report and shall be collected by the Tax Collector of the County of Sacramento in the same manner as ordinary ad valorem property taxes are collected and shall be subject to the same procedure, sale, and lien priorities in case of delinquency as is provided for ad valorem taxes, subject to all other conditions set forth in the Ordinance.

Copies of the CFD #2 Special Tax Report are available for public review at the reception counter or the Board of Education office.

Financial Considerations: Additional restricted revenue to the District (\$1,864,578.45).

LCAP Goal(s): Safe, Clean and Healthy Schools

Documents Attached:

1. Resolution No. 3158

2. CFD No. 2 Special Tax Report

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

**SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION**

RESOLUTION NO. 3158

**A RESOLUTION APPROVING THE SACRAMENTO CITY
UNIFIED SCHOOL DISTRICT COMMUNITY FACILITIES
DISTRICT NO. 2 TAX REPORT FOR FISCAL YEAR 2020-21
AND LEVYING AND APPORTIONING THE SPECIAL TAX
AS PROVIDED THEREIN**

**SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
COMMUNITY FACILITIES DISTRICT NO. 2**

WHEREAS, the Governing Board of the Sacramento City Unified School District (the "Board") on January 27, 1992 duly adopted Resolution No. 1588 (the "Resolution") establishing Sacramento City Unified School District Community Facilities District No. 2 (the "Community Facilities District," or "CFD No. 2") for the purpose of providing for the financing of certain facilities in and for CFD No. 2 and providing for the levy of a special tax in and for CFD No. 2.

WHEREAS, the Sacramento City Unified School District Community Facilities District No. 2 Tax Report, Fiscal Year 2020-21 (the "Tax Report") has been submitted to the Board and the Board has determined to approve the Tax Report to levy the special tax at the rates specified in the Tax Report and to apportion them in the manner specified therein.

NOW, THEREFORE, the Board, acting on behalf of CFD No. 2, resolves as follows:

Section 1. The Sacramento City Unified School District CFD No. 2 Tax Report, Fiscal Year 2020-21, in the form submitted to this meeting and on file with the Board is hereby approved and adopted.

Section 2. Pursuant to section 53340 of the Government Code of the State of California, the special tax is hereby levied at the rates specified in the Tax Report and is hereby apportioned in the manner specified in the Resolution (and as more particularly described in the Tax Report).

Section 3. Pursuant to section 53340 of the Government Code of the State of California, the special tax shall be collected by the Tax Collector of the County of Sacramento in the same manner as ordinary ad valorem property taxes are collected and shall be subject to the same procedure, sale, and lien priorities in case of delinquency as is provided for ad valorem taxes, subject to all other conditions set forth in the Resolution.

Section 4. In order to have the tax levied hereby collected in the next tax collection period and thus available to finance the facilities approved by the electors of CFD No. 2, the Superintendent shall deliver the Tax Report together with a certified copy of this Resolution to the tax collector of the County of Sacramento no later than August 31, 2020.

Section 5. The Superintendent and his designees are hereby authorized to make changes to the Tax Report in response to appeals from taxpayers or otherwise in order to correct errors that may, from time to time, arise in the application of the special tax to particular parcels. Claims for refund of the tax shall comply with the following and any additional procedures as established by the Board:

(a) All claims shall be filed with the Superintendent of the Sacramento City Unified School District no later than one year after the date the tax was paid. The claimant shall file the claim within this time period and the claim shall be finally acted upon by the Board as a prerequisite to bringing suit thereon.

(b) Pursuant to Government Code section 935(b), the claim shall be subject to the provisions of Government Code sections 945.6 and 946.

(c) The Board shall act on a timely claim within the time period required by Government Code section 912.4.

(d) The procedure described in this Resolution, and any additional procedures established by the Board, shall be the exclusive claims procedure for claimants seeking a refund of the tax. The decision of the Board shall be final.

APPROVED, PASSED, AND ADOPTED by the Governing Board of the Sacramento City Unified School District this 20th day of August 2020, by the following vote, to wit:

AYES:

NOES:

ABSTAIN:

ABSENT:

President of the Board of Education

ATTEST:

Secretary of the Board of Education



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
COMMUNITY FACILITIES DISTRICT NO. 2

SPECIAL TAX REPORT

FISCAL YEAR 2020-21

JULY 2020

PURSUANT TO THE MELLO-ROOS COMMUNITY FACILITIES ACT OF 1982

ENGINEER OF WORK:

SCIConsultingGroup

4745 MANGELS BOULEVARD
FAIRFIELD, CALIFORNIA 94534
PHONE 707.430.4300
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SUMMARY

The Sacramento City Unified School District formed Sacramento City Unified School District Community Facilities District No. 2 (CFD #2) for the purpose of financing new and improved school facilities for students generated by new development within the District. CFD #2 was formed after receiving over two-thirds support (on an acreage voting basis) from property owners included within the Community Facilities District. The special tax proceeds from this CFD are being used to finance school construction bonds and / or provide public school facilities. This Report summarizes the fiscal year 2020-21 Special Tax, Method of Apportionment, and other related data.

There are currently 1,382 parcels in CFD #2, which includes both subdivided and non-subdivided parcels. As of June 30, 2020 1,330 building permits for new homes within the Community Facility District have been issued, 17 parcels have prepaid their CFD #2 tax obligation in full. The total annual special tax to be collected within CFD #2 for fiscal year 2020-21 is \$1,864,578. Table 1 summarizes the current and historical Special Tax data by year.

TABLE 1 - SUMMARY OF SPECIAL TAX LEVIES BY YEAR

Fiscal Year	Total	Total Parcels	Total Tax ¹
	Parcels	Taxed	
1999-00	580	404	\$203,171.20
2000-01	579	415	\$221,988.44
2001-02	581	474	\$280,281.20
2002-03	578	536	\$343,608.30
2003-04	671	620	\$454,881.34
2004-05	953	861	\$753,486.22
2005-06	1202	1091	\$970,726.79
2006-07	1202	1150	\$1,060,729.52
2007-08	1205	1166	\$1,087,599.74
2008-09	1302	1181	\$1,156,744.20
2009-10	1299	1186	\$1,210,796.34
2010-11 ²	1299	1184	\$1,182,605.48
2011-12	1299	1201	\$1,230,718.74
2012-13	1298	1224	\$1,313,280.10
2013-14	1298	1261	\$1,394,193.84
2014-15	1382	1320	\$1,510,651.95
2015-16	1382	1329	\$1,580,953.65
2016-17	1382	1330	\$1,642,130.59
2017-18	1382	1330	\$1,683,786.37
2018-19	1382	1330	\$1,758,944.00
2019-20	1382	1330	\$1,813,713.09
2020-21	1382	1330	\$1,864,578.45

¹ The total tax listed are the amounts submitted to the County Auditors (after any revisions for property changes).

² An audit of residential square footage resulted in a reduction in residential square footage of 214 parcels. In addition 11 homes prepaid their CFD 2 tax in full during fiscal year 2009-10.

Table 2 summarizes the number of parcels taxed each year, the total tax per year, and the corresponding mitigation rates applied for the year of parcel development.

TABLE 2 - SUMMARY OF SPECIAL TAX LEVIES BY YEAR

Year Built	Mitigation Rate		Parcels Taxed	Total Tax ²
	Per New SFR ¹	Per New MFR		
1992-93	\$4.35	\$2.53	29	\$21,409.77
1993-94	\$4.55	\$2.66	3	\$3,711.35
1994-95	\$4.77	\$2.78	42	\$47,433.52
1995-96	\$5.00	\$2.91	1	\$1,409.25
1996-97	\$5.23	\$3.05	174	\$194,090.87
1997-98	\$5.48	\$3.20	141	\$148,683.69
1998-99	\$5.74	\$3.35	9	\$12,431.70
1999-00	\$6.02	\$3.51	12	\$17,708.66
2000-01	\$6.30	\$3.67	59	\$81,647.82
2001-02	\$6.60	\$3.85	65	\$92,352.72
2002-03	\$6.91	\$4.03	81	\$149,709.49
2003-04	\$7.24	\$4.22	261	\$405,137.92
2004-05	\$7.59	\$4.42	211	\$335,869.50
2005-06	\$7.95	\$4.63	60	\$108,780.90
2006-07	\$8.32	\$4.85	19	\$20,624.00
2007-08	\$8.72	\$5.08	2	\$3,880.40
2008-09	\$9.13	\$5.33	5	\$6,303.37
2009-10	\$9.57	\$5.58	11	\$11,941.93
2010-11	\$10.02	\$5.84	15	\$22,772.19
2011-12	\$10.49	\$6.11	23	\$30,387.78
2012-13	\$10.99	\$6.40	38	\$48,956.43
2013-14	\$11.51	\$6.70	59	\$84,461.35
2014-15	\$12.06	\$7.02	9	\$13,580.53
2015-16	\$12.63	\$7.36	1	\$1,293.31
2016-17	\$13.23	\$7.71	0	\$0.00
2017-18	\$13.86	\$8.07	0	\$0.00
2018-19	\$14.52	\$8.46	0	\$0.00
2019-20	\$15.21	\$8.86	0	\$0.00
Total			1330	\$1,864,578.45

¹ The mitigation rate is the rate multiplied by residential square footage for the first fiscal year of new constructed SFR and MFR units. The multiplier is the rate at which the annual special tax is calculated by applying to the mitigation rates * assessable space minus any prepayments.

² The total tax and number of special tax units listed are the amounts submitted to the County Auditors (after any revisions for property changes).

ADMINISTRATION OF COMMUNITY FACILITIES DISTRICT

GENERAL ADMINISTRATIVE REQUIREMENTS

The Mello-Roos Community Facilities District Act of 1982 (the Act) requires that a Special Tax Report be prepared annually to identify the Special Tax Rate for all parcels to be assessed in the upcoming fiscal year. The levy data must subsequently be filed with the County Auditor before August 10 for inclusion on property tax bills.

After submission of the Special Tax levies, the final levies should be confirmed with the County Auditor prior to the preparation of tax bills, which typically occurs in October. The Special Tax is collected in two equal installments on the tax bills that are due on December 10 and April 10.

DELINQUENCY PROCEDURES

The District participates in the "Teeter Plan" whereby the Counties pay all delinquent special taxes to the District and in return the Counties institute collection proceedings and, when collected, keep all delinquent payments with interest and penalties. This plan allows the District to maintain reliable special tax revenues and reduces the cost of collection.

The District reviews the Tax Collector's public records annually by June 30 to determine the amount of special tax revenues and delinquencies during the fiscal year. If the amount of collections is less than 95% of the amount of special tax levy in such fiscal year, the School District has covenanted with bondholders to institute foreclosure proceedings no later than October 31 to enforce the lien against delinquent installments. The District is also obligated to institute foreclosure proceedings in the case of a single property owner who is delinquent by more than \$2,000. No property owner is currently delinquent by such amount and the delinquency rate on the special taxes is below 5%, so there is no requirement to commence foreclosure proceedings at this time.

NOTICES OF SPECIAL TAX LIEN

The Act states "For purposes of enabling sellers of real property subject to the levy of special taxes to satisfy the notice requirements of subdivision (b) of Section 1102.6 of the Civil Code, the designated office, department, or bureau shall furnish a Notice of Special Tax to any individual requesting the notice or any owner of property subject to a special tax levied by the local agency within five working days so receiving a request for such notice. The local agency may charge a reasonable fee for this service not to exceed ten dollars." A copy of this notice is included as Exhibit A.

In addition, any developer, subdivider or his or her agent or representative shall not sell or lease any property subject to the Special Tax until the prospective purchaser or lessee has been furnished with and signed a written notice of Special Tax Lien.

This notice is designed to clearly and accurately provide information about the special tax and the levy for the subject property.

SCI Consulting Group has developed a custom software system that will locate any property in the District and, among other functions, print customized notices of special tax lien. This software is included as a standard component of our administrative services.

REPORTING REQUIREMENTS

PUBLIC INFORMATION

Property owners and other interested persons can obtain information regarding special tax levies and other information by contacting the District or SCI Consulting Group at telephone number (800) 273-5167. The telephone number for SCI Consulting Group is also included with property tax bills.

ASSESSOR AND AUDITOR FILING AND REPORTING

Pursuant to the Act, the Mello-Roos Community Facilities Annual Report along with all special tax levies for the upcoming fiscal year must be filed with the County Auditor by August 10. The report and special tax levies will be submitted and confirmed for the fiscal year 2020-21.

CDIAC REPORTING

Article 53359.5 of the Act stipulates that any bonds sold on or after January 1, 1993 must provide the California Debt and Investment Advisory Commission (CDIAC) with annual reports not later than October 30, including the following information:

1. The principal amount of any bonds outstanding.
2. The balance in the bond reserve fund.
3. The balance in the capitalized interest fund, if any.
4. The number of parcels which are delinquent with respect to their special tax payments, the amount that each parcel is delinquent, the length of time that each has been delinquent, and when foreclosure was commenced for each delinquent parcel.
5. The balance in any construction funds.
6. The assessed value of all parcels subject to the special tax to repay the bonds as shown on the most recent equalized roll.

RATE AND METHOD OF APPORTIONMENT OF SPECIAL TAX

EXHIBIT B - THE SPECIAL TAX FORMULA

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT COMMUNITY FACILITIES DISTRICT NO.2 RATE AND METHOD OF APPORTIONMENT

A Special Tax, determined as described below, shall be levied each Fiscal Year by the Sacramento City Unified School District (the "District") within the boundaries of Community Facilities District No.2 ("CFD No. 2") to pay the Authorized Costs of the CFD No. 2, in accordance with the terms and conditions set forth herein.

1. Definitions. The following definitions shall apply:
 - A. "Assessable Space" means a quantity equal to the area (expressed in square feet) within the perimeter of a residential structure, not including any carport, walkway, garage, overhang, patio, enclosed patio, detached accessory structure or similar structure. This quantity shall be determined by the Superintendent in accordance with the standard practice used by the building department of the city or county issuing the building permit when calculating structural perimeters.
 - B. "Assessor's Parcel" ("Parcel") means a parcel of land designated on a map of the Sacramento County Assessor and assigned a discrete identifying number.
 - C. "Authorized Costs" means all authorized costs and expenses of the CEO set forth by law, and all costs necessary to administer the bonds, collect and administer the special taxes, and administer the CFD, including but not limited to funds to pay current debt service on the bonds, to accumulate funds for future debt service, to pay amounts delinquent on the bonds (or to become delinquent based upon past special tax delinquencies), to replenish the reserve fund to its proper level (or to reimburse payment to be made from the reserve fund based upon past special tax delinquencies), to pay directly for any authorized facilities or to accumulate funds for that purpose.
 - D. "Board" means the District's and CFD's Governing Board.
 - E. "CFD" or "CFD No. 2" means the Community Facilities District No. 2 of the Sacramento City Unified School District.
 - F. "District" means the Sacramento City Unified School District.
 - G. "Escalation Factor" means a rate of not more than 4.75 % per annum to be annually determined by the Board at the time taxes are levied and to be used to

calculate the Mitigation Rate.

- H. "Fiscal Year" means the period starting on July 1 and ending on the following June 30, except that the first Fiscal Year shall commence on the date the Board adopts the Resolution of intention to form CFD No. 2 and shall end on the next succeeding June 30.
 - I. "Mitigation Rate" means, for calculations of the Special Tax payable in the first Fiscal Year, with respect to Multifamily Residential Property, \$2.42 per square foot of Assessable Space and, with respect to Single Family Residential Property, \$4.15 per square foot of Assessable Space and, for calculations of the Special Tax payable in each Fiscal Year thereafter, such amounts increased each Fiscal Year by the Escalation Factor and otherwise adjusted as provided in Section (B) hereof.
 - J. "Multifamily Residential Property" means Residential Property for which a building permit for multifamily dwelling units is expected to be issued.
 - K. "Residential Property" ("Property") means an Assessor's Parcel within CFD No. 2 that is zoned for residential use.
 - L. "Single Family Residential Property" means Residential Property for which a building permit for a single family detached dwelling unit is expected to be issued.
 - M. "Special Tax" means the special tax or special taxes authorized to be levied within CFD No. 2.
 - N. "Superintendent" means the District Superintendent or the Superintendent's designee.
 - O. "Tax Collection Schedule" means document to be prepared annually by the Superintendent for use by the Sacramento County Auditor in collecting the annual installments of the Special Tax each Fiscal Year.
 - P. "Tax-Exempt Property" means any property within CFD No. 2 that in accordance with Section 2 hereof will not be taxed.
 - Q. "Territory to be Annexed" means any territory that is within District boundaries but not included within the boundaries of CFD No. 2 upon formation.
2. Tax-Exempt Property:

Governmental property owned by the state, federal or other local governments will not be taxed except:

- A. If a public agency owning property including property held in trust for any beneficiary, that is exempt from a special tax pursuant to Government Code Section 53340 grants a leasehold after January 1, 1988, or other possessory interest in the property to a nonexempt person or entity, the Special Tax shall, notwithstanding Government Code Section 53340, be levied in the leasehold or possessory interest and shall be payable by the owner of the leasehold or possessory interest.
- B. If property not otherwise exempt from a special tax is acquired by a public entity other than the District through a negotiated transaction, or by gift or devise, the Special Tax shall, notwithstanding Government Code Section 53340, continue to be levied on the property acquired and shall be enforceable against the public entity that acquired the property.
- C. If property subject to a special tax is acquired by a public entity through eminent domain proceedings, the obligation to pay the Special Tax shall be treated as if it were a special annual assessment. For this purpose, the present value of the obligation to pay the Special Tax to pay the principal and interest on any indebtedness incurred by the CFD prior to the date of apportionment determined pursuant to Section 5082 of the Revenue and Taxation Code shall be treated the same as a fixed lien special assessment.

Parcels that are not Residential Property shall not be taxed

3. Classification of Property. Determination of Tax Rates and Levy of Special Tax.

- A. At the beginning of each Fiscal Year, the Superintendent shall classify each Assessor's Parcel in CFD No. 2 as Tax-Exempt Property or as either Multifamily or Single Family Residential Property by reference to the standard practices of the city or county issuing building permits (or similar authorizations) for such Parcel.
- B. At the time taxes are levied each Fiscal Year, the Board shall determine the Escalation Factor and calculate the Mitigation Rate applicable for such Fiscal Year.
- C. At the beginning of each Fiscal Year, the Board shall levy the Special Tax as follows:
 - (1) For Tax-Exempt Property, no tax shall be levied.
 - (2) For each parcel for which a building permit issues during such Fiscal Year, the Board shall levy the Special Tax in an amount equal to the product of the Mitigation Rate and the Assessable Space of such Parcel.

If, after the annual levy and before a building permit is issued, a Parcel ceases to be or becomes Tax-Exempt Property or changes its classification from Single Family Residential Property to Multifamily Residential Property or from Multifamily Residential Property to Single Family Residential Property, then the Board shall revise the Special Tax to be levied against such Parcel.

4. Payment of the Special Tax.

- A. The Special Tax is due upon the issuance of a building permit, or similar authorization for mobilehomes, for any Residential Property. Payment shall be made to the Superintendent by cashier's check or certified check payable to the CFD, and the Superintendent shall issue a receipt for payment showing the date and amount. If the Special Tax is not paid in Full, or if the owner elects (in accordance with the requirements of subsection B below) to pay all or part of the amount due in annual installments, the amount of the Special Tax that remains unpaid (the "Carryover Amount") shall be payable in annual installments (with interest) over a thirty-year period, calculated as described in subsection C below.
- B. A Parcel owner may elect to pay the Special Tax in annual installments. Such election shall be made at the time a building permit or similar authorization for the Parcel is issued, shall be in writing on a form provided by the Superintendent, and shall be accompanied by payment of any part of the Special Tax that such owner elects to pay immediately.
- C. If all or part of the Special Tax will be paid in annual installments, the amount payable in each year after the Special Tax has become due shall be the product of the Carryover Amount and the installment factor listed in the table below for such year:

Year Following Issuance of Building Permit	Installment Factor	Prepayment Factor
1	0.07	1.00
2	0.07	1.02
3	0.07	1.04
4	0.07	1.05
5	0.08	1.07
6	0.08	1.09
7	0.08	1.10
8	0.08	1.11
9	0.09	1.12
10	0.09	1.13
11	0.09	1.14
12	0.10	1.14
13	0.10	1.14
14	0.10	1.14
15	0.11	1.13
16	0.11	1.12
17	0.11	1.11
18	0.12	1.09
19	0.12	1.06
20	0.13	1.03
21	0.13	0.99
22	0.14	0.94
23	0.14	0.89
24	0.15	0.82
25	0.15	0.74
26	0.16	0.66
27	0.16	0.56
28	0.17	0.44
29	0.17	0.31
30	0.18	0.17

- D. At the beginning of each Fiscal Year, beginning in 1992-93, the Superintendent shall prepare a Tax Collection Schedule that includes the amount of annual installments of Special Taxes to be collected in such Fiscal Year. The Superintendent shall present the Tax Collection Schedule to the Board for its approval. The Superintendent shall deliver the Tax Collection Schedule, as approved by the Board, to the Sacramento County Auditor and request the Auditor to place the annual installments on the secured property tax rolls for the current Fiscal Year. The Superintendent shall deliver the Tax Collection Schedule to the Auditor not later than the date required by the Auditor for such inclusion.

5. Collection of Installments of the Special Tax

Installments of the Special Tax that are to be collected annually shall be collected upon the applicable Assessor's Parcels in the CFD in the same manner as ordinary ad valorem property taxes are collected and in accordance herewith; provided, however, that the CFD may collect installments at a different time or in a different manner if necessary to meet its financial obligations. All annual installments of Special Taxes shall be subject to the same penalties and lien priorities in the case of delinquency as is provided for ad valorem taxes. The Board shall cause the actions required above to be done for each Fiscal Year in a timely manner to assure that the Tax Collection Schedule is received by the Auditor of the County of Sacramento for inclusion with billings for ad valorem taxes for the applicable Fiscal Year.

6. Termination of the Special Tax.

The owner of a Parcel for which the Special Tax was not paid in full when due may, at any time thereafter, pay and permanently satisfy the Special Tax levied against such Parcel by paying to the Superintendent, by cashier's check or certified check payable to the CFD, an amount equal to the product of the Carryover Amount and the prepayment factor for the Fiscal Year in which such payment is made as shown in the table under paragraph 4(C) above.

In the event the Special Tax has been paid and permanently satisfied with respect to a Parcel, the Board shall record a Notice of Cancellation of Special Tax Lien as to that Parcel pursuant to Section 53344 of the Government Code. The Notice of Cancellation of Special Tax Lien shall identify with particularity the Special Tax that has been paid and permanently satisfied, shall contain the book and page number in the records of the county recorder where the Notice of Special Tax Lien being canceled is recorded, shall contain the legal description and assessor's parcel number of the particular Parcel of land subject to the lien, and shall contain the name of the owner of record of the Parcel. The Board may specify a charge payable by the owner of record for the preparation and recordation of this notice.

7. Appeals and Interpretation Procedure.

Any taxpayer subject to the Special Tax claiming that the amount or application of the Special Tax or an annual installment thereof has not been properly computed may file a notice with the Superintendent appealing the levy or collection of the Special Tax or annual installment. The Superintendent will promptly review the appeal and, if necessary, meet with the applicant and decide the appeal. If the findings of the Superintendent verify that the tax should be modified or changed, the Tax Collection Schedule shall be corrected if necessary and, if applicable, a refund shall be granted in accordance with Section 8 hereof. Any dispute over the decision of the Superintendent shall be referred to the Board, and the decision of the Board with respect to the Special Tax or annual installment shall be final.

Interpretation may be made by resolution of the Board for purposes of clarifying any vagueness or uncertainty as it relates to the application of the Special Tax rate, the calculation of the amount of any annual installment or prepayment amount, the application of the method of apportionment, the classification of Parcels, or any definition applicable to the CFD.

8. Claim for Refund.

All claims for refund of Special Tax (or annual installment thereof) collected on behalf of the CFD shall be filed with the Superintendent not later than one year after the date the Special Tax (or annual installment) has been paid to the County or to the Superintendent on behalf of the CFD in cases where the tax is not collected by the County. The claimant shall file the claim within this time period, and the claim shall be finally acted upon by the Board as a prerequisite to the claimant's bringing suit thereon. Pursuant to Government Code section 935(b), the claim shall be subject to the provisions of Government Code sections 945.6 and 946.

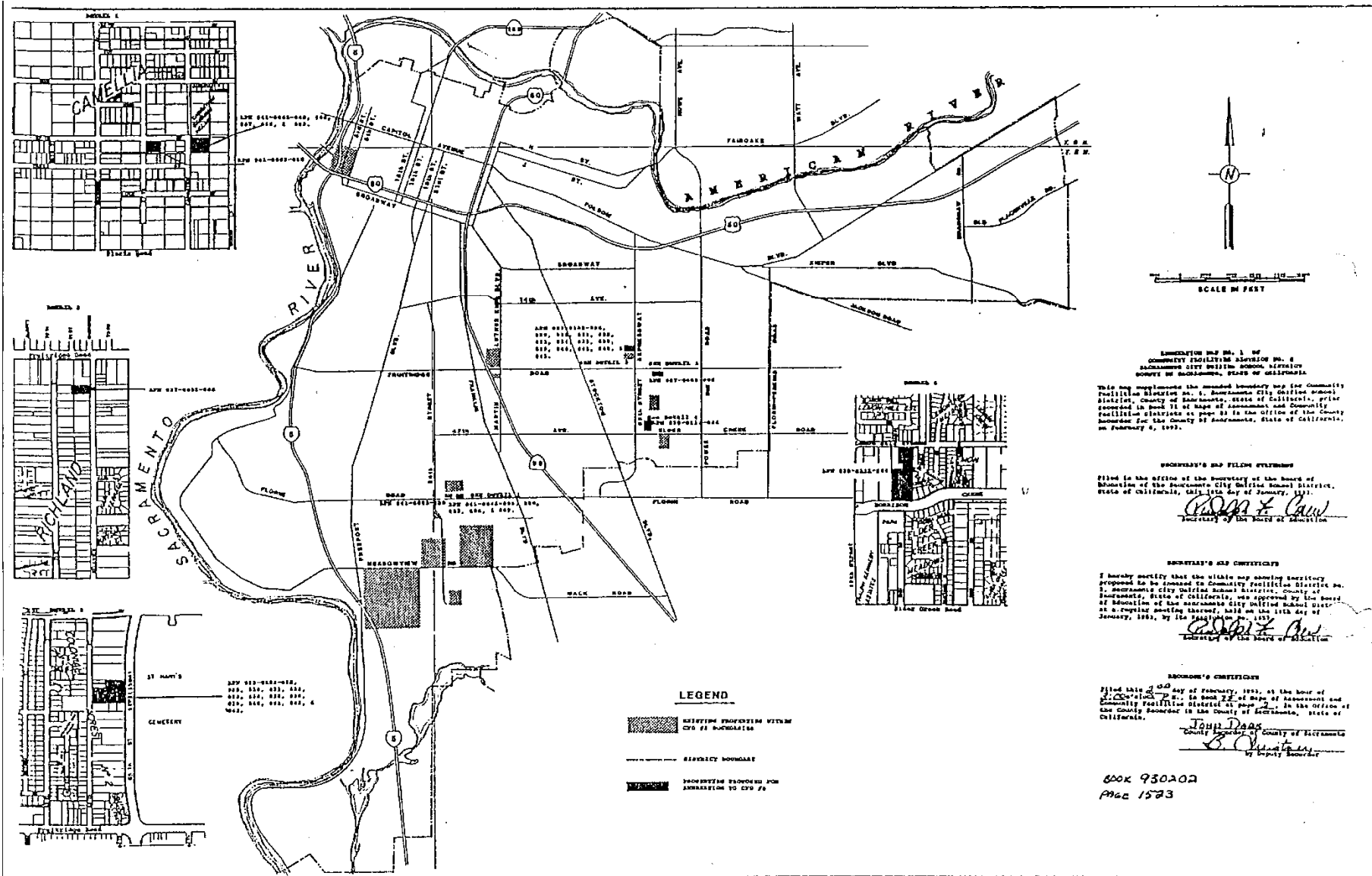
The Board acting on its own behalf and on behalf of the CFD shall respond to a timely claim within the time period required and in the manner specified by Government Code sections 912.4 and 912.6. Should said sections be amended or repealed, they shall apply according to their terms in effect on July 1, 1991.

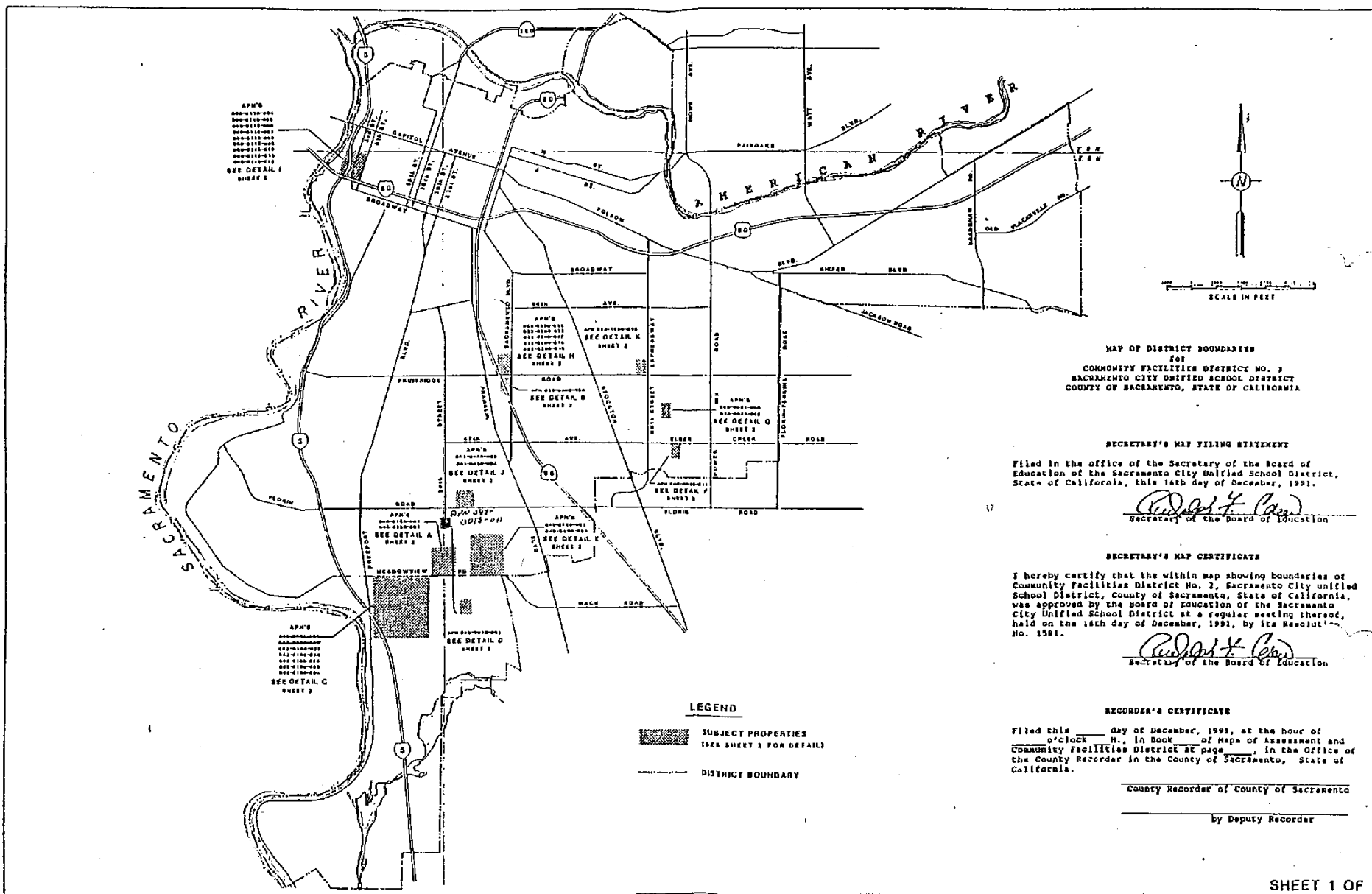
The procedure described herein shall be the exclusive procedure for claimants' seeking a refund of Special Tax (or annual installments thereof). The decision of the District in response to any claim for refund shall be final.

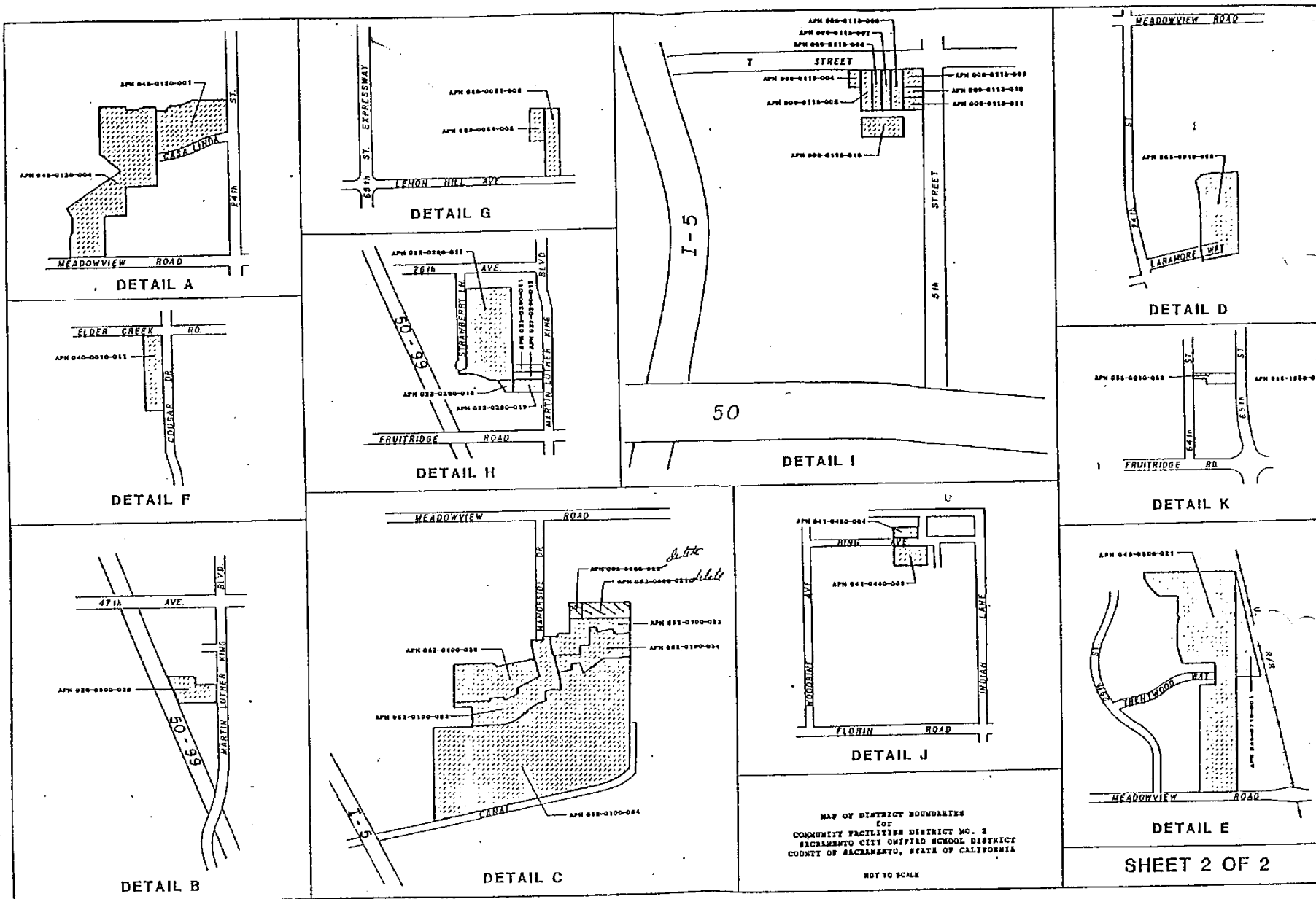
9. Annexation of Territory.

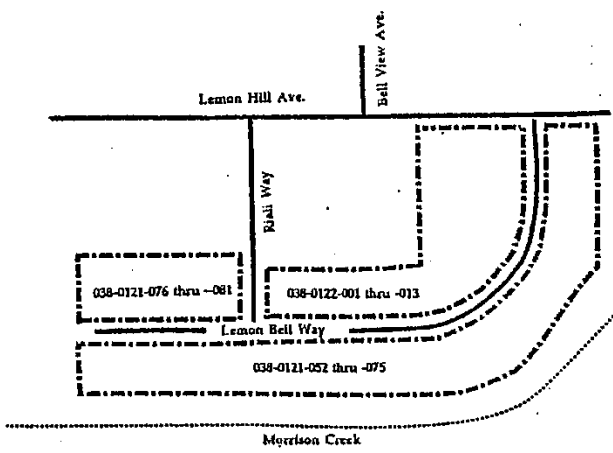
Any territory to be annexed to the CFD shall, in addition to payment of Special Taxes at the rates set forth above, be subject to payment of any costs incurred by the CFD and District in conducting the annexation process and such additional tax within the territory to be annexed as may be necessary to compensate for the interest and principal previously paid by the existing community facilities district; provided that in no event shall the additional tax authorized herein be allowed to exceed the Special Tax applicable to the Parcels being annexed.

DISTRICT BOUNDARY DIAGRAMS









LEGEND
 Local Streets
 Boundary Lines
 Creek
 Parcel Numbers

SECRETARY'S MAP FILING STATEMENT

FILED IN THE OFFICE OF THE SECRETARY OF THE BOARD OF THE SACRAMENTO CITY UNIFIED SCHOOL DISTRICT, STATE OF CALIFORNIA, THIS ____ DAY OF _____, 1998.

SECRETARY OF THE BOARD

SECRETARY'S MAP CERTIFICATE

I DO HEREBY CERTIFY THAT THE WITHIN MAP SHOWING THE PROPOSED BOUNDARIES OF ANNEXATION NO. 4 TO THE COMMUNITIES FACILITIES DISTRICT NO. 2, SACRAMENTO CITY UNIFIED SCHOOL DISTRICT, COUNTY OF SACRAMENTO, STATE OF CALIFORNIA, WAS APPROVED BY THE BOARD OF TRUSTEES OF THE FAIR SACRAMENTO CITY UNIFIED SCHOOL DISTRICT AT A MEETING THEREOF, HELD ON ____ DAY OF _____, 1998 BY ITS RESOLUTION NO. _____.

SECRETARY OF THE BOARD

RECORDER'S CERTIFICATE

FILED THIS ____ DAY OF _____, 1998 AT THE HOUR OF ____ O'CLOCK ____ M. IN BOOK ____ OF MAPS OF ASSESSMENT AND COMMUNITY FACILITIES DISTRICTS AT PAGE ____ IN THE OFFICE OF THE COUNTY RECORDER IN THE COUNTY OF SACRAMENTO, STATE OF CALIFORNIA.

COUNTY RECORDER, COUNTY OF SACRAMENTO

NOTE

REFERENCE IS HEREBY MADE TO THE MAPS AND DEEDS OF RECORD IN THE OFFICE OF THE ASSESSOR OF THE COUNTY OF SACRAMENTO FOR A DETAILED DESCRIPTION OF THE LINES AND DIMENSIONS OF ANY PARCELS SHOWN HEREIN. THOSE MAPS SHALL COVER FOR ALL DETAILS CONCERNING THE LINES AND DIMENSIONS OF SUCH PARCELS. EACH PARCEL IS IDENTIFIED IN SAID MAPS BY ITS DISTINCTIVE ASSESSOR'S PARCEL NUMBER.

MAP OF PROPOSED BOUNDARY ANNEXATION NO. 4

**SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
 COMMUNITY FACILITIES DISTRICT NO. 2
 CITY OF SACRAMENTO, SACRAMENTO COUNTY,
 CALIFORNIA**

Slatts Consultants, Inc.
 2308 Roydon Ave., Suite 201
 Fairfield, CA 94533
 707-416-5016



2020-21 SPECIAL TAX ROLL

The tax roll listing the fiscal year 2020-21 Special Tax for all Assessor's Parcels of land within the boundaries of the Community Facilities District No. 2 (CFD #2) of the Sacramento City Unified School District has been filed with the District and is included herein by reference. The tax attributed to each parcel was computed in accordance with the Rate and Method of Apportionment of Special Tax summarized beginning on Page 8.

Any parcels within CFD #2 for which building permits for residential construction were not issued as of June 30, 2020 are not taxed for the 2020-21 fiscal year. These parcels are shown with a \$0.00 Annual Special Tax on the Tax Roll. Any governmentally owned parcels are also listed with a \$0.00 Special Tax.

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
Community Facilities District No. 2
2020-2021
Special Tax Roll

Assessor Parcel Number	Owner	Site Address	Square ft.	CFD #2 Tax
00900720230001	GAVRIC JELISAVETA	923 T	1485	720.23
00900720230002	BARBERO JEANA E	925 T	1485	720.23
00900720230003	FONG LESLIE W	927 T	1485	720.23
00900720230004	AYE MARY	929 T	1485	720.23
00900720230005	LEE JANET WAIMIN	931 T	1803	874.46
00900720230006	LEMEI GALEN D	1916 10TH	1485	720.23
00900720230007	SNYDER MICHAEL H	1918 10TH	1485	720.23
00900720230008	FONG GRANT WAYNE	1920 10TH	1485	720.23
00900720230009	ELDRIDGE KRISTEN	1922 10TH	1485	720.23
00900720230010	JENKINS MARK EDWARD	1924 10TH	1647	798.80
00900720230011	LIM JOHNNY J	1926 10TH	1485	720.23
00900720230012	LUONG JENNIFER M	1928 10TH	1485	720.23
00900720230013	JERRY & LORRAINE HUANG LIVING	1930 10TH	1485	720.23
00901130160001	ROTH DEBRA L	432 T	649	288.68
00901130160002	MARK A/THERESA	430 T	1306	580.91
00901130160003	MAY FAMILY TRUST	428 T	1306	580.91
00901130160004	SALTER DIANA M	426 T	750	333.60
00901130160005	RUSSELL BEN WADE	424 T	640	284.67
00901130160006	PARSONS REBECCA LORENE	422 T	1306	561.71
00901130160007	COLEMAN AFSHIN	420 T	1306	561.71
00901130160008	RYAN PATRICIA M	418 T	649	288.68
00901130290001	ELHAI LAURISA S	416 T	1306	580.91
00901130290002	CRANDALL-BEAR DALE	414 T	1306	580.91
00901130290003	OSBORN JULIA K	408 T	1410	606.44
00901130290004	COAN GRACE I	406 T	993	441.69
00901130290005	FRANSEN MICHELLE FIELDS	404 T	1019	453.25
00901130290006	DELSON SAM A	410 T	1051	452.04
00901130290007	AURIEMMA JASON	412 T	1410	606.44
00901130290008	DAVID L MANDEL REVOCABLE	440 T	1410	606.44
00901130290009	GOLDBERG LOAIZA TRUST	442 T	1051	452.04
00901130290010	KOCHAN JUSTIN H	444 T	1051	452.04
00901130290011	MAGAVERN WILLIAM	446 T	1410	606.44
00901130290014	DONALD L KNUTSON TRUST	2004 5TH	1051	452.04
00901130290015	CLANCY SEAN	2008 5TH	1410	606.44
00901130290016	KASHMIRI MOHAMMAD N	438 T	1306	561.71
00901130290017	ELSEA MEGAN	436 T	1306	561.71
02202900170000	SACRAMENTO CITY UNIFIED	5201 STRAWBERRY	0	0.00
02202900200000	PARADISE MISSIONARY BAPTIST	5240 MARTIN LUTHER KING	0	0.00
02301520280000	LEDUONG LIVING TRUST	5051 STONER	1108	907.45
02301520290000	CARMONA GONZALI NORMA	5061 STONER	1108	907.45
02301520300000	DESILVA LISA J	5071 STONER	1108	877.54
02301520310000	SWEITZER LORRIE J	5081 STONER	1108	877.54

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
Community Facilities District No. 2
2020-2021
Special Tax Roll

Assessor Parcel Number	Owner	Site Address	Square ft.	CFD #2 Tax
02301520320000	POSAS JOANNE P	5091 STONER	1108	877.54
02301520330000	PARKS RANDY	5050 STONER	1136	930.38
02301520340000	ACACIA STREET HOMES LLC	5060 STONER	1208	893.32
02301520350000	OROZCO FRANCISCO	5090 STONER	1210	894.80
02301520380000	OKAZAKI JANE	5065 64TH	1368	1083.46
02301520390000	FUNES RUTH A	5069 64TH	1210	894.80
02301520400000	BADILLO ALEJANDRO GARCIA	5094 STONER	1210	894.80
02301520410000	MOUA LAO	5098 STONER	1210	894.80
02301520420000	PARSONS JANICE MAEM	5095 STONER	1210	894.80
02301520430000	ANGENENT SAMUEL V	5099 STONER	1210	894.80
02301630260000	EWING JORDAN W	5351 64TH	680	518.98
02603000380000	NUNEZ MANUEL	5730 MARTIN LUTHER KING	0	0.00
02700520050000	PHONG ENTERPRISE LLC	5650 BELLEVIEW	4637	2248.95
03500100550000	CITY OF SACRAMENTO	6432 PARK VILLAGE	0	0.00
03500100560000	CITY OF SACRAMENTO	PARK VILLAGE	0	0.00
03500100570000	CITY OF SACRAMENTO	PARK VILLAGE	0	0.00
03503800010000	GIBSON ERIN M	5900 PARK VILLAGE	1753	1453.59
03503800020000	PATRICK T OBRIEN/ELIZABETH D	5906 PARK VILLAGE	1975	1637.67
03503800030000	WOODFORK ADRIAN	5912 PARK VILLAGE	2207	1830.04
03503800040000	MACIEL ANTHONY	5918 PARK VILLAGE	1574	1305.16
03503800050000	TERAMOTO SEAN	5924 PARK VILLAGE	2679	1961.89
03503800060000	HUNT JEFFERY	5930 PARK VILLAGE	2650	1866.53
03503800070000	GRIFFIN IAN	5936 PARK VILLAGE	2774	2300.20
03503800080000	HE CHIAN	5942 PARK VILLAGE	2207	1830.04
03503800090000	COLLINS VALERIE C	5948 PARK VILLAGE	1753	1453.59
03503800100000	DIANE M MATTHEWS FAMILY TRUST	5954 PARK VILLAGE	2894	2068.85
03503800110000	EBBERT BRIAN S	5960 PARK VILLAGE	2177	1805.17
03503800120000	GREGORY/ KIMBERLEE BEYRER	5966 PARK VILLAGE	2650	1866.53
03503800130000	KATO MARIA A	5972 PARK VILLAGE	1975	1637.67
03503800140000	WHITFIELD DAGGS NINA L	5978 PARK VILLAGE	2774	2300.20
03503800150000	CITY OF SACRAMENTO	PARK VILLAGE	0	0.00
03503900010000	XING WEI	5984 PARK VILLAGE	2894	2068.85
03503900020000	PHYLLIS M BEYRER LIVING TRUST	5990 PARK VILLAGE	2207	1830.04
03503900030000	HAKIM CORNELIS M	5996 PARK VILLAGE	2774	2300.20
03503900040000	PHUNG V HOANG TRUST	6002 PARK VILLAGE	2894	2068.85
03503900050000	ROMO GREGORIO JR	6008 PARK VILLAGE	1975	1637.67
03503900060000	LEYVA GUILLERMO	6014 PARK VILLAGE	2774	2300.20
03503900070000	MORISAWA KEVIN T	6020 PARK VILLAGE	2251	1866.53
03503900080000	SANCHEZ DEBBIE	6026 PARK VILLAGE	2207	1830.04
03503900090000	GUTIERREZ ERIK	6032 PARK VILLAGE	2679	1961.89
03503900100000	FONG FAMILY TRUST	6038 PARK VILLAGE	2894	2068.85
03503900110000	CARRASCO VERONICA	18 SHADY PARK	1574	1305.16

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
Community Facilities District No. 2
2020-2021
Special Tax Roll

Assessor Parcel Number	Owner	Site Address	Square ft.	CFD #2 Tax
03503900120000	WALLENIOUS JESSICA J	17 SHADY PARK	1753	1453.59
03503900130000	BAJORIN MURPHY FAMILY TRUST	11 SHADY PARK	2177	1805.17
03503900140000	YEE GENIE	5 SHADY PARK	2207	1830.04
03503900150000	WOO EDWIN	4 PARK TREE	1975	1637.67
03503900160000	NGUYEN HOANG A	10 PARK TREE	2207	1830.04
03503900170000	CHAN KARL K	16 PARK TREE	2774	2300.20
03503900180000	YEE ELLEN	17 PARK TREE	1975	1637.67
03503900190000	HAVEY PAUL R	11 PARK TREE	2774	2300.20
03503900200000	CHANG DENISE TAM	5 PARK TREE	2894	2068.85
03503900210000	JENNIFER/ PHILLIP OSBORN LIVING	6 PARK BROOK	1975	1637.67
03503900220000	SHIJO DEBORAH N	12 PARK BROOK	2207	1757.65
03503900230000	ALTARE CRAIG R	18 PARK BROOK	2774	2300.20
03503900240000	GREELEY NATHANIEL R	19 PARK BROOK	2894	2068.85
03503900250000	BAREFIELD ANN M	15 PARK BROOK	1975	1637.67
03503900260000	IBARRA ROBERT M	7 PARK BROOK	2207	1757.65
03504000010000	MELISSA ODANIEL TRUST	1511 43RD	1753	1396.09
03504000020000	NAGAO SETSUKO	1501 43RD	1574	1253.53
03504000030000	CHUK SUM C	1491 43RD	1975	1572.89
03504000040000	WONG TIMOTHY LEO	1490 43RD	2177	1805.17
03504000050000	LEUNG DAVID	1500 43RD	1753	1453.59
03504000060000	PEREZ SALVADOR	1510 43RD	1574	1305.16
03504000070000	LEE ERIC	4 HERITAGE PARK	2650	1866.53
03504000080000	UMEMOTO KEITH K	10 HERITAGE PARK	2774	2300.20
03504000090000	PIEDRA SULLIVAN MERCEDES	16 HERITAGE PARK	1975	1637.67
03504000100000	VIEN WILLIAM	17 HERITAGE PARK	2774	2300.20
03504000110000	MAC CHI V	11 HERITAGE PARK	2207	0.00
03504000120000	TOY LIVING TRUST	5 HERITAGE PARK	2894	2068.85
03504000130000	CARLSON FAMILY TRUST	6 ZOOLANDER	2207	1830.04
03504000140000	SOOHOO FAMILY TRUST	12 ZOOLANDER	2894	2068.85
03504000150000	REYES RAMON S	18 ZOOLANDER	2774	2300.20
03504000160000	GREER FAMILY LIVING TRUST	19 ZOOLANDER	2177	1733.76
03504000170000	SAELEE KALVIN E	15 ZOOLANDER	1975	1637.67
03504000180000	MORRIS LOU E	7 ZOOLANDER	2177	1805.17
03504000190000	JAMES P/LAURA M ENGLANDER	2 HIDDEN PARK	1975	1637.67
03504000200000	KIM V KELSEY REVOCABLE TRUST	8 HIDDEN PARK	2774	2300.20
03504000210000	MAR DEAN H	12 HIDDEN PARK	2894	2068.85
03504000220000	2017 2 IH BORROWER LP	15 HIDDEN PARK	2774	2300.20
03504000230000	WATKINS SANDRA L	7 HIDDEN PARK	1753	1453.59
03504000240000	E V GARCIA 2011 REVOCABLE	1 HIDDEN PARK	2650	1866.53
03504000250000	JEW DARREN E	4 LAND VIEW	2894	2068.85
03504000260000	DENNIS L & KAREN S GEYER	10 LAND VIEW	1753	1453.59
03504000270000	GEE LESTER	16 LAND VIEW	2177	1805.17

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
Community Facilities District No. 2
2020-2021
Special Tax Roll

Assessor Parcel Number	Owner	Site Address	Square ft.	CFD #2 Tax
03504000280000	EASTON RONALD	17 LAND VIEW	2650	1866.53
03504000290000	SOTO OLIVIA NOEL	6300 PARK VILLAGE	2207	1830.04
03504000300000	RICE JULIET	6306 PARK VILLAGE	1975	1637.67
03504000310000	WEITZMAN DANIEL CHARLES	6312 PARK VILLAGE	2894	2068.85
03504100010000	SHIMAZU STEPHANIE K	6318 PARK VILLAGE	2774	2300.20
03504100020000	GARLICK LORIE E	6324 PARK VILLAGE	2207	1830.04
03504100030000	FERGUSON WILLIAM M	6330 PARK VILLAGE	2774	2300.20
03504100040000	WINARDI RICKY	6336 PARK VILLAGE	2495	2068.85
03504100050000	MATSUMOTO JAY T	6342 PARK VILLAGE	2207	1830.04
03504100060000	MICHAEL REYES TRUST 2004	6348 PARK VILLAGE	2251	1866.53
03504100070000	GUTIERREZ FAMILY TRUST	6354 PARK VILLAGE	2774	2300.20
03504100080000	MACALUSO ANITA M	6360 PARK VILLAGE	1753	1453.59
03504100090000	ALEXANDER NORMAN C	6366 PARK VILLAGE	2177	1805.17
03504100100000	HOLLAND TONI M	6372 PARK VILLAGE	1975	1572.89
03504100110000	SERRATO JOSE	6378 PARK VILLAGE	2650	1792.70
03504100120000	VANEGAS ROBERTO	6384 PARK VILLAGE	2207	1757.65
03504100130000	WONG KATHY Y	6390 PARK VILLAGE	1753	1396.09
03504100140000	SULLIVAN KATHLEEN A	6396 PARK VILLAGE	2679	1884.28
03504100150000	MACALUSO ROBERT A	6402 PARK VILLAGE	1975	1572.89
03504100160000	VALLEJO LILIA	6408 PARK VILLAGE	2177	1733.76
03504100170000	CURLETTE MATTHEW	6414 PARK VILLAGE	2207	1757.65
03504100180000	DIANA GIN REVOCABLE LIVING	6420 PARK VILLAGE	1753	1396.09
03504100190000	GONZALES ELISA	6426 PARK VILLAGE	1975	1572.89
03800510430000	GARCIA EMILY	6090 71ST	1956	1601.96
03800510440000	SOU MIMI	6084 71ST	2081	1628.59
03800510450000	VO THU	6076 71ST	2105	1647.37
03800510460000	VONG HIN	6060 71ST	1750	1433.25
03800510470000	YOUNG ROBERT	7121 GIFT	2105	1614.96
03800510480000	YU LI X	7131 GIFT	2105	1614.96
03800510490000	SAECHAO YAO V	7141 GIFT	2105	1691.58
03800510500000	LAM MUOI	7151 GIFT	2105	1614.96
03800510510000	NGUYEN NANCY Y	7150 ROTELLA	1878	1440.80
03800510520000	KHADIM ALI M	7140 ROTELLA	2105	1691.58
03800510530000	BUI JESSICA	7100 ROTELLA	1601	1228.29
03800510540000	THONG QUAY A	7090 ROTELLA	1878	1509.16
03800510550000	PHONCHANTHASONE SOUKANE	7080 ROTELLA	1956	1601.96
03800510560000	AHMED FATUMA H	7070 ROTELLA	1956	1601.96
03800510570000	NGU WA	7069 ROTELLA	1503	1230.96
03800510580000	SAECHAO LUANG FINH	7079 ROTELLA	1956	1530.77
03800510590000	SAECHAO BOBBY F	7091 ROTELLA	1750	1369.55
03800510600000	SAETEUN NAI C	7099 ROTELLA	1878	1509.16
03800530010000	TRUONG SUONG PHAT	7198 ROTELLA	1809	1419.16

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
Community Facilities District No. 2
2020-2021
Special Tax Roll

Assessor Parcel Number	Owner	Site Address	Square ft.	CFD #2 Tax
03800530020000	PRASAD CHANDKA	7192 ROTELLA	1227	986.02
03800530030000	LEE JENNY	7184 ROTELLA	1878	1440.80
03800530040000	WANG NAN	6021 71ST	1503	1230.96
03800530050000	THONG RICKY	6031 71ST	1750	1433.25
03800530060000	LAU AGNES	6041 71ST	1750	1433.25
03800530070000	ESQUEDA MARIA A	6051 71ST	1503	1230.96
03800530080000	BUI COURTNEY T	7183 GIFT	1879	1409.25
03800530090000	CHENG M DUI REV TRUST	7191 GIFT	1809	1419.16
03800530100000	HUANG SHENG HUA	7199 GIFT	1795	1408.18
03800540010000	LI AN QI	7167 ROTELLA	1878	1440.80
03800540020000	HO CHRISTOPHER C	7175 ROTELLA	1878	1440.80
03800540030000	VOONG MACK NHAT	7183 ROTELLA	1878	1440.80
03800540040000	NINH MARY	7191 ROTELLA	1878	1440.80
03800540050000	XIONG YEE	7199 ROTELLA	1878	1473.29
03800540060000	LE LINH	7151 ROTELLA	2105	1691.58
03800540070000	LE NGOC A	7159 ROTELLA	2105	1647.37
03800550020000	LAY SOI CHI	7198 GIFT	1601	1255.98
03800550030000	LEE THAI	7192 GIFT	1466	1150.08
03800550040000	TRAN SAM	7184 GIFT	1466	1150.08
03800550050000	LEE CHRISTOPHER CHENG	7176 GIFT	1207	969.95
03800550060000	CHEN BANGWEN	7168 GIFT	1202	942.97
03800550070000	LUC TRUNG HUY	7201 LEMON HILL	2105	1724.00
03800550080000	SAETERN OU SHIENG	7305 LEMON HILL	2105	1724.00
03800550090000	YE SUKI LIANG	6080 BELLEVIEW	2105	1724.00
03800550100000	WONG CARISSA	6090 BELLEVIEW	1750	1433.25
03800550110000	LUONG CAI F	6091 71ST	1956	1530.77
03800550120000	HUANG FU	6081 71ST	2105	1647.37
03800550130000	ANDREW HUYNH REVOCABLE	6071 71ST	2105	1647.37
03800550140000	NGUY MARVIN V	6061 71ST	1750	1369.55
03801110480000	PHILLIP N CHANG LIVING TRUST	6870 LEMON HILL	1800	1446.48
03801110490000	SU JASON	6880 LEMON HILL	2222	1842.48
03801110500000	ASHOK MANJULA W	5 BRYCE	1655	1263.10
03801110520000	RAND FAMILY TRUST	6 BRYCE	2200	1824.24
03801110530000	MEHMI SANTOKH	6160 FRANCINE	1545	1230.44
03801110540000	TANG PAUL PHON	6166 FRANCINE	1545	1230.44
03801110550000	TANG PAUL P	6172 FRANCINE	1545	1289.92
03801110560000	TANG PAUL PHON A	6178 FRANCINE	1545	1289.92
03801110570000	LEE ANDY T	6179 FRANCINE	1545	1230.44
03801110580000	TANG PAUL PHON A	6173 FRANCINE	1545	1230.44
03801110590000	TANG PAUL PHON A	6167 FRANCINE	1545	1230.44
03801110600000	TANG PAUL PHON A	6161 FRANCINE	1545	1351.10
03801210520000	SAECHAO FOU	6101 LEMON BELL	2000	1584.00

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
Community Facilities District No. 2
2020-2021
Special Tax Roll

Assessor Parcel Number	Owner	Site Address	Square ft.	CFD #2 Tax
03801210530000	HUYNH TOM	6107 LEMON BELL	2000	1584.00
03801210540000	VASQUEZ ROSA	6111 LEMON BELL	2171	1719.43
03801210550000	PHAN LINDA K	6117 LEMON BELL	1960	1605.24
03801210560000	GIANG LUONG	6121 LEMON BELL	2171	1778.05
03801210570000	TSAN DAN	6125 LEMON BELL	2171	1719.43
03801210580000	AU SANDRA B	6129 LEMON BELL	2000	1584.00
03801210590000	ZHEN PANG SHI	6133 LEMON BELL	2000	1584.00
03801210600000	LUONG REVOCABLE LIVING TRUST	6137 LEMON BELL	1516	1200.67
03801210610000	HOANG SU D	6141 LEMON BELL	1645	1302.84
03801210620000	KHAN TASNEEM	6145 LEMON BELL	2171	1719.43
03801210630000	LAU WENDY	6149 LEMON BELL	2000	1584.00
03801210640000	FENG GUANG ZI	6153 LEMON BELL	2171	1719.43
03801210650000	NGUYEN DIEN VAN	6157 LEMON BELL	2171	1719.43
03801210660000	LY ALBERT	6161 LEMON BELL	2000	1584.00
03801210670000	LO MICHAEL	6165 LEMON BELL	2000	1658.40
03801210680000	LY HOA THE	6169 LEMON BELL	2171	1719.43
03801210690000	HUYNH SIMON T	6173 LEMON BELL	2000	1584.00
03801210700000	HANSON JULIE K	6177 LEMON BELL	2171	1719.43
03801210710000	MAI VINCE	6181 LEMON BELL	1960	1552.32
03801210720000	CHAN MINDY M	6185 LEMON BELL	2000	1584.00
03801210730000	FENG YAN XIU	6189 LEMON BELL	2171	1719.43
03801210740000	LAM CHI H	6193 LEMON BELL	2000	1584.00
03801210750000	HUYEN TRAN REVOCABLE TRUST	6197 LEMON BELL	2171	1719.43
03801210760000	MEDINA MARIA	6196 LEMON BELL	2171	1719.43
03801210770000	WANG BO	6192 LEMON BELL	1960	1605.24
03801210780000	MONG QUAN C	6188 LEMON BELL	1960	1605.24
03801210790000	HUYNH VIVIAN	6184 LEMON BELL	1960	1605.24
03801210800000	LEE TRUST	6180 REALI	2000	1584.00
03801210810000	DING PINGPING	6176 REALI	2000	1584.00
03801220010000	REYES-ANGELES JUAN M	6168 LEMON BELL	2000	1584.00
03801220020000	NEWMAN RON	6164 LEMON BELL	2171	1719.43
03801220030000	VONG VAN	6160 LEMON BELL	2171	1778.05
03801220040000	ESTEBAN CHOY	6156 LEMON BELL	1960	1605.24
03801220050000	YU JIANMING	6152 LEMON BELL	2172	1778.87
03801220060000	SAECHAO CHOYORN	6144 LEMON BELL	1960	1552.32
03801220070000	LE AMIE	6136 LEMON BELL	2171	1719.43
03801220080000	VO CHRYSYNE T	6128 LEMON BELL	2171	1719.43
03801220090000	SAEPHAN CHENG K	6120 LEMON BELL	1960	1605.24
03801220100000	WU PETER C	6110 LEMON BELL	2171	1719.43
03801220110000	HUYNH PHUC KIM	6106 LEMON BELL	2000	1584.00
03801220120000	LEE THAI	6100 LEMON BELL	1960	1605.24
03801220130000	MHL INVS INCORPORATED	7320 LEMON HILL	0	0.00

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04002500530000	THAO CHEE	6245 FOWLER	1200	941.40
04002500540000	SAETUENE LAI LEE	6247 FOWLER	1200	941.40
04002500550000	SAETEUNE KIAM FOU	6249 FOWLER	1200	941.40
04002500560000	LUONG JOHNNY T	6251 FOWLER	1200	941.40
04002700010000	HIN MUI P	7380 ELDER CREEK	2234	1752.57
04002700020000	SINGH ASHISH	7390 ELDER CREEK	2234	1752.57
04002700030000	SINGH GURCHAMAN	6400 COUGAR	2234	1752.57
04002700040000	SAELEE FAHM C	6406 COUGAR	1889	1481.92
04002700050000	NGUYEN PHAT	6412 COUGAR	1889	1481.92
04002700060000	SAEVANG KAO	6418 COUGAR	2234	1752.57
04002700070000	DUI DINH A	7391 KRISHNA	1446	1134.39
04002700080000	DU SEAN CHI	7381 KRISHNA	1547	1213.62
04002700090000	LEE RONNIE W	7371 KRISHNA	1889	1481.92
04002700100000	SAETEURN JIAM YOUN	7370 KRISHNA	2234	1713.92
04002700110000	CACH PHAN A	7380 KRISHNA	2234	1752.57
04002700120000	PHON QUANG	7390 KRISHNA	1889	1481.92
04002700130000	DIEU THIEU V	6450 COUGAR	2234	1752.57
04002700140000	LEW LISA	6456 COUGAR	1889	1481.92
04002700150000	PRAKASH SASHI	6462 COUGAR	1889	1481.92
04002700160000	SAECHAO MEUY	6468 COUGAR	2234	1752.57
04002700170000	VOONG KHIENG S	7381 RADHA	1889	1481.92
04002700180000	KUMAR RATNESH	7371 RADHA	2234	1752.57
04002700190000	LIN CHRIS CHU JIE	7361 RADHA	2234	1713.92
04002700200000	CHANDRA KAMAL	7360 RADHA	1547	1213.62
04002700210000	SAETEURN CHIEW CHIEM	7370 RADHA	2234	1752.57
04002700220000	TERN CHUN YONG	7380 RADHA	1889	1481.92
04002700230000	SAETERN CHAN L	7390 RADHA	2234	1752.57
04002700240000	DUONG HAI V	7398 RADHA	2234	1752.57
04100430110000	VO TUAN V	2751 HING	1222	903.67
04100430120000	VO HUNG V	2761 HING	1222	903.67
04100430130000	VO LAI VAN	2771 HING	1571	1161.75
04100430140000	LEELA SINGH TRUST	6866 CARNATION	1260	931.77
04100430150000	KWONG NORRA	6870 CARNATION	1260	931.77
04100440170000	LALA BHAG C	2790 HING	1373	1047.87
04100440180000	SOLORIO ESTHER RAMOS	2780 HING	1425	1087.56
04100440190000	TANG LENA L	2770 HING	1940	1480.61
04100440200000	DOMINIC FAMILY TRUST	2760 HING	1222	932.63
04100440210000	TIEU SIA V	2750 HING	1222	932.63
04100630240000	DANDRIDGE FAMILY TRUST	7001 27TH	1910	821.49
04100630250000	SAECHAO TAWN S	2714 57TH	1132	837.11
04100630260000	HERNANDEZ OCTAVIANO	2724 57TH	1144	873.10
04100650050000	ROY/LAI PING TJEN-A-LOOI	7009 CARNATION	1203	918.13

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04100650060000	SINGH CHANDAR D	7005 CARNATION	1203	918.13
04100650070000	SINGH MUKUD L	7001 CARNATION	1596	718.54
04100650080000	LUI JANSON CHUN YIN	6905 CAL VALLEY	1824	850.68
04100650090000	HUTCHINS RANDY LEE	6901 CAL VALLEY	1433	1093.67
04100650100000	DUONG QUOC DAT	7020 CANYON TREE	2234	0.00
04100650110000	MA LI CHAO	7016 CANYON TREE	1432	1092.90
04100650120000	CEN JIN RUI	7012 CANYON TREE	1432	1042.50
04100650130000	YU GUANHUA	7008 CANYON TREE	1432	1042.50
04100650140000	HUANG QI PING	7002 CANYON TREE	1847	1409.63
04100650150000	LAMBA NIPPY S	7000 CANYON TREE	1847	1409.63
04100660140000	SPANN CARL	2851 LOCK	2234	1704.99
04100660150000	PHAN LINDA K	2861 LOCK	2234	1704.99
04100660160000	CHU DENNIS A	2871 LOCK	2234	1704.99
04100660170000	CAKAU LINDA	7050 INDIAN	2234	1704.99
04100660180000	FRANKLIN PATRICIA	7046 INDIAN	2234	1704.99
04100660190000	VUE CHAI	7042 INDIAN	2234	1704.99
04100660200000	YANG CHOU P	7038 INDIAN	1847	1409.63
04100660210000	VANG GRACE	7034 INDIAN	2234	1704.99
04100660220000	2018 3 IH BORROWER LP	7030 INDIAN	2234	1704.99
04100660230000	CAI DIANA	2858 YREKA	1847	1409.63
04100660240000	TRAN-PHAM 2018 FAMILY TRUST	2854 YREKA	2234	1704.99
04100660250000	KUMAR SATISH	2850 YREKA	2234	1626.35
04100660260000	PHAN LINDA K	2826 YREKA	2234	1704.99
04100660270000	DU JOHN ZHENG	2838 YREKA	2234	0.00
04100670010000	AU DAVID	7001 CANYON TREE	1847	1409.63
04100670020000	LEE BLONG	7005 CANYON TREE	1847	1409.63
04100670030000	ELAINE KWONG LIVING TRUST	7009 CANYON TREE	1432	1092.90
04100670040000	CHIN GIM O	7013 CANYON TREE	1500	1144.80
04100670050000	HUANG JIAN Q	7017 CANYON TREE	1847	1409.63
04100670060000	LI YAO YUAN	7021 CANYON TREE	2234	1704.99
04100730180000	NAND AVIKASH	2500 LOCK	1750	1386.00
04100730190000	SAETERN LIEW YAO	2510 LOCK	1749	1372.09
04100730200000	BERTALAN HERMAN LIVING TRUST	7111 25TH	1570	1231.67
04100730210000	PRASAD JAGDISH	2520 LOCK	1785	1400.33
04100730220000	SINGH NEELAM	2530 LOCK	1785	1400.33
04100730230000	SAEYANG BOUNCHONG	2540 LOCK	1785	1400.33
04100760010000	LI FUZHOU	2501 LOCK	1750	1386.00
04100760020000	LEE JIN WANG	2511 LOCK	1749	1372.09
04100760030000	XIONG BEE	7051 25TH	1385	1086.53
04100760040000	PRAKASH ASHISH	2521 LOCK	1785	1400.33
04100760050000	WATI DREMILA	2531 LOCK	1785	1400.33
04100760060000	VUE SO	2541 LOCK	1785	1400.33

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04100760070000	VANG CHA	2551 LOCK	1785	1400.33
04100760080000	JU JULIE K	2561 LOCK	1785	1400.33
04700130110000	CITY OF SACRAMENTO	7290 24TH	0	0.00
04802600350000	CITY OF SACRAMENTO	CASA LINDA	0	0.00
04802700010000	AYANA GEMECHU K	7711 ADDISON	2506	2191.50
04802700020000	LEE ZJAY C	7719 ADDISON	2189	1914.28
04802700030000	TINH DINH REVOCABLE TRUST	7725 ADDISON	2506	2191.50
04802700040000	SOTELO ALVIN R	7731 ADDISON	1695	1482.28
04802700050000	CARIDAD ALVIN S	7737 ADDISON	2289	2001.73
04802700060000	LEE LEE P	7743 ADDISON	2506	2191.50
04802700070000	MARQUEZ MICHELLE U	7749 ADDISON	1504	1315.25
04802700080000	ROBINSON PUSHPA	7744 ADDISON	1695	1482.28
04802700090000	AGDIGOS MARYBEL F	7738 ADDISON	2506	2191.50
04802700100000	RAJ RADHIKA DEV	7732 ADDISON	1695	1482.28
04802700110000	KUANG WAYNE	7720 ADDISON	2189	1914.28
04802700120000	YU TING HUO	7714 ADDISON	2506	2191.50
04802700130000	AHMAD FAIZAN	7708 ADDISON	1695	1482.28
04802700140000	VUE VANG CHIA	7702 ADDISON	2289	2001.73
04802700150000	YU HIU L	7692 ADDISON	1695	1482.28
04802700160000	PORTACIO ANGELE	7690 ADDISON	2506	2191.50
04802700170000	WANG-CHAO CHUN TRUST	7684 ADDISON	1504	1315.25
04802700180000	SARELLANO CESAR H	7678 ADDISON	2289	2001.73
04802700190000	YEE KEN HAN	7672 ADDISON	2506	2191.50
04802700200000	SY JANIE	7666 ADDISON	2289	2001.73
04802700210000	PRASAD ROVILA ROVIKASHNI	7660 ADDISON	1695	1482.28
04802700220000	KANYAVONG SICHAN	7654 ADDISON	2189	1914.28
04802700230000	HUANG WILLIAM	7648 ADDISON	2289	2001.73
04802700240000	KHABRA HARIQBAL	7642 ADDISON	2506	2191.50
04802700250000	MARTIN AKIMA	7636 ADDISON	1504	1315.25
04802700260000	MOHAMMED FAIAZ S	7630 ADDISON	2289	2001.73
04802700270000	MASSEY MARIA A	7621 ADDISON	2506	2191.50
04802700280000	ALI SAHEEN	7615 ADDISON	2506	2191.50
04802700290000	SEABERG SHIELA L	7607 ADDISON	1504	1315.25
04802700300000	HANG PHUNG M	7601 ADDISON	2289	2001.73
04802700310000	VANG SHOUA	2250 CASA LINDA	2506	2191.50
04802700320000	PUNGAN RACHEL TAGATAC	2240 CASA LINDA	2289	2001.73
04802700330000	LOR TOUA	2230 CASA LINDA	1504	1315.25
04802700340000	DIMEL UGOCHUKWU G	2220 CASA LINDA	2289	2001.73
04802700350000	CUDJOE EKOW YARTEL	7543 MUIRFIELD	1695	1482.28
04802700360000	ORTEGA CECILIA	7548 MUIRFIELD	2289	2001.73
04802700370000	CHAND ROHINI	7544 MUIRFIELD	1695	1482.28
04802700380000	2018 3 IH BORROWER LP	7540 MUIRFIELD	2506	2191.50

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04802700390000	ROSS TONIA	7536 MUIRFIELD	1695	1482.28
04802700400000	KEOPANYA KHAMSAVAT	7532 MUIRFIELD	2289	2001.73
04802700410000	NGUYEN THY M	7528 MUIRFIELD	1695	1482.28
04802700420000	LEE JUDITH	7524 MUIRFIELD	2506	2191.50
04802700430000	CHANG ASHLEY CHING	7520 MUIRFIELD	2289	2001.73
04802700440000	JONES ERIC A	7521 MUIRFIELD	1695	1482.28
04802700450000	VANG TOU H	7525 MUIRFIELD	1504	1315.25
04802700460000	XIE ETHAN Z	7529 MUIRFIELD	2289	2001.73
04802700470000	LESTER R / MARTHA L MCQUILLON	7533 MUIRFIELD	1695	1482.28
04802700480000	SHARMA NITESH	7537 MUIRFIELD	2506	2191.50
04802700490000	STERNAGLE DAVID P	7541 MUIRFIELD	1695	1482.28
04802700500000	XIONG KAYING	2221 CASA LINDA	2506	2191.50
04802700510000	LUONG DUNG	2231 CASA LINDA	1695	1482.28
04802700520000	SAECHAO CHENG JOY	2241 CASA LINDA	2289	2001.73
04802700530000	DIGGS ADRIANE	2251 CASA LINDA	1695	1482.28
04802700540000	VANG MAI Y	7564 ADDISON	2506	2191.50
04802700550000	BAUTISTA LILIA M	7558 ADDISON	1504	1315.25
04802700560000	XABANDITH CONNIE	7552 ADDISON	2289	2001.73
04802700570000	RAY REBECCA	7546 ADDISON	1695	1482.28
04802700580000	YANG LINDA	7540 ADDISON	2506	2191.50
04802700590000	GENG YAN L	7537 ADDISON	1695	1482.28
04802700600000	CITY OF SACRAMENTO	MEADOWVIEW	0	0.00
04802700610000	CITY OF SACRAMENTO	MEADOWVIEW	0	0.00
04802700620000	CITY OF SACRAMENTO	ADDISON	0	0.00
04802700630000	CITY OF SACRAMENTO	ADDISON	0	0.00
04900500220000	SACRAMENTO REGIONAL TRANSIT	MEADOWVIEW	0	0.00
04900710020000	SACRAMENTO REGIONAL TRANSIT	MEADOWVIEW	0	0.00
04905700010000	BUZZ OATES LLC	7543 WAINSCOTT	0	0.00
04905700020000	BUZZ OATES LLC	7555 WAINSCOTT	0	0.00
04905700030000	BUZZ OATES LLC	3251 ELLWOOD	0	0.00
04905700040000	BUZZ OATES LLC	7595 WAINSCOTT	0	0.00
04905700050000	BUZZ OATES LLC	3230 ELLWOOD	0	0.00
04905700060000	BUZZ OATES LLC	3231 ELLWOOD	0	0.00
04905700070000	CITY OF SACRAMENTO	7540 WAINSCOTT	0	0.00
04905800010000	WELDEKIDAN YONAS H	32 LOMA VERDE	1395	0.00
04905800020000	DHANOTA FAMILY REVOCABLE	26 LOMA VERDE	1686	0.00
04905800030000	JACKSON CAROLYN LORRAINE	20 LOMA VERDE	1395	0.00
04905800040000	MALISHUK VICTOR	14 LOMA VERDE	1395	1273.64
04905800050000	GHILARDUCCI JANE	8 LOMA VERDE	1395	1273.64
04905800060000	WATSON WALTER E	2 LOMA VERDE	1395	1273.64
04905800070000	SHARMA NEERAJ	3212 LOMA VERDE	1395	1201.51
04905800080000	LANIGAN BELLZORA	3206 LOMA VERDE	1395	1317.02

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04905800090000	BRADFORD CALIPH JR	7516 HITHER	1395	1258.01
04905800100000	ABAYA MARIBES	7512 HITHER	1258	1083.52
04905800110000	HERNANDEZ JOSE LUIS SOUSA	7508 HITHER	1033	889.72
04905800120000	JAMES TIFFANY	7504 HITHER	1258	1083.52
04905800130000	GONZALEZ ANTONIA	7500 HITHER	1395	1201.51
04905800140000	KOROI SENILOLI	7496 HITHER	1258	1083.52
04905800150000	YOUNG LINA B	7492 HITHER	1686	1452.15
04905800160000	NGUYEN GIANG N	7486 HITHER	1280	1293.31
04905800170000	SURIGAO WYCLIFFE	7480 HITHER	1258	1083.52
04905800180000	SMITH KATHY ROSE	7474 HITHER	1395	1258.01
04905800190000	YEUNG ENOCH	3215 WATER MILL	2247	0.00
04905800200000	GUTIERREZ ELENA	3221 WATER MILL	2962	0.00
04905800210000	WILLIAMS JACKSON ERIC W	3227 WATER MILL	1686	0.00
04905800220000	ROBERT/ELISA PEREZ JR FAMILY	3233 WATER MILL	2562	0.00
04905800230000	YUAN 2009 TRUST	3239 WATER MILL	2203	0.00
04905800240000	NYONG ODISA	3245 WATER MILL	2247	1959.38
04905800250000	IP CHOK YAN	3251 WATER MILL	1686	0.00
04905800260000	JACOBS ANTHONY L	3257 WATER MILL	2203	1921.02
04905800270000	YU PUI HA	3263 WATER MILL	2036	0.00
04905800280000	BRITTON JALEESA D	3269 WATER MILL	1686	1539.32
04905800290000	HE JIAN JUN	3275 WATER MILL	1686	1520.43
04905800300000	ZENG ZHI F	3281 WATER MILL	2036	1836.06
04905800310000	AGUILAR GERARDO A	3287 WATER MILL	1686	1520.43
04905800320000	DIXON KAMALA K	3293 WATER MILL	1033	889.72
04905800330000	ENCARNACION RIC B	7477 GEORGICA	1258	1106.03
04905800340000	KUMAR ASHEENAL	7479 GEORGICA	1258	1106.03
04905800350000	SITU CHUNHUA	7481 GEORGICA	1033	908.21
04905800360000	WANG WEIBO	7485 GEORGICA	1258	1106.03
04905800370000	TRAN ANDREA	7487 GEORGICA	1686	1482.33
04905800380000	HE XIUPING	7489 GEORGICA	2036	1790.05
04905800390000	RAMOS ADAN A	7491 GEORGICA	1686	1482.33
04905800400000	BAILEY PATRICIA A	7493 GEORGICA	1258	1106.03
04905800410000	TAVITAS RODNEY A	7495 GEORGICA	1686	1482.33
04905800420000	ABIMBOLA OLUWAPELUMI O	7501 GEORGICA	1258	1106.03
04905800430000	NAND FAMILY TRUST	7503 GEORGICA	1033	975.26
04905800440000	FELICES JOVELYN	7505 GEORGICA	1228	1159.35
04905800450000	DESILVA SURANGANIE J	7507 GEORGICA	1686	1591.75
04905800460000	KHAN NADEEM I	7509 GEORGICA	1258	1187.68
04905800470000	ROGERS JAMILAH	7511 GEORGICA	2036	1836.06
04905800480000	WILSON MEGAN	7515 GEORGICA	1258	1187.68
04905800490000	BARAJAS REGINO MENDOZA	7517 GEORGICA	1686	1520.43
04905800500000	NARAIN CHANDRA K	7519 GEORGICA	1258	1187.68

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04905800510000	JIMENEZ ELIDA C	7521 GEORGICA	1686	1520.43
04905800520000	SHARMA VIKASH	7523 GEORGICA	2036	1836.06
04905800530000	INGRAM STEVEN D	7525 GEORGICA	1686	1520.43
04905800540000	CALVILLO VERONICA J	7527 GEORGICA	1258	1134.46
04905800550000	TUPAZ RONALD	7529 GEORGICA	1686	1520.43
04905800560000	THAO N LY	7533 GEORGICA	1258	1083.52
04905800570000	DACLAN TRINH T	7530 GEORGICA	1693	1633.41
04905800580000	BEJAR RAMCHAND S	7528 GEORGICA	1258	1187.68
04905800590000	YEAGER CARL L	7526 GEORGICA	1686	1520.43
04905800600000	NGO DAVID	7524 GEORGICA	2036	1836.06
04905800610000	AGRAWAL PRAMOD	7522 GEORGICA	1258	1187.68
04905800620000	LUM JENNIFER ANN	7520 GEORGICA	1279	1124.50
04905800630000	SCOGNAMIGLIO JOSEPH J	7518 GEORGICA	1258	1106.03
04905800640000	PRASAD RISHI	7516 GEORGICA	1258	1106.03
04905800650000	PRASAD KIRTESH	7512 GEORGICA	2036	1922.19
04905800660000	CALDERON MARISA J	7510 GEORGICA	1258	1187.68
04905800670000	ROY MICHELLE S	7508 GEORGICA	1033	975.26
04905800680000	SAVAGE TAMISHA	7504 GEORGICA	1686	1591.75
04905800690000	SINGH DEVESHNI	7502 GEORGICA	2036	1922.19
04905800700000	CHA KAO	7500 GEORGICA	1258	1187.68
04905800710000	GANT EFFIE B	7496 GEORGICA	1033	975.26
04905800720000	SAECHAO LENA K	7492 GEORGICA	1686	1591.75
04905800730000	DEO SURUJ	7488 GEORGICA	1258	1187.68
04905800740000	PRASAD SATISH	7484 GEORGICA	2036	1922.19
04905800750000	TRAN VIEN U	7483 WAINSCOTT	1258	1187.68
04905800760000	PELLERIN CARMEN M	7487 WAINSCOTT	1033	975.26
04905800770000	WILLIAMS DARNELL	7491 WAINSCOTT	1258	1187.68
04905800780000	REGINALD/CHARLENE BENNETT	7495 WAINSCOTT	1686	1591.75
04905800790000	RAJESH KUMAR TRUST	7501 WAINSCOTT	1258	1106.03
04905800800000	VELASQUEZ RIYADH G	7503 WAINSCOTT	1258	1106.03
04905800810000	CHO KOOK	7505 WAINSCOTT	1033	908.21
04905800820000	TRAN TINA	7507 WAINSCOTT	1258	1106.03
04905800830000	JIANG QI B	7509 WAINSCOTT	1686	1482.33
04905800840000	LY HUYEN T	7511 WAINSCOTT	1258	1134.46
04905800850000	NASHEA JACKSON REVOCABLE	7515 WAINSCOTT	1033	889.72
04905800860000	PAGE SCHITARA V	7517 WAINSCOTT	1258	1106.03
04905800870000	GOUNDAN MUNI N	7519 WAINSCOTT	1686	1482.33
04905800880000	GROSS DARIES D	7521 WAINSCOTT	2562	2131.58
04905800890000	SHEN ZHI JIANG	7523 WAINSCOTT	2010	1672.32
04905800900000	CHUNG STANLEY	7525 WAINSCOTT	1849	1538.37
04905800910000	LE NAM THAI	7527 WAINSCOTT	1686	1402.75
04905800920000	CALDERON EDILBERTO C	7529 WAINSCOTT	1033	943.13

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04905800930000	CITY OF SACRAMENTO	7501 HITHER	0	0.00
04905800940000	CITY OF SACRAMENTO	38 LOMA VERDE	0	0.00
04905900030000	SINGH PARVIN	7384 TISDALE	2036	1874.75
04905900040000	LIU XIUJIAN	7388 TISDALE	1258	1158.37
04905900050000	ANAND PREETIKA	7392 TISDALE	2036	1874.75
04905900060000	ANITA K SINGH 2015 REVOCABLE	7396 TISDALE	1033	951.19
04905900070000	TRAN VUI V	7400 TISDALE	1258	1158.37
04905900080000	NEELY LEONARD	7404 TISDALE	1693	1558.91
04905900090000	MCKENZIE IRIS M	7408 TISDALE	1033	951.19
04905900100000	LUM FRANKLIN	7412 TISDALE	1693	1558.91
04905900110000	KISHORE SHALVIN SURESH	7416 TISDALE	2036	1874.75
04905900120000	KAUR SATWINDER	7420 TISDALE	1258	1158.37
04905900130000	CAYABYAB JEFFREY R	7424 TISDALE	1033	951.19
04905900140000	BANNERMAN JOSEPHINE Y	7428 TISDALE	1693	1558.91
04905900150000	FELDER DANIEL	7432 TISDALE	2036	1874.75
04905900160000	ALI ZOHEB	7436 TISDALE	1258	1158.37
04905900170000	NGUYEN LOC V	7440 TISDALE	1693	1558.91
04905900180000	REYNALDO V GASPAR LIVING	7444 TISDALE	1033	951.19
04905900190000	HER CHU	7448 TISDALE	1258	1158.37
04905900200000	HUA CHAN HUE	7452 TISDALE	1693	1558.91
04905900210000	NARESH RAM	7456 TISDALE	2036	1874.75
04905900220000	CHANG ELIZABETH	7460 TISDALE	1258	1158.37
04905900230000	PITTMON MABEL	7464 TISDALE	1033	951.19
04905900240000	HOANG HENRY G	7468 TISDALE	1258	1158.37
04905900250000	ALI SAIYAZ	7472 TISDALE	1686	1552.47
04905900260000	HE ZHENGYANG	7476 TISDALE	2036	1874.75
04905900270000	MADDEN EDWARD C	7480 TISDALE	1033	951.19
04905900280000	THOMAS ELOIS	7443 GEORGICA	1618	1489.85
04905900290000	SIMMANO MALYCHANH	7447 GEORGICA	1693	1558.91
04905900300000	HANIF MOHAMMED S	7451 GEORGICA	1258	1158.37
04905900310000	LEDWARD LAKISHA	7479 TISDALE	1033	951.19
04905900320000	THOMPSON TARA L	7475 TISDALE	1258	1158.37
04905900330000	YANG JACKSON	7471 TISDALE	2036	1874.75
04905900340000	CHIEM HELEN T	7467 TISDALE	1258	1158.37
04905900350000	SAGAR ALKABEN R	7463 TISDALE	1686	1552.47
04905900360000	SAELEE JENNY	7459 TISDALE	2036	1874.75
04905900370000	LIE GUOGEN	7455 TISDALE	1258	1158.37
04905900380000	LIN CHUNMEI	7451 TISDALE	1693	1558.91
04905900390000	CELESTINE ROSELLA C	7447 TISDALE	2036	1874.75
04905900400000	PERUMAL PETHURAJ	7443 TISDALE	1693	1558.91
04905900410000	VO TRISH	7453 HITHER	1033	996.64
04905900420000	MENDOZA JORGE R	7457 HITHER	1693	1633.41

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04905900430000	LIU DANDAN	7461 HITHER	1258	1213.72
04905900440000	FRIERSON JULIUS	7465 HITHER	2036	1964.33
04905900450000	VONG ZHENGCHANG	7469 HITHER	1033	996.64
04905900460000	URIBE JULIA	7470 HITHER	2036	1964.33
04905900470000	KO CHIH	7466 HITHER	1258	1213.72
04905900480000	CHEUNG JACSICA	7462 HITHER	2036	1964.33
04905900490000	CHAN CATHERINE	7458 HITHER	1258	1158.37
04905900500000	MURRAY MARK J	7454 HITHER	1033	951.19
04905900510000	JIA XIAODONG	7405 TISDALE	2036	1874.75
04905900520000	PANCHAL DIGESH	7401 TISDALE	1693	1558.91
04905900530000	CONTRERAS PEDRO	7397 TISDALE	1258	1158.37
04905900540000	GRIFFITH MARK	7393 TISDALE	1033	951.19
04905900550000	SHAIKH MOHAMMED FAHED	7389 TISDALE	2036	1874.75
04905900560000	DORADO JOSE M	7385 TISDALE	1693	1558.91
04905900570000	WANG JIAN	7381 TISDALE	2036	1874.75
04906000010000	GARRETT CHERYL GRACE	7453 GEORGICA	2036	1874.75
04906000020000	JAMILAHA FORREST REVOCABLE	7457 GEORGICA	1693	1558.91
04906000030000	LEE ERNEST T	7461 GEORGICA	1258	1158.37
04906000040000	ROSE SANDRA	7465 GEORGICA	2036	1874.75
04906000050000	MONTERO ANGELICA	7469 GEORGICA	1693	1558.91
04906000060000	KARIM SOBIRAN	7473 GEORGICA	1033	951.19
04906000070000	TRUONG CAM	3264 TORRANCE	1033	908.21
04906000080000	JAVILLONAR ROGELIO QUIMING	3260 TORRANCE	1693	1488.49
04906000090000	SANDY DANIEL ABDURAMA	3256 TORRANCE	2036	1790.05
04906000100000	HEREDIA JAVIER	3252 TORRANCE	1258	1106.03
04906000110000	MAO QUI THUY	3248 TORRANCE	1693	1488.49
04906000120000	LEE YE	3244 TORRANCE	1258	1106.03
04906000130000	EDDINGS GLENN J	3240 TORRANCE	2036	1790.05
04906000140000	COOK JANA E	3236 TORRANCE	1693	1488.49
04906000150000	AGUILAR GALINDO DIANA V	3232 TORRANCE	1258	1106.03
04906000160000	BAO SAN	3228 TORRANCE	2036	1790.05
04906000170000	PRYOR JOSHUA DANIEL	3224 TORRANCE	1693	1488.49
04906000180000	VONG ZHENGCHANG	3220 TORRANCE	2036	1790.05
04906000190000	YI WOO Y	3216 TORRANCE	1033	908.21
04906000200000	KUAR SUSHIL J	3221 TORRANCE	2036	1874.75
04906000210000	SONI ANUPKUMAR D	3225 TORRANCE	1258	1158.37
04906000220000	HE RUI L	3229 TORRANCE	1693	1558.91
04906000230000	ROMERO LUIS PINA	3233 TORRANCE	2036	1874.75
04906000240000	DENG SHINUO	3237 TORRANCE	1258	1158.37
04906000250000	MOLINA NATALEE	3241 TORRANCE	1693	1558.91
04906000260000	MESFIN THEODROS	3245 TORRANCE	2036	1790.05
04906000270000	AQUILIZAN MARIA MONICA E	3249 TORRANCE	1258	1106.03

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04906000280000	FUNG MICHAEL W	3253 TORRANCE	1033	908.21
04906000290000	NJOROGE JANE W	3257 TORRANCE	1693	1488.49
04906000300000	REYNOLDS WILLIAM R	3261 TORRANCE	1258	1106.03
05200100910000	CITY OF SACRAMENTO	1900 EXPEDITION	0	0.00
05200100920000	CITY OF SACRAMENTO	1900 EXPEDITION	0	0.00
05200100930000	CITY OF SACRAMENTO	RICHFIELD	0	0.00
05200100940000	CITY OF SACRAMENTO	RICHFIELD	0	0.00
05202100010000	GARCIA ARMANDO	2026 JOHN STILL	2177	1483.62
05202100020000	COOPER MARSHA	2032 JOHN STILL	2713	2160.63
05202100030000	NGAN HONG	2038 JOHN STILL	2833	1858.00
05202100040000	SAECHAO NAI	2044 JOHN STILL	2713	2160.63
05202100050000	CHOW JOANNE	2114 JOHN STILL	1404	993.53
05202100060000	JERRANISHA J THOMAS	2120 JOHN STILL	1260	864.12
05202100070000	SANDHU FAMILY TRUST	2126 JOHN STILL	2713	2265.08
05202100080000	ASADA DEBBIE	2132 JOHN STILL	2333	1947.82
05202100090000	SOFIZADA ABDUL	2138 JOHN STILL	1777	1483.62
05202100100000	SHARMA RAMESH	2142 JOHN STILL	2177	1415.20
05202100110000	DOBSON ALZETTEA E	2146 JOHN STILL	2208	1758.45
05202100120000	BAUTISTA TERESITA NARAG	2150 JOHN STILL	2713	2160.63
05202100130000	NARAYAN AMITESH C	2154 JOHN STILL	3009	2396.37
05202100140000	RIVERA RENATO F	2158 JOHN STILL	2445	1947.20
05202100150000	SINGH CHANDPRAKAS	2162 JOHN STILL	2713	2160.63
05202100160000	SEEN VUTHY	2166 JOHN STILL	2333	1858.00
05202100170000	SANCHEZ FELIPE	2170 JOHN STILL	3009	2396.37
05202100180000	CHANDRA HARISH	2174 JOHN STILL	2177	1415.20
05202100190000	SY FEN D	2178 JOHN STILL	2713	2160.63
05202100200000	RAMIREZ DIANE	2182 JOHN STILL	2177	1415.20
05202100210000	THACH VANNY	2186 JOHN STILL	2713	2160.63
05202100220000	SERRATO JUAN C	2190 JOHN STILL	2713	2160.63
05202100230000	MAYS CHARLES	7723 BETH	1638	1304.50
05202100240000	VUE SIA	2185 JOHN STILL	2190	1433.52
05202100250000	PRASAD BOBBY	2179 JOHN STILL	2833	1858.00
05202100260000	DIMAANO MA VICTORIA C	2173 JOHN STILL	2713	2160.63
05202100270000	VANG LAURA M	280 HEMFORD	3009	2396.37
05202100280000	PETRENKO VICTOR	110 HEMFORD	2833	1858.00
05202100290000	HER TOUA	111 HEMFORD	2445	1947.20
05202100300000	LE LINH T	7741 SWEETBRIER	1638	1304.50
05202100310000	FONG KENT	7742 SWEETBRIER	2190	1433.52
05202100320000	KUAR SUSHIL	2121 JOHN STILL	1302	1036.91
05202100330000	ZHU FAMILY REVOCABLE TRUST	2111 JOHN STILL	2190	1433.52
05202100340000	HAN DEREK S	7758 MANORSIDE	1638	1304.50
05202100350000	2017 1 IH BORROWER LP	2029 BONAVIDA	1302	1036.91

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05202100360000	PRASAD LIVING TRUST	7752 MANORSIDE	2190	1433.52
05202100370000	TANG SUIXIANG	7746 MANORSIDE	1638	1304.50
05202100380000	NGUYEN LIEN KIM	7740 MANORSIDE	2190	1433.52
05202100390000	OCEGUEDA ALFREDO	7734 MANORSIDE	1638	1304.50
05202100400000	VANG MAO	7728 MANORSIDE	2190	1433.52
05202100410000	2017 1 IH BORROWER LP	7722 MANORSIDE	1638	1304.50
05202100420000	LI HAI T	7716 MANORSIDE	2190	1433.52
05202100430000	GUAN LI J	7708 MANORSIDE	1638	1304.50
05202100440000	CHA YING	7707 MANORSIDE	1800	1433.52
05202100450000	TRUONG HUE K	7715 MANORSIDE	1302	1036.91
05202100460000	GEE MAY Y	7721 MANORSIDE	2190	1433.52
05202100470000	BACHILLER CATHERINE	7727 MANORSIDE	1638	1304.50
05202100480000	FLORES ROBERTO	7733 MANORSIDE	2190	1433.52
05202100490000	RODRIGUEZ SALLY ANN	7739 MANORSIDE	1638	1304.50
05202100500000	KOLOAMATANGI VEISINIA	7745 MANORSIDE	2190	1744.12
05202100510000	VANGSHONG LINDA C	7736 SWEETBRIER	2190	1433.52
05202100520000	BRAZELTON MAISEO	7730 SWEETBRIER	1638	1304.50
05202100530000	NGHIEM JOHN	7724 SWEETBRIER	2190	1433.52
05202100540000	USHA SINGH LIVING TRUST	7718 SWEETBRIER	1638	1304.50
05202100550000	PRASAD PREM L	7712 SWEETBRIER	2190	1433.52
05202100560000	THAO OLIVIER N	7706 SWEETBRIER	2190	1433.52
05202100570000	SAGASTUME JOSE O	7705 SWEETBRIER	2190	1433.52
05202100580000	MANUGO BRYAN	7711 SWEETBRIER	1638	1304.50
05202100590000	HUANG SALLY C	7717 SWEETBRIER	2190	1433.52
05202100600000	ARNOLD JEFFREY	7723 SWEETBRIER	2190	1433.52
05202100610000	PEREZ JOSE F MARTINEZ	7729 SWEETBRIER	1302	1036.91
05202100620000	VALLADARES ENRIQUE R	7735 SWEETBRIER	2190	1433.52
05202100630000	VANG AI	121 HEMFORD	2177	1733.76
05202100640000	DONG DUNG	131 HEMFORD	2833	1858.00
05202100650000	CHANG CHIA	141 HEMFORD	2833	1858.00
05202100660000	ALTAMIRA RITA D	151 HEMFORD	2208	1758.45
05202100670000	BORAK ENGINEERING INC	161 HEMFORD	2833	1858.00
05202100680000	HEARN RICK R	171 HEMFORD	2751	2190.90
05202100690000	KUANG WAYNE R	181 HEMFORD	2713	2160.63
05202100700000	FONG MAY K	191 HEMFORD	2177	1415.20
05202100710000	AMANZE DIALA	201 HEMFORD	2445	1947.20
05202100720000	MENG XINGHUI	211 HEMFORD	2713	2160.63
05202100730000	TABBS JULIUS	221 HEMFORD	2751	2190.90
05202100740000	MARTIN MARY A	231 HEMFORD	2208	1758.45
05202100750000	BAEZ JUAN M	241 HEMFORD	2208	1758.45
05202100760000	FERNANDEZ ARSENIO	251 HEMFORD	2713	2160.63
05202100770000	ROJAS RODRIGO RODRIGUEZ	261 HEMFORD	2751	2190.90

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05202100780000	GLEND A F HELDRIS REVOCABLE	270 HEMFORD	2445	1947.20
05202100790000	XAYABANHA KHAMVAY	260 HEMFORD	3281	2612.99
05202100800000	HER YA	250 HEMFORD	3281	2612.99
05202100810000	SAETERN SUU	160 HEMFORD	2943	2343.81
05202100820000	YANG CHENG	150 HEMFORD	2445	1947.20
05202100830000	BHUIE CAMIE	130 HEMFORD	2981	2374.07
05202100840000	SINGH HARBINDER	120 HEMFORD	3653	2612.99
05202100850000	KAM TANG	7718 BETH	1638	1304.50
05202100860000	CASILLAS LETICIA	7712 BETH	2527	1712.26
05202100870000	ZHU YAN X	7706 BETH	1638	1304.50
05202100880000	ISLAM NAZBUN NISHA	7700 BETH	2190	1433.52
05202100890000	SAECHAO LAI C	7705 BETH	2190	1433.52
05202100900000	KAZI AZIZ AHMAD	7711 BETH	2527	2012.50
05202100910000	CHEN MEIFANG	7717 BETH	1302	1036.91
05202200010000	FUNG HA FUNG TRUST	1910 JOHN STILL	1638	1367.57
05202200020000	RAM ANEETA	1916 JOHN STILL	1302	1087.04
05202200030000	CHAVEZ ANA M	1922 JOHN STILL	2190	1502.82
05202200040000	HABIBVAND JACK	1928 JOHN STILL	1638	1367.57
05202200050000	LI XIAO L	1934 JOHN STILL	2190	1502.82
05202200060000	SHARMA JANE	1940 JOHN STILL	1638	1367.57
05202200070000	THR CALIFORNIA LP	1946 JOHN STILL	1302	1087.04
05202200080000	HU FENGYAN	1952 JOHN STILL	1638	1367.57
05202200090000	LAURA SHIRLEY REVOCABLE TRUST	1958 JOHN STILL	1712	1363.44
05202200100000	TSANG RICHARD C	1964 JOHN STILL	1638	1036.91
05202200110000	GUAN XIAO H	1970 JOHN STILL	1800	1304.50
05202200120000	CASTER JERDEAN	1976 JOHN STILL	1260	864.12
05202200130000	XIAO JINSHENG	1982 JOHN STILL	1404	864.12
05202200140000	YAN REN MIN	2002 JOHN STILL	2716	2267.59
05202200150000	TY CHHUO	2008 JOHN STILL	2445	2034.24
05202200160000	JAVED TIEPU	2014 JOHN STILL	2716	2163.02
05202200170000	FLORES SOPHIA D	2020 JOHN STILL	3508	2793.77
05202200180000	YANG CHENG Y	2028 BONA VISTA	2190	1433.52
05202200190000	ROJERO JOSE MANUEL	4 MACCAN	2190	1433.52
05202200200000	CASO LISA	11 MACCAN	1260	824.27
05202200210000	KUANG YU Q	5 MACCAN	1190	947.72
05202200220000	JACKSON SHELTON	7875 CALDONIA	1260	824.27
05202200230000	OWL INTERIOR DESIGN LIMITED	7881 CALDONIA	1404	947.72
05202200240000	KUMAR ANSHU	1941 JOHN STILL	1404	947.72
05202200250000	PARKER FAMILY REVOCABLE TRUST	1935 JOHN STILL	1260	824.27
05202200260000	SINGH NITIN	1929 JOHN STILL	2190	1433.52
05202200270000	BEVIKA SINGH REVOCABLE TRUST	1923 JOHN STILL	1638	1304.50
05202200280000	LIANG JIN ZHI	1917 JOHN STILL	2190	1433.52

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05202200290000	LARREA MARTA	1911 JOHN STILL	1302	1036.91
05202200300000	JACKSON ELOISE	7864 CALDONIA	1260	824.27
05202200310000	BLACKMAN KHYRA	7858 CALDONIA	1404	947.72
05202200320000	2017 1 IH BORROWER LP	19 HASBRO	1302	1036.91
05202200330000	CHU GUO YE	25 HASBRO	1638	1304.50
05202200340000	BETHANY INVESTMENTS LLC	31 HASBRO	2190	1433.52
05202200350000	TRUONG DANH	30 HASBRO	1638	1304.50
05202200360000	GUAN LISA	24 HASBRO	1302	1036.91
05202200370000	TAN TERRENCE	18 HASBRO	2190	1433.52
05202200380000	SHIRO CARMEN Y	12 HASBRO	1260	824.27
05202200390000	TANGA RENATA STEWART LIVING	6 HASBRO	1404	947.72
05202200400000	TRAN BACH	1944 BONAVISTA	1638	1304.50
05202200410000	2018 2 IH BORROWER LP	1938 BONAVISTA	2190	1433.52
05202200420000	SINGH SUBASH C	1926 BONAVISTA	2190	1433.52
05202200430000	TRAN TY	1918 BONAVISTA	1302	1036.91
05202200440000	TRAN BINH	1910 BONAVISTA	1638	1304.50
05202200450000	PRAKASH ANGELINE	1900 BONAVISTA	2190	1433.52
05202200460000	AUGSBURY KENNETH D	7751 19TH	1302	1036.91
05202200470000	KWONG KWAI MUI	7757 19TH	1638	1304.50
05202200480000	LI YONG H	7763 19TH	2190	1433.52
05202200490000	LO FAMILY TRUST	7769 19TH	1638	1304.50
05202200500000	KUMAR ALVIN A	7775 19TH	2190	1433.52
05202200510000	WONG VING CHI	7781 19TH	1638	1304.50
05202200520000	CASTILLO OSCAR SAUL	7782 19TH	1302	1036.91
05202200530000	CHEN MENGXI	7776 19TH	1638	1304.50
05202200540000	YU SUE CUI ZHU	7770 19TH	2190	1433.52
05202200550000	ROMERO JUAN	7764 19TH	1638	1304.50
05202200560000	CHAND MONITA	7758 19TH	1302	1036.91
05202200570000	VANG PAI	7752 19TH	2190	1433.52
05202200580000	IH3 PROPERTY WEST LP	7746 19TH	2190	1433.52
05202200590000	TAM CHEE WAH	7740 19TH	1638	1304.50
05202200600000	RODRIGUEZ LIVING TRUST	7734 19TH	1302	1036.91
05202200610000	WU ZHINENG	7728 19TH	1302	1036.91
05202200620000	XU LE H	7722 19TH	1638	1304.50
05202200630000	ALEXANDER MICHAEL	1907 BONAVISTA	1260	824.27
05202200640000	ZHOU SU JIAN	1901 BONAVISTA	1404	947.72
05202200650000	TSE WAI L	1915 BONAVISTA	2190	1433.52
05202200660000	JEFFREY F/SHANNON C SOLOMON	1921 BONAVISTA	1302	1036.91
05202200670000	SIGALA REYES H	1927 BONAVISTA	1638	1304.50
05202200680000	AMIN NEENA	1933 BONAVISTA	1638	1304.50
05202200690000	CHANDRA HARISH	1939 BONAVISTA	2190	1433.52
05202200700000	MAHARAJ SMITA	1945 BONAVISTA	1302	1036.91

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05202200710000	AVILA GOMEZ SANTIAGO	1951 BONAVISTA	2190	1433.52
05202200720000	BHARAT BHUSHAN / MANJU	1957 BONAVISTA	1638	1304.50
05202200730000	JING/ FEI FAMILY TRUST	1963 BONAVISTA	1302	1036.91
05202200740000	BARBARA A MOORE 2015	1969 BONAVISTA	2190	1433.52
05202200750000	HAU MINDY	1975 BONAVISTA	1638	1304.50
05202200760000	TRUONG BICH N	1981 BONAVISTA	1302	1036.91
05202200770000	2017 1 IH BORROWER LP	1987 BONAVISTA	2190	1433.52
05202200780000	LAI WEI Q	1993 BONAVISTA	1638	1304.50
05202200790000	TAN JUNHONG	1999 BONAVISTA	1800	1433.52
05202200800000	CHANDRA ATINESH	2005 BONAVISTA	1638	1304.50
05202200810000	CHEN ANDREW H	2011 BONAVISTA	1302	1036.91
05202200820000	JIANG XUE X	2017 BONAVISTA	2190	1433.52
05202200830000	CHEN YANNA	2023 BONAVISTA	1638	1304.50
05202200840000	RUIZ ANGEL OSORIO	2022 BONAVISTA	1638	1304.50
05202200850000	MEJIA ALEJANDRO P	2016 BONAVISTA	1302	1036.91
05202200860000	MWZ & ASSOCIATES LLC	2010 BONAVISTA	1638	1304.50
05202200870000	ZHENG JIANMIN	2004 BONAVISTA	2190	1433.52
05202200880000	EBOJO JENNIFER	1980 BONAVISTA	2190	1433.52
05202200890000	ALI SHAMSHAD	1974 BONAVISTA	1638	1304.50
05202200900000	LUU THOMAS	1968 BONAVISTA	2190	1433.52
05202200910000	WHITE SHARON J	1962 BONAVISTA	1638	1304.50
05202200920000	LEI/MEI FAMILY TRUST	1958 BONAVISTA	1302	1036.91
05202200930000	DIXON KASHINA	1954 BONAVISTA	1260	824.27
05202200940000	HERCULES BLANCA E	1950 BONAVISTA	1404	947.72
05202200950000	NGUYEN TU D	7851 CALDONIA	1638	1304.50
05202200960000	WONG SAM	7857 CALDONIA	1302	1036.91
05202200970000	NG JACK L	7863 CALDONIA	2190	1433.52
05202200980000	LAL NEERAV M	7869 CALDONIA	1638	1304.50
05202200990000	THANH CHIEM VILLAGE TRUST	17 MACCAN	1638	1304.50
05202201000000	TINAH YEE 2013 REVOCABLE TRUST	23 MACCAN	2190	1433.52
05202201010000	RUSAN SIGHETI DANIELA C	22 MACCAN	1638	1304.50
05202201020000	GUZMAN JOSE A	16 MACCAN	2190	1433.52
05202201030000	HSIUNG W CHEN/WAIYIN LOUIE	10 MACCAN	1638	1304.50
05202300010000	THIND PRITAM S	111 HIGHFIELD	2751	2190.90
05202300020000	FENG MIAO Z	121 HIGHFIELD	2177	1415.20
05202300030000	REYNOLDS JOHN	131 HIGHFIELD	3281	2612.99
05202300040000	YANG JASMINE	141 HIGHFIELD	2208	1758.45
05202300050000	LAO JAMIE	151 HIGHFIELD	2177	1415.20
05202300060000	NAINGGOLAN DAVID S	161 HIGHFIELD	1777	1415.20
05202300070000	KAUR BALJEET	171 HIGHFIELD	3009	2396.37
05202300080000	GUAN YONG JIAN	181 HIGHFIELD	2177	1415.20
05202300090000	ANJETTER / ROOSEVELT SULLEN JR	191 HIGHFIELD	2208	1758.45

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05202300100000	METLENKO LEONID	201 HIGHFIELD	2208	1758.45
05202300110000	XIAO CHU FAMILY TRUST	211 HIGHFIELD	2177	1415.20
05202300120000	CHAMPAPHONVILAY BOUNLIENG	221 HIGHFIELD	2445	1947.20
05202300130000	PRASAD SASHI P	231 HIGHFIELD	2177	1415.20
05202300140000	DAYAG-WONG MARIBELLE	241 HIGHFIELD	2445	1947.20
05202300150000	KHORN CHAN	251 HIGHFIELD	2208	1758.45
05202300160000	DEO CHANDRA	261 HIGHFIELD	2713	2160.63
05202300170000	SUNDAR BIPEND	271 HIGHFIELD	2208	1758.45
05202300180000	KAUR JATINDER	281 HIGHFIELD	2833	1858.00
05202300190000	TRAN HAI	291 HIGHFIELD	3009	2396.37
05202300200000	MCCULLOUGH BARBARA J	301 HIGHFIELD	2208	1758.45
05202300210000	HEWITT JASON A	311 HIGHFIELD	2833	1858.00
05202300220000	VANG LEE	321 HIGHFIELD	2713	2160.63
05202300230000	BURNHAM SOO	331 HIGHFIELD	2208	1758.45
05202300240000	KHAN SHABIR	341 HIGHFIELD	3009	2396.37
05202300250000	ELLIS SHEILA	351 HIGHFIELD	1260	824.27
05202300260000	EASTER PATRICK	361 HIGHFIELD	1404	947.72
05202300270000	FREEMAN LESLIE	340 HIGHFIELD	2482	1976.66
05202300280000	AGUILAR ZELMAN ROJO	330 HIGHFIELD	1260	864.12
05202300290000	AVERY LATRESE	320 HIGHFIELD	1404	993.53
05202300300000	THAO SIA	17 CORTNEY	3281	2739.31
05202300310000	LIN BEN MIN PIN	23 CORTNEY	2445	2041.33
05202300320000	MAHARAJ NATIN	29 CORTNEY	3009	2512.21
05202300330000	CAI FAMILY TRUST	35 CORTNEY	3009	2512.21
05202300340000	PHANTHAI PHILLIP	18 CORTNEY	2716	2267.59
05202300350000	RANGEL ARTHUR	12 CORTNEY	1260	864.12
05202300360000	ANEES AHMAD F	6 CORTNEY	1404	993.53
05202300370000	LAL SACHINDRA	220 HIGHFIELD	2833	1858.00
05202300380000	CHARLES N/BETTY H FONG	210 HIGHFIELD	2445	1947.20
05202300390000	STRALEY RICHARD J	200 HIGHFIELD	2713	2160.63
05202300400000	PENA RANDALL D	190 HIGHFIELD	3009	2396.37
05202300410000	MANI PARMILA D	180 HIGHFIELD	2177	1415.20
05202300420000	VUE TONG	170 HIGHFIELD	2177	1415.20
05202300430000	NGUYEN DUC T	160 HIGHFIELD	2177	1415.20
05202300440000	MALHOTRA SADHNA	150 HIGHFIELD	3281	2612.99
05202300450000	LEONG DAVID M	140 HIGHFIELD	2177	1415.20
05202300460000	SHARMA JYOTI K	7823 MANORSIDE	1404	947.72
05202300470000	TRAN BIEN	7829 MANORSIDE	1260	824.27
05202300480000	NEAL GUY	7841 MANORSIDE	3281	2396.37
05202300490000	PRASAD DHIRENDRA	7847 MANORSIDE	2177	1415.20
05202300500000	LAM QUACH LIVING TRUST 2014	7855 MANORSIDE	2833	1858.00
05202300510000	TAYLOR RAYMOND	7861 MANORSIDE	2716	2163.02

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05202300520000	K2 VENTURES LLC	7867 MANORSIDE	2208	1758.45
05202300530000	LIN CHUN	7873 MANORSIDE	2482	1976.66
05202300540000	MARTINEZ VELEZ DAMIEN	7879 MANORSIDE	2833	1858.00
05202300550000	YANG KOUA GEOFFREY	7889 MANORSIDE	2013	1603.15
05202300560000	CARROLL ANNA	7895 MANORSIDE	1260	824.27
05202300570000	YEOMAN KURT	7899 MANORSIDE	1404	947.72
05202300580000	THAO CHONGVUE C	7806 MANORSIDE	2177	1415.20
05202300590000	VUE ANDREW T	7812 MANORSIDE	2177	1415.20
05202300600000	LEE CHAO	7818 MANORSIDE	2713	2160.63
05202300610000	PARHAR SUKHJIT	7824 MANORSIDE	2833	1858.00
05202300620000	YOKOYAMA RYO	7830 MANORSIDE	2208	1758.45
05202300630000	ZHITKOVA NINA	7836 MANORSIDE	2833	1858.00
05202300640000	GRANDE CHRISTOPHER B	7842 MANORSIDE	3236	2577.15
05202300650000	MOUA XAI Y	7848 MANORSIDE	2177	1415.20
05202300660000	SINGH MAUREEN	7854 MANORSIDE	3009	2396.37
05202300670000	2017 2 IH BORROWER LP	7860 MANORSIDE	2713	2160.63
05202300680000	GRAYSON BELINDA	7866 MANORSIDE	2177	1415.20
05202300690000	SHARMA RODNAL R	7872 MANORSIDE	2713	2160.63
05202300700000	PLASCENCIA VICTOR R	7878 MANORSIDE	2333	1858.00
05202300710000	BECKHAM LEANDER DAVID	7884 MANORSIDE	2833	1858.00
05202300720000	NGUYEN CUNG	7890 MANORSIDE	2713	2160.63
05202300730000	KUMAR AJAY	2329 EXPEDITION	2713	2160.63
05202500010000	SAECHAO VICKY	2323 EXPEDITION	2716	2267.59
05202500020000	MEGRIKYAN ALBERT	2317 EXPEDITION	2632	2041.33
05202500030000	HERR BROOKE I	2311 EXPEDITION	2713	2265.08
05202500040000	LU DEQUAN	2305 EXPEDITION	2751	2296.81
05202500050000	DANIELS RACHEL	4 LETIZIA	1404	993.53
05202500060000	LOVATO TOMASA K	10 LETIZIA	1260	864.12
05202500070000	KUMAR RAMAN	16 LETIZIA	2713	2265.08
05202500080000	LY KIM HONG	22 LETIZIA	2177	1483.62
05202500090000	BALRAJ / GURJIT DHILLON TRUST	15 LETIZIA	2713	2265.08
05202500100000	TRINH MUI A	2115 EXPEDITION	3281	2739.31
05202500110000	SANDHU HARBHAJAN	2107 EXPEDITION	2716	2267.59
05202500120000	MAHARAJ OM LATA	2101 EXPEDITION	2177	1483.62
05202500130000	VANG MAI	6 HENSHAW	2445	2041.33
05202500140000	GRANDE ROBERT	12 HENSHAW	2713	2265.08
05202500150000	KHAN HAMID NAWAZ	11 HENSHAW	3508	2928.83
05202500160000	YANG YING	5 HENSHAW	2482	2072.22
05202500170000	BROWN JOYCE T	2081 EXPEDITION	1404	993.53
05202500180000	MACKLIN ALBERTA	2075 EXPEDITION	1260	864.12
05202500190000	LIANG ZHUO PENG	2069 EXPEDITION	2177	1483.62
05202500200000	SAETEURN CHAN T	2063 EXPEDITION	2833	1947.82

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05202500210000	CALDERON CRISTIAN	2057 EXPEDITION	2177	1483.62
05202500220000	PRATAP SANIL	2051 EXPEDITION	2751	2296.81
05202500230000	MOHAMMED RASHEED HAROLD	2045 EXPEDITION	3009	2512.21
05202500240000	GAVIN ANNER	2039 EXPEDITION	2632	2041.33
05202500250000	NAND NITYA	2033 EXPEDITION	2833	1947.82
05202500260000	DHAR SHIVNESH	2027 EXPEDITION	2208	1843.46
05202500270000	NGUYEN HONG T	2021 EXPEDITION	3281	2739.31
05202500280000	LOPEZ JIMENEZ MARCELO	2015 EXPEDITION	2177	1483.62
05202500290000	LEE CHIA	2007 EXPEDITION	3281	2739.31
05202500300000	VANG TOUMO	2001 EXPEDITION	2716	2267.59
05202500310000	CHANDRA AJIT	2034 EXPEDITION	2833	1947.82
05202500320000	LI HONG H	2040 EXPEDITION	2482	2072.22
05202500330000	AUNG MAUNG PHONE	2046 EXPEDITION	2482	2072.22
05202500340000	RODGER JERRY	2052 EXPEDITION	2177	1483.62
05202500350000	CAMPOS JOSE G	2058 EXPEDITION	2713	2265.08
05202500360000	DEVORA MARIA A	2064 EXPEDITION	3009	2512.21
05202500370000	CHOPRA SUN	2070 EXPEDITION	3009	2512.21
05202500380000	BASQUEZ VICTOR SR	2074 EXPEDITION	2208	1843.46
05202500390000	VANG BO	2078 EXPEDITION	1260	864.12
05202500400000	ZHU JAY Q	2082 EXPEDITION	1404	993.53
05202500410000	WILSON KIM K	7969 TANTURA	1404	993.53
05202500420000	COTNER-EMERY REVOCABLE	7963 TANTURA	1260	864.12
05202500430000	PRAKASH RAJNI	7957 TANTURA	2445	2041.33
05202500440000	CHU WAN F	7951 TANTURA	2482	2072.22
05202500450000	WANG FU	7945 TANTURA	2713	2265.08
05202500460000	NAEATA KAHO	7939 TANTURA	3236	2701.74
05202500470000	WONG HENG CHI	7933 TANTURA	2177	1483.62
05202500480000	VIJAY ANITA	7927 TANTURA	2208	1843.46
05202500490000	LEGASPI MONA L	7921 TANTURA	2943	2457.11
05202500500000	WALLS ANICA	7915 TANTURA	3009	2512.21
05202500510000	GUTIERREZ IVON	7909 TANTURA	1260	864.12
05202500520000	RAMOS ERNESTO	7901 TANTURA	1404	993.53
05202600010000	SMITH LATOYA C	1995 EXPEDITION	1404	993.53
05202600020000	MORALES EDWIN MARIS	1989 EXPEDITION	1260	864.12
05202600030000	LAL BIMLA	1983 EXPEDITION	1638	1367.57
05202600040000	HANG SANH	1977 EXPEDITION	1302	1087.04
05202600050000	CHAND SANDIP	1971 EXPEDITION	1638	1367.57
05202600060000	HUANG RUXIN	1965 EXPEDITION	2190	1502.82
05202600070000	XIE GUO L	1959 EXPEDITION	1638	1367.57
05202600080000	KURUDIMOVA LYUBOV	1953 EXPEDITION	2190	1502.82
05202600090000	KAIYUM ABDUL	1947 EXPEDITION	1638	1367.57
05202600100000	KUANG GUO L	1941 EXPEDITION	1302	1087.04

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05202600110000	ALI FEROZA	1935 EXPEDITION	2190	1502.82
05202600120000	NGUYEN HOA VAN	1929 EXPEDITION	1638	1367.57
05202600130000	TORRES ELIZABETH	1923 EXPEDITION	2190	1502.82
05202600140000	THAO DAVID	1917 EXPEDITION	1302	1087.04
05202600150000	CHAND CHRISTINE U	1911 EXPEDITION	1638	1367.57
05202600160000	LLAMAS RAFAEL LOPEZ	1905 EXPEDITION	1260	864.12
05202600170000	GREENLEAVES TRUST	1901 EXPEDITION	1404	993.53
05202600180000	T2S2 PROPERTIES LLC	1994 EXPEDITION	1638	1367.57
05202600190000	KONG LAI M	1988 EXPEDITION	2190	1502.82
05202600200000	JEET DINAY V	1982 EXPEDITION	1638	1367.57
05202600210000	GAO FENG	1976 EXPEDITION	2190	1502.82
05202600220000	LIANG HANCHENG	1970 EXPEDITION	1800	1502.82
05202600230000	BRAVO PEDRO	1964 EXPEDITION	1638	1367.57
05202600240000	LEE DAVID	1958 EXPEDITION	2190	1502.82
05202600250000	LOU MY D	1952 EXPEDITION	1638	1367.57
05202600260000	QUILICI MICHAEL A	1946 EXPEDITION	1302	1087.04
05202600270000	HUYNH KIM H	1940 EXPEDITION	2190	1502.82
05202600280000	RECINOS VICTOR	7901 TUNGSTEN	1260	993.53
05202600290000	TAN CUITING	7907 TUNGSTEN	1404	864.12
05202600300000	TIPTON ZAKIA ARFANA SHAMIM	7915 TUNGSTEN	1302	1087.04
05202600310000	PATRIA R WOLFE TRUST 2018	7921 TUNGSTEN	1638	1367.57
05202600320000	2018 PATRIA R WOLFE TRUST	7927 TUNGSTEN	2190	1502.82
05202600330000	TAMMY V GOOCH REVOCABLE	7933 TUNGSTEN	1638	1367.57
05202600340000	GIDEON / MIRIAM NAIR 2017 TRUST	7939 TUNGSTEN	2190	1502.82
05202600350000	SAECHAO NAI	7945 TUNGSTEN	1638	1367.57
05202600360000	CHIAO JONATHAN	7951 TUNGSTEN	1302	1087.04
05202600370000	SHETAB GULALAI	7957 TUNGSTEN	1638	1367.57
05202600380000	NAND NITYA	1919 ESTEREL	1302	1087.04
05202600390000	SHARMA NIKUNJ	1925 ESTEREL	1638	1367.57
05202600400000	VANG KAAY	1931 ESTEREL	2190	1502.82
05202600410000	BURNHAM SOO	1937 ESTEREL	1638	1367.57
05202600420000	NGUYEN LOAN A	1943 ESTEREL	2190	1502.82
05202600430000	DATT DEVIKA	1949 ESTEREL	1638	1367.57
05202600440000	LAL RAM	1955 ESTEREL	1302	1087.04
05202600450000	LIANG ZHUO Z	1961 ESTEREL	1638	1367.57
05202600460000	CHANG SEE	1967 ESTEREL	2190	1502.82
05202600470000	BOSCO WAI Z	1973 ESTEREL	1638	1367.57
05202600480000	FUNG NGAI PUN	1979 ESTEREL	2190	1502.82
05202600490000	HU YING H	1985 ESTEREL	1638	1367.57
05202600500000	IMRAZ ZABIA B	1991 ESTEREL	1302	1087.04
05202600510000	MCCULLOUGH JAMES E	1995 ESTEREL	1260	864.12
05202600520000	MORALES ALVARO	1999 ESTEREL	1404	993.53

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05202700010000	ROBLES CRISTINA	1950 ESTEREL	2190	1502.82
05202700020000	LIN SHAUN	1956 ESTEREL	1638	1367.57
05202700030000	HILLVIEW INVESTMENT LLC	1962 ESTEREL	2190	1502.82
05202700040000	ZHANG LU	1968 ESTEREL	1638	1367.57
05202700050000	LIANG HANCHENG	1974 ESTEREL	2190	1502.82
05202700060000	KAM MU Y	1980 ESTEREL	1638	1367.57
05202700070000	KURUDIMOVA LIUDMILA	1986 ESTEREL	2190	1502.82
05202700080000	NGAI SING W	1992 ESTEREL	2190	1502.82
05202700090000	PHON DY	1996 ESTEREL	1638	1367.57
05202700100000	DIEP KEVIN	2002 ESTEREL	3281	2512.21
05202700110000	VANG SAI	8 JEANROSS	2482	2072.22
05202700120000	SOTELO TOMAS SR	14 JEANROSS	2713	2265.08
05202700130000	XIONG XTOYED PADEE	20 JEANROSS	3009	2512.21
05202700140000	SINGH MANMEET	26 JEANROSS	2713	2265.08
05202700150000	SINGH NILESH	21 JEANROSS	3009	2512.21
05202700160000	UPPAL AMANDEEP	15 JEANROSS	2751	2296.81
05202700170000	RICHARDSON DAWN M	9 JEANROSS	1260	864.12
05202700180000	SMITH TERENCE	3 JEANROSS	1404	993.53
05202700190000	WILSON KIM	2039 RICHFIELD	1404	993.53
05202700200000	MARQUEZ MARIA DE JESUS	2033 RICHFIELD	1260	864.12
05202700210000	LUU THYTU THI	2027 RICHFIELD	3508	2928.83
05202700220000	KUMAR NEELIYA H	2021 RICHFIELD	2833	1947.82
05202700230000	SAECHAO SENG	2015 RICHFIELD	2445	2041.33
05202700240000	LEE LOUA WA	2007 RICHFIELD	3508	2928.83
05202700250000	COMMER DAVID	2001 RICHFIELD	2445	2041.33
05202700260000	AC / RM LIVING TRUST	1997 LEFORD	2716	2267.59
05202700270000	HE WENBIN	1993 LEFORD	1302	1087.04
05202700280000	MARKIEWITZ TROY	1987 LEFORD	2190	1502.82
05202700290000	STELLMACHER KAREN S	1983 LEFORD	1638	1367.57
05202700300000	VUE KHU	1979 LEFORD	2190	1502.82
05202700310000	KULKARNI ALKA ASHOK	1975 LEFORD	1638	1367.57
05202700320000	SINGH RAKESH	4 VAN HORN	1404	993.53
05202700330000	SINGH RAKESH	10 VAN HORN	1260	864.12
05202700340000	TSE CHUN ON	16 VAN HORN	1638	1367.57
05202700350000	VIGIL-MENDEZ EDDIE MALO	22 VAN HORN	2190	1502.82
05202700360000	LEE POM R	21 VAN HORN	1638	1367.57
05202700370000	GLASS VINCE	15 VAN HORN	1302	1087.04
05202700380000	HENDRIX KELLI	7 VAN HORN	2190	1502.82
05202700390000	VANG JONATHAN T	1908 ESTEREL	2190	1502.82
05202700400000	GARCIA ALEJANDRO	1914 ESTEREL	1638	1367.57
05202700410000	SINGH SALENDRA	1920 ESTEREL	2190	1502.82
05202700420000	CRAWFORD CARMEN D	1943 LEFORD	1404	993.53

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05202700430000	MUNN MARK	1937 LEFORD	1260	864.12
05202700440000	GAO XIAO QIN	1933 LEFORD	2190	1502.82
05202700450000	ESTRADA JOSE LUIS	1927 LEFORD	1638	1367.57
05202700460000	THR CA LIMITED PARTNERSHIP	1921 LEFORD	2190	1502.82
05202700470000	ALVARADO SONIA D	1915 LEFORD	1638	1367.57
05202700480000	WARE CARLA	1907 LEFORD	1260	864.12
05202700490000	CARDOZA MANUEL LEAL	1901 LEFORD	1404	993.53
05202700500000	STERN ERIK D	1900 LEFORD	1404	993.53
05202700510000	YOUNGER MELISSA L	1906 LEFORD	1260	864.12
05202700520000	CAMACHO HERIC TORRES	1914 LEFORD	1302	1087.04
05202700530000	NAVARRO JUAN ANTONIO RIOS	1920 LEFORD	1638	1367.57
05202700540000	NHAN KHANH	1926 LEFORD	1800	1502.82
05202700550000	ROYAL ESTATE HOLDINGS LLC	1932 LEFORD	1302	1087.04
05202700560000	FEOKTISTOV DANIIL	1938 LEFORD	1638	1367.57
05202700570000	CHERNYAVSKAYA GALINA	1944 LEFORD	2190	1502.82
05202700580000	PARMETT MICHAEL B	1950 LEFORD	1638	1367.57
05202700590000	TIET CHON	1956 LEFORD	2190	1502.82
05202700600000	KUMAR KIRTI K	1962 LEFORD	1638	1367.57
05202700610000	CISNEROS SERGIO	1968 LEFORD	1302	1087.04
05202700620000	PRISCILLA H PRICE-WONG LIVING	1974 LEFORD	1638	1367.57
05202700630000	REDDY VINAL	1982 LEFORD	1302	1087.04
05202700640000	HER MIKE	1986 LEFORD	2190	1502.82
05202700650000	MEI MICHELLE	1987 RICHFIELD	2716	2267.59
05202700660000	SINGH AJENDRA A	1981 RICHFIELD	2716	2267.59
05202700670000	YUANLIN XIE/HONG YE REVOCABLE	1975 RICHFIELD	2177	1483.62
05202700680000	TRUONG TUYET D	1969 RICHFIELD	2333	1947.82
05202700690000	VANG NHIA	1963 RICHFIELD	2833	1947.82
05202700700000	PHUC NGUYEN / TUYET T LE AB	1957 RICHFIELD	2177	1483.62
05202700710000	SAICHAO DENNISE	1951 RICHFIELD	3508	2928.83
05202700720000	RAJ PATRICK	1945 RICHFIELD	2833	1947.82
05202700730000	HERNANDEZ ANGIE	1939 RICHFIELD	2177	1483.62
05202700740000	MUMTAZ MOHAMMAD	1933 RICHFIELD	3508	2928.83
05202700750000	PHRAXAYA KEVIN	1927 RICHFIELD	2716	2267.59
05202700760000	YANG MAY	1921 RICHFIELD	3508	2928.83
05202700770000	KAUR BALJEET	1915 RICHFIELD	1777	1483.62
05202700780000	LAL SURENDRA	1907 RICHFIELD	3281	2739.31
05202700790000	KASIM RINA	1901 RICHFIELD	2482	2072.22
05301600010000	YABUT LANCE	7777 LARAMORE	1232	1009.01
05301600020000	YABUT JAIME V	7773 LARAMORE	1624	1330.06
05301600030000	VANG SUNNY	7769 LARAMORE	1859	1522.52
05301600040000	SCOTT ROSALYNN D	7765 LARAMORE	1232	1009.01
05301600050000	HAWJ CHARLES	7761 LARAMORE	1624	1330.06

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05301600060000	CAPINDIAN ARIEL	7757 LARAMORE	1232	1009.01
05301600070000	SMITH LAINE WARREN	7753 LARAMORE	1624	1330.06
05301600080000	TOBIAS KATHY	7749 LARAMORE	1859	1522.52
05301600090000	GAINES RONALD M	7745 LARAMORE	1859	1454.85
05301600100000	GONZALEZ JESUS G	7743 LARAMORE	1232	964.16
05301600110000	GUAN JARED C	7741 LARAMORE	1624	1270.94
05301600120000	YANG XI Y	7739 LARAMORE	1662	1316.30
05301600130000	GRACE CHRISTINE KELLEY LIVING	7737 LARAMORE	1859	1522.52
05301600140000	VELAZQUEZ SANCHEZ CARLOS	7735 LARAMORE	1624	1330.06
05301600150000	CERVANTES JESSE	7733 LARAMORE	1232	1009.01
05301600160000	MCDONNELL KAMERON F	7731 LARAMORE	1624	1330.06
05301600170000	HUANG WENDA	7729 LARAMORE	1859	1522.52
05301600180000	HUANG ZHEN F	7727 LARAMORE	1624	1330.06
05301600190000	OBANDO FRANCISCO J	7725 LARAMORE	1232	1009.01
05301600200000	UCLARAY EVANGELINE	7723 LARAMORE	1624	1330.06
05301600210000	TA ALAIN	7721 LARAMORE	1232	1009.01
05301600220000	SEGOVIANO ANTONIO VALDOVINO	7719 LARAMORE	1624	1330.06
05301600230000	HUANG SALLY	7717 LARAMORE	1232	1009.01
05301600240000	LEE YUA	7715 LARAMORE	1859	1522.52
05301600250000	NGUYEN PHUONG H	7780 DIXIE LOU	1900	1504.80
05301600260000	VU HAI H	7776 DIXIE LOU	1662	1316.30
05301600270000	FORGHANI ARTEMIS	7772 DIXIE LOU	1200	950.40
05301600280000	THAO KER	7768 DIXIE LOU	1900	1504.80
05301600290000	TROPEL ELIZABETH J	7764 DIXIE LOU	1624	1286.21
05301600300000	THI T LE/ JULIA V AB LIVING TRUST	7760 DIXIE LOU	1200	950.40
05301600310000	KHARCHENKO OLESYA	7756 DIXIE LOU	1624	1286.21
05301600320000	MAN/GAO FAMILY TRUST	7752 DIXIE LOU	1900	1504.80
05301600330000	BANKS TERRI A	7748 DIXIE LOU	1662	1316.30
05301600340000	ZAMBRANO HUMBERTO Z	7744 DIXIE LOU	1624	1286.21
05301600350000	JOE/JENNY CHEN REVOCABLE	7740 DIXIE LOU	1200	950.40
05301600360000	AUTAR MAUREEN D	7734 DIXIE LOU	1900	1504.80
05301600370000	HER FONG	7730 DIXIE LOU	1624	1286.21
05301600380000	KEVIN T LUONG/QUYEN T LY	7726 DIXIE LOU	1200	950.40
05301600390000	LOPEZ ALBERTO G	7722 DIXIE LOU	1900	1504.80
05301600400000	CHANG CHIANG P	7777 DIXIE LOU	1859	1541.48
05301600410000	OKAFOR EBERE	7773 DIXIE LOU	1662	1378.13
05301600420000	SATISH/KESHNI KUMAR REVOCABLE	7769 DIXIE LOU	1624	1346.62
05301600430000	YE WEI	7765 DIXIE LOU	1859	1541.48
05301600440000	ABDUL RAHMAN ELIGAH	7761 DIXIE LOU	1232	1021.57
05301600450000	ACKLIN HOLLIS E	7757 DIXIE LOU	1624	1286.21
05301600460000	VALLES TONY	7753 DIXIE LOU	1662	1316.30
05301600470000	NAVARRETE ERNESTO L	7749 DIXIE LOU	1900	1504.80

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05301600480000	GALANG EMILITO M	7745 DIXIE LOU	1200	950.40
05301600490000	KOTHULE JAYA S	7741 DIXIE LOU	1624	1286.21
05301600500000	CAMACHO MANUEL LEYVA	7737 DIXIE LOU	1200	950.40
05301600510000	NHAN KHANH	7733 DIXIE LOU	1900	1504.80
05301600520000	ZHENG JIANQING	7729 DIXIE LOU	1624	1286.21
05301600530000	KUMAR KIRTI K	7725 DIXIE LOU	1200	950.40
05301600540000	2017 1 IH BORROWER LP	7721 DIXIE LOU	1900	1504.80
05301600550000	IGOT TERRY A	7744 LARAMORE	1859	1522.52
05301600560000	MCNEILLY TRICIA L	7742 LARAMORE	1662	1316.30
05301600570000	NISHA SAIRA NUR	7740 LARAMORE	1624	1330.06
05301600580000	SYDNOR CLAUDINE	7738 LARAMORE	1859	1522.52
05301600590000	KHILANI ANIL	7736 LARAMORE	1624	1330.06
05301600600000	ORIVAVONG BOUNYANG	7734 LARAMORE	1662	1316.30
05301600610000	GUAN SULLY	7732 LARAMORE	1624	1330.06
05301600620000	SUNSHINE X LLC	7730 LARAMORE	1859	1522.52
05301600630000	LO TSZ P	7728 LARAMORE	1624	1330.06
05301600640000	THORNTON WILSON SHEREE	7726 LARAMORE	1232	1009.01
05301600650000	KHAMTHEVANKHIRY LAURENT	7724 LARAMORE	1624	1330.06
05301600660000	TRAN PATRICK H	7722 LARAMORE	1859	1522.52
05301600670000	ROUX MARY GRACE P	7720 LARAMORE	1232	1009.01
05301600680000	BHARAT BHUSHAN/MANJU	7718 LARAMORE	1624	1330.06
05301600690000	SAECHAO CHENG CHOW	7716 LARAMORE	1859	1522.52
06302400010000	SEVRUK TANYA	9180 SUNFIRE	1176	902.23
06302400020000	LIEU YEN	9176 SUNFIRE	1344	1031.12
06302400030000	NGUYEN KENNY	9172 SUNFIRE	1344	1031.12
06302400040000	GIRALDO PAOLA BASSO	9168 SUNFIRE	1483	1137.76
06302400050000	DEWALD JENNIFER A	9164 SUNFIRE	1474	1156.35
06302400060000	PEMBERTON CYNTHIA	9160 SUNFIRE	1330	1043.39
06302400070000	NGUYEN THIN DUY	9156 SUNFIRE	1474	1156.35
06302400080000	MCGLASHAN GUADALUPE	9152 SUNFIRE	1330	1043.39
06302400090000	YANG HYUN S	9148 SUNFIRE	1474	1156.35
06302400100000	KIMBERLEY ENGSTROM / LINDA	9144 SUNFIRE	1165	913.94
06302400110000	CISNEROS ASSUNTA L	9140 SUNFIRE	1330	1043.39
06302400120000	CARTRIGHT ROY L	9136 SUNFIRE	1474	1156.35
06302400130000	VELARDE VINCENT M	9132 SUNFIRE	1165	913.94
06302400140000	SINGH ARMINDER	9128 SUNFIRE	1330	1043.39
06302400150000	CAO MINH H	9124 SUNFIRE	1474	1156.35
06302400160000	CATE DENNIS A	9120 SUNFIRE	1330	1043.39
06302400170000	CONNELLY JOHN W	9116 SUNFIRE	1165	913.94
06302400180000	CARDWELL TYLER	9112 SUNFIRE	1330	1043.39
06302400190000	MUNOZ JAVIER	9108 SUNFIRE	1165	913.94
06302400200000	TUFANOV MARIYA	9104 SUNFIRE	1474	1156.35

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06302400210000	MCDANIEL KEVIN	9336 ROSE PARADE	1165	913.94
06302400220000	LASTRA JULIE A	9337 ROSE PARADE	1165	913.94
06302400230000	PANKOV LYUDMILA	9101 SUNFIRE	1474	1156.35
06302400240000	ROLES JANET C	9105 SUNFIRE	1165	913.94
06302400250000	MARK BEAVER/LIXIN FU 2020	9109 SUNFIRE	1330	1043.39
06302400260000	LEYVA JUAN CARLOS	9113 SUNFIRE	1165	913.94
06302400270000	FEDERIGAN JANET I	9117 SUNFIRE	1483	1137.76
06302400280000	BIONDI KENNETH A	9121 SUNFIRE	1330	1043.39
06302400290000	DATSYUK TETYANA	9113 IRISH GOLD	1474	1156.35
06302400300000	NATYAZHKO ANNA	9117 IRISH GOLD	953	747.63
06302400310000	HOU SHANDAN	9121 IRISH GOLD	1330	1043.39
06302400320000	DOAN BAO G	9125 IRISH GOLD	1165	913.94
06302400330000	YBARRA CHERYL	9129 IRISH GOLD	1330	1043.39
06302400340000	HORWOOD LAUREN	9133 IRISH GOLD	1474	1156.35
06302400350000	AUGER APRIL	9137 IRISH GOLD	1330	1043.39
06302400360000	BONDI FAMILY TRUST	9136 IRISH GOLD	953	747.63
06302400370000	WOODMAN WHITELAW FAMILY	9132 IRISH GOLD	1330	1043.39
06302400380000	MOSEYCHUK TATYANA	9128 IRISH GOLD	1165	913.94
06302400390000	RUSSICK KATHERINE J	9124 IRISH GOLD	953	747.63
06302400400000	PERRAULT BARBARA	9120 IRISH GOLD	1165	913.94
06302400410000	STEWART BAILEY	9116 IRISH GOLD	1176	902.23
06302400420000	TAYLOR TRUST	9112 IRISH GOLD	1330	1043.39
06302400430000	KAZEMI JAMAL	9171 SUNFIRE	1330	1043.39
06302400440000	VALLE MELVIN CABRERA	9175 SUNFIRE	953	747.63
06302400450000	LU DUC	9179 SUNFIRE	1474	1156.35
06302400460000	STYERS HEATHER	9183 SUNFIRE	953	747.63
06302400470000	SILVIA CASTRO 1994 TRUST	9187 SUNFIRE	1330	1043.39
06302400480000	ZARATE FERDINAND	9191 SUNFIRE	1474	1156.35
06302400490000	APPLIED BEHAVIOR CONSULTANTS	9195 SUNFIRE	1330	1043.39
06302400500000	GRAVADOR RODEL BRIAN	9199 SUNFIRE	1474	1156.35
06302400510000	HOWELL ANDREW JR	9198 SUNFIRE	953	747.63
06302400520000	DAWSON KAREN ANNETTE	9194 SUNFIRE	1330	1043.39
06302400530000	TA SENG T	9190 SUNFIRE	1474	1156.35
06302400600000	STYRTA IRINA	9320 ROSE PARADE	1330	1043.39
06302400610000	TIEN MANDA G	9314 ROSE PARADE	1474	1156.35
06302400620000	MARTYNYUK MARYAN	9308 ROSE PARADE	1330	1043.39
06302400630000	NGUYEN TRINH	9304 ROSE PARADE	1474	1156.35
06302400640000	WILLIAMS REVOCABLE LIVING	9300 ROSE PARADE	1330	1043.39
06302400650000	REIGEL FRANK O	9296 ROSE PARADE	1474	1156.35
06302400660000	CONTRERAS ANGELINA T	9292 ROSE PARADE	1330	1043.39
06302400670000	SCHWEDE VINCENT	9288 ROSE PARADE	1474	1156.35
06302400680000	PHAVINDHU THANAT	9284 ROSE PARADE	1330	1043.39

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06302400690000	BERT CUNNINGHAM REVOCABLE	9280 ROSE PARADE	1474	1156.35
06302400700000	FARINIAS FAMILY REVOCABLE	9276 ROSE PARADE	1330	1043.39
06302400710000	DONNA J WILCOX REVOCABLE	9272 ROSE PARADE	1165	913.94
06302400720000	CHESSHIRE ANDREW H	9268 ROSE PARADE	953	747.63
06302400730000	SHUKLA PRAKASH G	9264 ROSE PARADE	1330	1043.39
06302400740000	CAMPA MANUEL	9260 ROSE PARADE	1165	913.94
06302400750000	ROMERO OTILIA SOCORRO	9256 ROSE PARADE	953	747.63
06302400760000	LE ANH T	9252 ROSE PARADE	1483	1137.76
06302400770000	KAPUSH VOLODYMYR	9248 ROSE PARADE	1330	1043.39
06302400780000	EDWARDS AMALIA	9244 ROSE PARADE	1165	913.94
06302400790000	CULVER ROBERT W	9240 ROSE PARADE	1330	1043.39
06302400800000	ROGER M EMERSON REVOCABLE	9236 ROSE PARADE	1165	913.94
06302400810000	DANIELS DANA A	9232 ROSE PARADE	953	747.63
06302400820000	KIRK PHILLIPS LIVING TRUST	9228 ROSE PARADE	1165	913.94
06302400830000	DARRETT FE L	9224 ROSE PARADE	1330	1043.39
06302400840000	KHMYZ VASILYI	9241 ROSE PARADE	1330	1043.39
06302400850000	HAYES FAMILY 2019 TRUST	9245 ROSE PARADE	1330	1043.39
06302400860000	MONICA SAO/PHALLA PEN	9249 ROSE PARADE	1470	1153.22
06302400870000	DEVARD DARIN M	9253 ROSE PARADE	1330	1043.39
06302400880000	NGUYEN TO HAO THUY	9257 ROSE PARADE	1470	1153.22
06302400890000	GREGG JOAN N	9261 ROSE PARADE	1330	1043.39
06302400900000	KELLY TREVA	9281 ROSE PARADE	1165	913.94
06302400910000	WOMACK ROLAND	9285 ROSE PARADE	1483	1137.76
06302400920000	MONTANEZ JULIO	9289 ROSE PARADE	1165	913.94
06302400930000	LIN YILIN	9293 ROSE PARADE	1344	1031.12
06302400940000	MISHCHUK VITALIY	9297 ROSE PARADE	1483	1137.76
06302400950000	PONCE SANCHEZ DERICK	9301 ROSE PARADE	1344	1031.12
06302400960000	LOYD & PENNY BLALOCK LIVING	9305 ROSE PARADE	1165	913.94
06302400970000	LEWIS DEBRA M	9309 ROSE PARADE	1344	1031.12
06302400980000	SINGH NASHVINDER	9313 ROSE PARADE	1165	913.94
06302400990000	AGARKOVA OLGA	9317 ROSE PARADE	1344	1031.12
06302401000000	2017 1 IH BORROWER LP	9321 ROSE PARADE	1483	1137.76
06302401020000	SHUKLA BHASKAR	9329 ROSE PARADE	1344	1031.12
06302401030000	KUNITAKE KAREN	9333 ROSE PARADE	953	747.63
06302401040000	SINAROM CHAU PECH & NINA	9141 IRISH GOLD	1483	1137.76
06302401050000	LOUPRASONG SOUKSARA	9145 IRISH GOLD	1344	1031.12
06302401060000	VOLKOVAS YULIYA	9149 IRISH GOLD	1344	1031.12
06302401070000	JASON S / LINA L LEE FAMILY TRUST	9153 IRISH GOLD	1176	902.23
06302401080000	GREVETT KALEIGH A	9157 IRISH GOLD	1344	1031.12
06302401090000	LOGAN LAWRENCE LEE	9161 IRISH GOLD	1483	1137.76
06302401100000	DOUG SETTELL/JOANNE OTTENS	9165 IRISH GOLD	1344	1031.12
06302401110000	TAYLOR ROBERT A	9169 IRISH GOLD	960	736.51

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06302401120000	PULKA GLORIA	9173 IRISH GOLD	1344	1031.12
06302401130000	SUSAN GIANNINI LIVING TRUST	9177 IRISH GOLD	1165	913.94
06302401140000	VOLOKITIN MARIYA	9181 IRISH GOLD	1470	1153.22
06302401150000	GUDOVA NATALYA	9185 IRISH GOLD	1470	1153.22
06302401160000	COOK LORI A	9189 IRISH GOLD	1344	1031.12
06302401170000	HERRERA DAVID	9193 IRISH GOLD	953	747.63
06302401180000	CAPASSO KEITH	9197 IRISH GOLD	1165	913.94
06302401190000	ZDRAGAT ILIE	9201 IRISH GOLD	1470	1153.22
06302401200000	COOPER REVOCABLE TRUST	9205 IRISH GOLD	1344	1031.12
06302401210000	LONG GERALD L	9176 IRISH GOLD	1470	1153.22
06302401220000	PEREZ JULIO	9172 IRISH GOLD	1165	913.94
06302401230000	TRAN HENRY	9168 IRISH GOLD	1344	1031.12
06302401240000	HOLCOMB MICHAEL	9164 IRISH GOLD	1483	1137.76
06302401250000	KONEFAL EDWARD	9160 IRISH GOLD	1176	902.23
06302401260000	TRAN JESSICA T	9156 IRISH GOLD	1483	1137.76
06302401270000	MUNDAY PAUL LINDSEY	9152 IRISH GOLD	1344	1031.12
06302401280000	CHILDERS JIM	9148 IRISH GOLD	1483	1137.76
06302401290000	YI JAE H	9144 IRISH GOLD	1176	902.23
06302401300000	TCHANG WILLIAM T	9140 IRISH GOLD	1344	1031.12
06302401310000	CARROW HARRY G	9203 SUNFIRE	1344	1031.12
06302401320000	BRITTAIN MARY ELLEN	9207 SUNFIRE	1176	902.23
06302401330000	MYERS TONJA M	9211 SUNFIRE	1344	1031.12
06302401340000	ELLIOTT JOHN M	9215 SUNFIRE	1344	1031.12
06302401350000	WILLIAMS FAMILY TRUST	9219 SUNFIRE	1176	902.23
06302401360000	TOOF GLENN D	9223 SUNFIRE	1344	1031.12
06302401370000	BLYTHE SANDRA PEREZ	9227 SUNFIRE	960	736.51
06302401380000	MENDOZA BETANCOURT BELEN	9231 SUNFIRE	1165	913.94
06302401390000	OLIFERCHIK SERGEY	9235 SUNFIRE	1470	1153.22
06302401400000	MACIAS JAVIER V	9258 SUNFIRE	1330	1043.39
06302401410000	IH6 PROP WEST LIMITED	9254 SUNFIRE	1470	1153.22
06302401420000	MARG CANDICE G	9250 SUNFIRE	953	747.63
06302401430000	JENNINGS FAMILY TRUST	9246 SUNFIRE	1344	1031.12
06302401440000	BALATBAT IMELDA	9242 SUNFIRE	1483	1137.76
06302401450000	BETTY D FACIANE LIVING TRUST	9238 SUNFIRE	1344	1031.12
06302401460000	EICHHORN MEGHAN	9234 SUNFIRE	1165	913.94
06302401470000	SMITH LUIS A	9230 SUNFIRE	1344	1031.12
06302401480000	NER AMADO	9226 SUNFIRE	1344	1031.12
06302401490000	NORBORG PETER	9222 SUNFIRE	1176	902.23
06302401500000	SHOEMAKER JAMES E	9218 SUNFIRE	1344	1031.12
06302401520000	BAILEY JENNIFER	9210 SUNFIRE	1344	1031.12
06302401530000	2018 3 IH BORROWER LP	9206 SUNFIRE	1176	902.23
06302401540000	SUMMERHAYS FAMILY TRUST	9202 SUNFIRE	1344	1031.12

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06302401550000	LOPEZ ANNA M	9330 ROSE PARADE	1330	1043.39
06302401570000	LAWRENCE SANDRA L	9214 SUNFIRE	960	736.51
06302401580000	GERALD E/ANN M STEINKE	9325 ROSE PARADE	1176	902.23
06302401590000	MAC ANNIE	9326 ROSE PARADE	1483	1137.76
06302500010000	ZUFELT FORREST M	4432 HEDGE	1176	902.23
06302500020000	CERULEAN ESTATES LLC	4428 HEDGE	953	747.63
06302500030000	SAKSENA SHETUL	4424 HEDGE	1165	913.94
06302500040000	MCGINTY KAREN L	4420 HEDGE	1330	1043.39
06302500050000	GREWAL LIVING TRUST	4416 HEDGE	1474	1156.35
06302500060000	RAMADAN MOAMEN	4412 HEDGE	1344	1031.12
06302500070000	DANG THUAN	4408 HEDGE	1483	1137.76
06302500080000	AMADI ELIZABETH C	4400 HEDGE	1165	913.94
06302500090000	DEAL ALAN B	4349 HEDGE	953	747.63
06302500100000	SARAZEN MICAELA G	4403 HEDGE	1330	1043.39
06302500110000	WEST MARIA CATHERINE	4407 HEDGE	1176	902.23
06302500120000	TRAN VU DUY	4411 HEDGE	1483	1137.76
06302500130000	STEWART GEORGE	4423 HEDGE	1344	1031.12
06302500140000	HIATT RICHARD FRANK	4427 HEDGE	1483	0.00
06302500150000	SINGH INDAR JEET	4431 HEDGE	0	0.00
06302500160000	DEL ROSARIO PAMELA	9109 ROSE PARADE	1474	1156.35
06302500170000	RIZK LAUDY Y	9113 ROSE PARADE	1330	1043.39
06302500180000	YEE CALVIN	9117 ROSE PARADE	953	747.63
06302500190000	KEPING CHEN/HAO H XU AB LIVING	9121 ROSE PARADE	1474	1156.35
06302500200000	MCALLASTER AMY R	9106 ROSE PARADE	1176	902.23
06302500210000	NGUYEN VAN T	4440 TRUMPETER	1330	1043.39
06302500220000	MEHTA PREMAL H	4448 TRUMPETER	1474	1156.35
06302500230000	DONOVAN DAVID	4449 TRUMPETER	1165	913.94
06302500250000	JAMES H WHITE FAMILY TRUST	9114 ROSE PARADE	1330	1043.39
06302500260000	CHON AIMEE E	9118 ROSE PARADE	1176	902.23
06302500270000	CHAMBERS SUSAN C	9122 ROSE PARADE	1176	902.23
06302500280000	COUNTY OF SACRAMENTO	JACKSON	0	0.00
06302500290000	COUNTY OF SACRAMENTO	HEDGE	0	0.00
06302500390000	DAO LONG QUOC	9125 ROSE PARADE	1474	1156.35
06302500400000	GARCIA MONICA	9129 ROSE PARADE	1330	1043.39
06302500410000	LONG GERALD L	9133 ROSE PARADE	1474	1156.35
06302500420000	DENISENKO SERGEY	9137 ROSE PARADE	1330	1043.39
06302500450000	SINGH HARMITH K	9145 ROSE PARADE	1330	1043.39
06302500460000	DANG ANTHONY	9149 ROSE PARADE	1474	1156.35
06302500470000	KARAZHOVA MARIYA	9153 ROSE PARADE	1330	1043.39
06302500480000	REINKE LIVING TRUST	9159 ROSE PARADE	1474	1156.35
06302500490000	RUSSELL AMANDA	9158 ROSE PARADE	1330	1043.39
06302500500000	WEBB DAREN	9152 ROSE PARADE	1165	913.94

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06302500510000	DAILEY OMAR R	4509 SPELLBINDER	1330	1043.39
06302500520000	CANTRELL MARIO ROSSANO	4513 SPELLBINDER	1474	1156.35
06302500530000	COOK 1999 REVOCABLE TRUST	4517 SPELLBINDER	1165	913.94
06302500540000	RUSSELL AMELIA I	4521 SPELLBINDER	1330	1043.39
06302500550000	HOWARD DAN	4525 SPELLBINDER	1474	1156.35
06302500560000	BURDILA VALERIAN	4529 SPELLBINDER	1330	1043.39
06302500570000	COUNTY OF SACRAMENTO	JACKSON	0	0.00
06302500580000	COUNTY OF SACRAMENTO	JACKSON	0	0.00
06302500590000	COUNTY OF SACRAMENTO	JACKSON	0	0.00
06302500610000	YEARWOOD ANTOINETTE M	9141 ROSE PARADE	1165	913.94
06302500620000	ALEXANDER JOSEPH M	4346 HEDGE	1176	902.23
06302500630000	LOR PENNEY	4342 HEDGE	1344	1031.12
06302500640000	SALDIVAR AGUSTIN	4338 HEDGE	1483	1137.76
06302500650000	TURNER JULIETTE	4334 HEDGE	960	736.51
06302500660000	SILVER BEAR PROPERTIES LLC	4330 HEDGE	1344	1031.12
06302500670000	SAVINO/ANTOINETTE CAPOSSELE	4326 HEDGE	1176	902.23
06302500680000	CASTRO URSULA L	4322 HEDGE	1344	1031.12
06302500690000	ELLZEY THAD L	4318 HEDGE	960	736.51
06302500700000	PAPPAS DENEILIA R	4314 HEDGE	1344	1031.12
06302500710000	GUTIERREZ CAREN L	4310 HEDGE	1176	902.23
06302500720000	KIM FAMILY REVOCABLE TRUST	4306 HEDGE	1344	1031.12
06302500730000	LIN GUOJIAN	4302 HEDGE	1483	1137.76
06302500740000	IH6 PROP WEST LIMITED	4248 HEDGE	1176	902.23
06302500750000	DENTON RYAN	4244 HEDGE	1344	1031.12
06302500760000	KRASNYANSKAYA MARINA	4240 HEDGE	1176	902.23
06302500770000	DDUNGU EDRINE	9215 ROSE PARADE	1483	1137.76
06302500780000	NGUYEN TAN	9221 ROSE PARADE	1483	1137.76
06302500790000	SHU FAMILY TRUST	9220 ROSE PARADE	1344	1031.12
06302500800000	RUEHLIG JOSHUA P	9216 ROSE PARADE	1176	902.23
06302500810000	BRENNAN JONATHAN	9212 ROSE PARADE	1483	1137.76
06302500820000	DALTON REGINA	9208 ROSE PARADE	1344	1031.12
06302500830000	SAECHAO FEY V	9204 ROSE PARADE	1344	1031.12
06302500840000	CHOI KYONG CHUL	9200 ROSE PARADE	1483	1137.76
06302500850000	MIKULECKY FAMILY TRUST	9196 ROSE PARADE	1344	1031.12
06302500860000	TRAN DAT T	9192 ROSE PARADE	1176	902.23
06302500870000	CHRISTOPHERSON TAMI C	9188 ROSE PARADE	1483	1137.76
06302500880000	YOUNGMAN FAMILY TRUST	9180 ROSE PARADE	1176	902.23
06302500890000	GURBACHAN SINGH REVOCABLE	9176 ROSE PARADE	1344	1031.12
06302500900000	CHON MIN H	4509 OLYMPIAD	1483	1137.76
06302500910000	GARZA PAMELA	4513 OLYMPIAD	1344	1031.12
06302500920000	CHAUDHARY AMRINDER	4517 OLYMPIAD	1483	1137.76
06302500930000	CHECHOTKA VLADIMIR	4521 OLYMPIAD	1344	1031.12

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
Community Facilities District No. 2
2020-2021
Special Tax Roll

Assessor Parcel Number	Owner	Site Address	Square ft.	CFD #2 Tax
06302500940000	KOKUA TRUST	4525 OLYMPIAD	1176	902.23
06302500950000	TAH 2016 1 BORROWER LLC	4529 OLYMPIAD	1483	1137.76
06302500960000	CISCOE CHELSEA M	4533 OLYMPIAD	1344	1031.12
06302500970000	QUACH LIEU FAMILY TRUST	4537 OLYMPIAD	1483	1137.76
06302500980000	THOMPSON KEAVAN	4532 OLYMPIAD	1344	1031.12
06302500990000	LONG GERALD	4528 OLYMPIAD	1483	1137.76
06302501000000	HACKETT SEAN	4524 OLYMPIAD	1176	902.23
06302501010000	PARK YONG	4520 OLYMPIAD	1483	1137.76
06302501020000	MARTINEZ MARIO	4516 OLYMPIAD	1176	902.23
06302501030000	BUZICHEVICI CAZIMIR	4512 OLYMPIAD	1483	1137.76
06302501040000	REMSON NATALIE	4508 OLYMPIAD	1344	1031.12
06302501050000	COOK REV SURVIVORS TRUST	9166 ROSE PARADE	1483	1137.76
06302501060000	DO HUONG D	9162 ROSE PARADE	1176	902.23
06302501070000	KAUR PARMJIT	9163 ROSE PARADE	1483	1137.76
06302501080000	KAUR PARMJIT	9167 ROSE PARADE	1344	1031.12
06302501090000	PEREZ MARCO POLO	9171 ROSE PARADE	960	736.51
06302501100000	HUYNH DUNG	9175 ROSE PARADE	1344	1031.12
06302501110000	HENNING JANET	9179 ROSE PARADE	1165	936.19
06302501120000	MARIE I WALTER LIVING TRUST	9183 ROSE PARADE	1483	1137.76
06302501130000	NELSON ROBERT L	4233 HEDGE	1483	1137.76
06302501140000	VAN KEVIN HUYEN	4237 HEDGE	1344	1031.12
06302501150000	MORRIS MICHAEL A	4241 HEDGE	1176	902.23
06302501160000	VAN MINH	4245 HEDGE	1483	1137.76
06302501170000	ROSENBLATT RAYMOND	4249 HEDGE	1176	902.23
06302501180000	BILLINGS TRUST	4303 HEDGE	1483	1137.76
06302501190000	SCIPIO REVOCABLE TRUST	4307 HEDGE	1176	902.23
06302501200000	BERBER MARINA	4311 HEDGE	1344	1031.12
06302501210000	SIMONSON STACY	4321 HEDGE	1176	902.23
06302501220000	HAMID ALAA	4325 HEDGE	1483	1137.76
06302501240000	CARVACHO LIVING TRUST	4333 HEDGE	1344	1031.12
06302501250000	CLAY CONNOR L	4337 HEDGE	1176	902.23
06302501260000	DEREBENSKIY ROMAN	4341 HEDGE	1344	1031.12
06302501270000	SHELAGH M FERGUSON FAMILY	4345 HEDGE	960	736.51
06302501280000	CALIFORNIA-AMERICAN WATER	ROSE PARADE	0	0.00
06302501300000	VUCICA MIHO	4329 HEDGE	1176	902.23
06302501310000	AVILA KRISTAL A	ROSE PARADE	0	0.00
06302501330000	CORDOVA RECREATION/PARK	ROSE PARADE	0	0.00
06302501340000	VENTURA JEAN	4445 TRUMPETER	1344	1031.12

TOTALS:

\$1864578.450

EXHIBIT A - SPECIAL TAX NOTICE

NOTICE OF SPECIAL TAX

COMMUNITY FACILITIES DISTRICT NO. 2
SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
COUNTY OF SACRAMENTO, CALIFORNIA

TO: THE PROSPECTIVE PURCHASER OF THE REAL PROPERTY KNOWN AS:

Three horizontal lines for entering the name of the prospective purchaser.

This information is Valid Through June 30, 2021.

THIS IS A NOTIFICATION TO YOU PRIOR TO YOUR PURCHASING THIS PROPERTY. THE SELLER IS REQUIRED TO GIVE YOU THIS NOTICE AND TO OBTAIN A COPY SIGNED BY YOU TO INDICATE THAT YOU HAVE RECEIVED AND READ THIS NOTICE.

- (1) This property is subject to a special tax, which is in addition to the regular property taxes and any other charges and benefit assessments on the parcel. This special tax may not be imposed on all parcels within the city or county where the property is located. If you fail to pay this tax when due each year, the property may be foreclosed upon and sold. The tax is used to provide public facilities or services that are likely to particularly benefit the property. YOU SHOULD TAKE THIS TAX AND THE BENEFITS FROM THE PUBLIC FACILITIES AND SERVICES FOR WHICH IT PAYS INTO ACCOUNT IN DECIDING WHETHER TO BUY THIS PROPERTY.
(2) The maximum annual special tax which may be levied against this parcel to pay for public facilities is \$_____ during the 2020-21 tax year, payable at time of issuance of building permit. In the event that a building permit for residential construction on the property for an increase in the residential assessable space in excess of 500 square feet is issued, the maximum annual special tax will be increased by an amount equal to the net increase in residential area times the residential special tax rate in effect in the tax year that such building permit is issued. In addition, an annual special tax will be charged in fiscal year 2021-20 for building permits issued between July 1, 2020 and June 30, 2021 as follows: \$1.1149 per square foot of new single family residential area and \$0.6494 per square foot of new multi-family residential area. The annual special tax will be levied for 30 years and the annual tax levy will increase according to the tax collection schedule by an annual amount not to exceed approximately 13%.
(3) The authorized facilities which are being paid for by the special taxes, and by the money received from the sale of bonds which are being repaid by the special taxes, to the extent that financing is available, are:
1) The repair, rehabilitation, modification and expansion of existing elementary and secondary school facilities;
2) The acquisition of sites and the construction of elementary and secondary school facilities with related appurtenances and support structures;
3) The acquisition of sites and the construction of non-school facilities to support District operations; and
4) The acquisition of related equipment and furnishings; all necessary to meet student population demands.

These facilities may not yet have all been constructed or acquired and it is possible that some may never be constructed or acquired.

In addition, the special taxes may be used to pay for costs of the following services: None

YOU MAY OBTAIN A COPY OF THE RESOLUTION WHICH AUTHORIZED CREATION OF THE COMMUNITY FACILITIES DISTRICT WHICH SPECIFIED MORE PRECISELY HOW THE SPECIAL TAX IS APPORTIONED AND HOW THE PROCEEDS OF THE TAX WILL BE USED, FROM THE SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BY CALLING 264-4080. THERE MAY BE A CHARGE FOR THIS DOCUMENT NOT TO EXCEED THE ESTIMATED REASONABLE COST OF PROVIDING THE DOCUMENT.

I (WE) ACKNOWLEDGE THAT I (WE) HAVE READ THIS NOTICE AND RECEIVED A COPY OF THIS NOTICE PRIOR TO ENTERING INTO A CONTRACT TO PURCHASE OR DEPOSIT RECEIPT WITH RESPECT TO THE ABOVE REFERENCED PROPERTY. I (WE) UNDERSTAND THAT I (WE) MAY TERMINATE THE CONTRACT TO PURCHASE OR DEPOSIT RECEIPT WITHIN THREE DAYS AFTER RECEIVING THIS NOTICE IN PERSON OR WITHIN FIVE DAYS AFTER IT WAS DEPOSITED IN THE MAIL BY GIVING WRITTEN NOTICE OF THAT TERMINATION TO THE OWNER, SUBDIVIDER, OR AGENT SELLING THE PROPERTY.

DATE _____



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 11.11

Meeting Date: August 20, 2020

Subject: Approve Minutes of the June 18, 2020, Board of Education Meeting

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

Division: Superintendent's Office

Recommendation: Approve Minutes of the June 18, 2020, Board of Education Meeting.

Background/Rationale: None

Financial Considerations: None

LCAP Goal(s): Family and Community Empowerment

Documents Attached:

1. Minutes of the June 18, 2020, 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

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

Thursday, June 18, 2020

4:30 p.m. Closed Session

6:00 p.m. Open Session

Serna Center

Community Conference Rooms

5735 47th Avenue

Sacramento, CA 95824

(See Notice to the Public Below)

MINUTES

2019/20-28

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 4:37 p.m. by President Ryan, and roll was taken.

Members Present:

President Jessie Ryan

Vice President Christina Pritchett

Second Vice President Michael Minnick

Leticia Garcia

Lisa Murawski

Mai Vang

Darrel Woo

Members Absent:

Student Member Olivia Ang-Olson (arrived at 6:00 p.m.)

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

NOTICE OF PUBLIC COMMENT AND DEADLINE FOR SUBMISSION:

Public comment will only be submitted in writing, identifying the matter number and the name of the public member through <https://tinyurl.com/SCUSDCommentJune18> or e-mailed to publiccomment@scusd.edu. The submission deadline for closed session items shall be no later than 3:30 p.m., June 18. The submission deadline for all open session items shall be no later than 4:30 p.m., June 18. Individual written public comment shall be no more than two minutes in length on each agenda or nonagenda item. The Board shall limit the total time for public comment on each agenda item, including communications and organizational reports, to 15 minutes in length. With Board consent, the President may increase or decrease the length of time allowed for public comment, depending on the topic and the number of written public comments.

None

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. 2019111073 and OAH Case No. 2020040252)
 - b) Significant exposure to litigation pursuant to subdivision (d)(2) of Government Code section 54956.9 (One Potential Case)
 - c) Initiation of litigation pursuant to subdivision (d)(4) of Government Code section 54956.9 (One Potential Case)
- 3.2 Government Code 54957.6 (a) and (b) Negotiations/Collective Bargaining TCS, SCTA Government Code 54957.6 (a) and (b) Negotiations/Collective Bargaining SCTA, SEIU, TCS, Teamsters, UPE, Non-Represented/Confidential Management (District Representative Pam Manwiller)
- 3.3 Government Code 54957 – Public Employee Discipline/Dismissal/Release/Reassignment
- 3.4 Government Code 54957 – Public Employee Performance Evaluation
 - a) Superintendent
- 3.5 Education Code 35146 – The Board will hear staff recommendations on the following student expulsion re-entries:
 - a) Expulsion #16, 2018-19
 - b) Expulsion #21, 2018-19
 - c) Expulsion #3, 2019-20
 - d) Expulsion #4, 2019-20
 - e) Expulsion #5, 2019-20
 - f) Expulsion #6, 2019-20
 - g) Expulsion #2019003 Continuing from Fortune Charter, 2019-2020
 - h) Expulsion Continuing from West Contra Costa, 2019-2020

4.0 CALL BACK TO ORDER/PLEDGE OF ALLEGIANCE

The meeting was called back to order in memory of Anita Warmack. Ms. Warmack was a long time preschool teacher in the District. A moment of silence was held in her honor.

4.1 *The Pledge of Allegiance*

4.2 *Broadcast Statement*

4.3 *Stellar Student Recognition – Dayshawn McHolder of American Legion High School, Yovana Gil of The MET High School, and Jacquez Cosby of Rosemont High School were recognized by the Board.*

5.0 ANNOUNCEMENT OF ACTION TAKEN IN CLOSED SESSION

Counsel Jerry Behrens announced that OAH Case No. 2019111073 and OAH Case No. 2020040252 were both approved by a 7-0 vote.

6.0 AGENDA ADOPTION

President Ryan asked for a motion to adopt the agenda. A motion was made to approve by Vice President Pritchett and seconded by Member Murawski. The Board voted unanimously to adopt the agenda.

7.0 SPECIAL PRESENTATION

7.1 *Coronavirus Response Update (Christine Baeta, Vincent Harris, Victoria Flores, Diana Flores, Doug Huscher, Jennifer Kretschman, and Chad Sweitzer)*

The team went over key topics that included school closure dashboard, virtual graduation, Sac City Kids Connect, students not yet contacted, the social emotional check-in survey, the expanded summer learning program, reopening of schools, athletics, civic permits, defining engagement during the pandemic, and a Waldorf families' project.

Public Comment:

*Rochelle Reed
Nancy Eke
Elizabeth Landsberg
Liz Guillen*

Board Comments:

None

7.2 *Approve Resolution No. 3141: In Recognition of LGBTQ+ Pride Month, June 2020 (Michael Minnick and Lisa Murawski)* **(Roll Call Vote)**

Second Vice President Minnick and Member Murawski gave the presentation on Pride Month and shared that the Supreme Court ruled this week to support protections against discrimination for LGBTQ+ people.

Public Comment:

*Leana Sanchez
Stormee Burgan*

Board Comments:

A motion was made to approve the resolution by Member Vang and seconded by Vice President Pritchett. The motion passed unanimously.

7.3 *Recognition for Student Recipients of the California State Seal of Biliiteracy (Christine Baeta and Vanessa Girard)*

The Director of Multi-Lingual Literacy, Vanessa Girard, gave the presentation. She explained the award and showed a video highlighting recipient students. Awards were given in ten different languages and students receiving the award came from ten District high schools.

Public Comment:

None

Board Comments:

None

7.4 *Approve Resolution No. 3150: To Support California Assembly Constitutional Amendment No. 5 (ACA 5) and Affirmative Action (Board Member Leticia Garcia)* **(Roll Call Vote)**

Member Garcia said she is excited to support this resolution as ACA 5 essentially gives voters the opportunity in November to repeal Proposition 209. Proposition 209 essentially prohibited the use of gender and race from being considered in public contract, public employment, and public education.

Public Comment:

Brandon Garcia

Board Comments:

President Ryan motioned to approve the resolution, and Member Murawski seconded. The motion passed unanimously.

8.0 PUBLIC COMMENT

All public comments will be submitted only in writing through <https://tinyurl.com/SCUSDCommentJune18> or e-mailed to publiccomment@scusd.edu if submitted by the deadline of Thursday, June 18 by 4:30 p.m. Individual written public comment shall state the name of the member of the public and shall be no more than two minutes in length on each agenda or nonagenda item. The Board shall limit the total time for public comment on each agenda item to 15 minutes in length. With Board consent, the President may increase or decrease the length of time allowed for public comment, depending on the topic and the number of written public comments. 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:

Favion Munoz
Cornelious Burke
Karen Hall-Sandlund
Elizabeth Lindemann
Emily Mizokami
Gulalai Shetab
Richard Wake
Rebecca Gross
Lisa Schirmer
Julienne Mack
Kara Synhorst
Nanette Podesta

9.0 PUBLIC HEARING

9.1 Public Hearing on Proposed Fiscal Year 2020-2021 Budget for All Funds
(The proposed Budget is available beginning Monday, June 15, 2020, from 9:00 a.m. to 5:00 p.m. at the Serna Center Front Lobby and on the District's website at www.scusd.edu.) (Rose F. Ramos)

Information

Chief Business Officer Rose Ramos gave the presentation. She explained what goes into building the budget and gave some background. She then went over current year 2019-20 projections (estimated actuals), the proposed 2020-21 budget, multi-year projections, and a summary.

Public Comment:

Richard Wake
Toni Newman
Elizabeth Boyd
Kate Lenox
Benjamin Richey

Kristina Gelardi
Sarah O'Shura
Alice Mercer
Mathew Ampersand
Owen Howlett
Stacy Hayashi
Elizabeth Campbell
Melissa Lee
Donielle Prince
Imani Waweru
Michael Alongi
Ava Somera
Nikki Milevsky
Junior Goris
Alison French-Tubo
Mike Sullivan
Emily Kopic
Caroline Timmer
Kate Barrett
Victoria Mapson
Alexandra Lamirande
Claudia Kirkpatrick
Saraf Ahmed
Taniara Vinas
Rebekah Turnbaugh
Alma Lopez
Johaira Vinas
Laura Lopez
Yolihuani Quetzalli
Chloe Campos
Elizabeth Griswold
Cori Ring
Teresa Flores
Naseem Arfai
Christine Bailey
Maija Beattie
Jennifer Umberg
Diana Patterson
Shannon Tarter
Lilly Allen
David Kessler
Mohammad Kashmiri
Pedro Alarcon
Serene Erby
Elyse Doyle-Martinez
Angelica Hernandez
Lizette Tafolla
Jillian Jackson
Viviana Quintana
Jose Diaz

*Marco Osorio
Leana Sanchez
Sara Nichols
Bill Magavern
Matt Smith
Alice Liu
Jason Weiner
Eric Betancourt
Natalie Sanchez
Naomi Patterson
Valerie Keeranan
Jessica Chavarin
Jacob Dean
Sam Grusky-Milin
LaQuisha Beckum
Alison Silack
April Lonerio
Merrill Starr
Sylvia Nola
Jeff Pollard
Kathryn Link-Oberstar
Alysen Sharits
Summer Hunt
Hannah Schanzer
Megan Thomson
Katie Hymans
Ashley Fattig
Josie Powell
Cara Jones
Laura Brownell
Erica Cuellar
Sofia Wright
Ursula Yisrael
Corrine McIntosh Sako
Nicole Restmeyer
Marian Bryson
Melanie Saeck
Trina Whitney
Maja Grey
Gabriela Denne
Nancy Eke
Mandeep Hothi
Jenna Cezanne
Anna Perantoni
Julie Tarman
Char Cezanne
Randeep Padda
Nur Kausar
Estela Cortez
Gina Marie Pitti*

*Jessica Gotsch
Andrea Swanson
Michael Friedman
Megan Brown
Rebecca Sharad
Cam Roach
Natalie Pritchard
Ana Taukolo
Megan McEvoy
Giovanni Martinez
Sophia Carrillo
Skye Morton
Elise Fandrich
Alexandra Wright
Marlena Biggar
Stephanie Ketcham
Alondra Chavez
Samuel Greenlee
Loreen Prior
Janine Milne
Boi-van Nguyen
Itzel Ontiveros
Sylvan Quady
Jackson Cohagan
Boi-san Nguyen
Stephanie McLaughlin
Heather Downey
Lilly Allen
Chelsea Tibbs
Sierra Gemheart
Angela Asch
Nicole Oehmke
Elise Carroll
Alan Saunders
Rubi Pelayo
Monica Aceves Robles
Taylor Ansell
Jon Carroll
Noemi Gregorio
Jessica Bolanos-Wood
Brandon Louie
Nik Pineda
Hannah Schanzer
Najib Benouar
Max Cartagena
Kathleen Lindahl
Rhiannah Gordon
Kelsey Kittle
Alejandra Del Agua
Cierra Ramirez*

Christine Richers
Kyle Loewen
Emmy Aceves Mitchell
Hasan McWhorter
Shea Hazarian
Cecile Nunley
Virginia Diaz
Natalie Perez
Jay Franco
Sarah Barnes
Lisa Spagnolo
Jesse Jackson
Somer Lowery
Jennifer Crawford
Zoe Dennis
Eddie Franco
Elise Robins
Alexandra Cole-Weiss
Edward Hashima
Kellie Edson
Anastasia Tran
Imani Ritchards
Molly Roy
Trevor LeMay
Bridget Cho
Susanna Peebles
Marcie Murtha
Corey Rodda
Courtney King
Sara Forestieri
Danielle Wogulis
Liz Guillen
Ellen Jordan
Michelle Sprague
Julie Del Agua
Cha Vang
Jaimie Huynh
Cole Silkman
Kyle Loewen
Trevor Jones
Ben Hadley
Blake Towle
Jennifer Cox
Suzanna Naramore
Amanda Bartell
Zoe Kipping
Sarah Rambo
Maria Rios
Jenan Ozeir
Lucy Cress

*Leah Karren
Gabriel Mayo
Mirjana Kneprath
Jimena Loza-Naveja
Mary White
Mariah Vaiza
Jordyn Baker
Madelyn Cole
Shelby Fisher
Madi Wells
Alejandro Fisher
Aurora Woodson
Nancy Ly
Maria Moreno
William Ton
Jayden Greenfield
Natalie Nielsen
Jack Slavin
Kaylan Lukkarila
Lauryn Willard
Caroline Lucas
Yolihuani Quetzalli
Sky Tuse
Layla Schultz
Vivian White
Lydia Murry
Sam Melton
Alexandra Curtis
Xavier Munoz
Kieu Anh Nguyen Le
Donielle Prince
Nkauj Iab Yang
Nicodemus Ford
Joanna Gallagher
Ann Cookson
Haley Veith
Jacob Simon
Kevi Mace
Mal Almeida
Lucija Plazibat
Maryam Afaq
Cheyanne Harris
Rebecca Wiegand
Mya Dosch
Craig Segall
Tanya Taiwo
Katrina Dang
Mitch Zheng
Ellen Pimentel
Dannah O'donnell*

*Megan Elsea
Michelle Sweezey
Jeffrey Richards
Fatima Malik
Emily Lovell
Kate McDermott
Kayla Currier
Robyn Ayres
Kayla Reeser
Nancy Xiong
Lauren Wolkov
Noricia Aquino
Grace Clark
Grace Amico
Jennifer Ramon
Petra Lee
William Wang
Glenn Newport
Nailah El-Amin Johnson
Margaret Brown
Carl Pinkston
Andrea Kernodle
Sheri Patrick
Amy Ithurnburn
Alicia Edwards
Stevie Cook
Elizabeth Landsberg
David Mandel
Lamaia Coleman
Kristen Gorguinpour
Dominique Williams
Denise Chelini
Tim Brandt
Katelyn Saechao
Carolyn Abrams
Rita Baker
Trina Allen
Tristan Church
Andrew Hyun
Kaitlin Powers
Peter Eckes
Onethia Riley
Rene Suleiman
Missy Torres
Meagan Tokunaga
Brandon Garcia
Ayanna Fabio
Erin Mahoney
Edward Hashima
Carole Bartell*

*Abby Morioka
Jules Scott
Ryan Durrett
Eve Turpin
Irene Svoboda
Sydney Vuylsteke
Jamie Litton*

Vice President Pritchett motioned to extend the meeting to midnight, and Member Woo seconded. The motion passed unanimously.

Board Comments:

Superintendent Aguilar spoke to the issue of the School Resource Officer (SRO) comments in relation to the proposed budget for next year. He summarized that this year we did not have a full year of the SRO contract and that there was a reduction in the number of SROs due to the pandemic. He asked Ms. Ramos to clarify the amount that has been budgeted as part of next year's budget for this particular contract. Ms. Ramos replied that it is a \$600,000 allocation. The Superintendent noted that this amount is based on the last proposal received from the Sacramento Police Department.

President Ryan noted that when the Board took the action last year to remove SROs from all District campuses, that it far before campuses across the state and country were taking similar action. She said that it was thought that a thoughtful, intentional approach would be to insure that there was the ability to provide emergency response to schools for violent situations but not SROs as police presence on campus, intimidating students or making them feel unwelcome in any way. She said she cannot support a continued \$600,000 allocation towards SROs, even in a limited capacity, and she would like a budget that removes that item as part of consideration for the final budget adoption. She would also like to put in place a community work group that consists of African-American advisory committee members, CAC committee members, DELAC members, LCAP/PAC members, administrators, UPE, SCTA, and a couple community slots. She would like this group to come back with a plan to radically re-imagine keeping students safe and to look at what it means to adopt anti-racist policies to address school discipline. President Ryan asked the Superintendent that this budget informational item be revised and come back to the Board at the next meeting. She also would like to know what it would look like to create this work group as one that is representative of the students who are most harmed by policies that fail to meet their needs.

Vice President Pritchett added to what was said regarding the community work group. She said that when we put together this group she wants representation from the outlying, unincorporated part of Sacramento, in the City of Rancho Cordova that is not part of the City of Sacramento. She also wants to make sure that as we are talking about this that we are putting together a strong safety plan for students.

Member Murawski echoed Vice President Pritchett's comment in terms of wanting to have a safety plan in place. She asked that SEIU also have a seat on the committee, as campus monitors are an important component in this. She said that we need to have enough backup support for administrators and staff that is not necessarily an SRO. She noted that she did not see any cuts proposed, and she feels that we need cuts on the table, regardless of the fact that we are not sure of our revenue. She asked for more transparency for a proposed allocation of the CARES funds and for a cash flow statement to be brought to the Board before August or September.

Member Vang thanked all that submitted comments tonight. She noted that we have limited resources and that it is incredibly important to use dollars wisely. And as we reopen schools in the fall, many students will return with trauma and immediate needs that will need to be addressed. Therefore it is important to review all contracts including the SRO contract. She feels that how the Board moves forward on this contract is a reflection of Board values and priorities. She noted the hundreds of community members submitting public comment asking the Board to end the SRO contract. She thanked all the community organizers for keeping the pressure on. She feels cancelling this contract is a start but that we also need to look at our administrative protocols and processes. She appreciates that President Ryan asked that the contract be removed from the budget and she would like a report back on our contract; how do we utilize our SROs during the pandemic? She feels it will take time to create a thoughtful and intentional transition plan, and she would like to see it aendized.

Member Garcia thanked all the community that submitted public comment. She is encouraged by the Board's direction to remove the \$600,000 allocated for this contract. However, she would like to ensure that those funds stay in place in order to support whatever recommendations come about. She would also like the contract brought back prior to its expiration so that it be proactively terminated. Member Garcia said she is concerned that the Board will vote on an adopted budget next week that does not reflect any cuts. She would like to know on what exactly what the Board is voting, and she would also like to know next steps. She would like to know how many opportunities the Board will have to have a discussion and vote on necessary changes needed to stay solvent. She would like to see cash flow on a monthly basis as well.

President Ryan clarified that what is asked is that, at the next Board meeting, the final adopted budget not include the SRO contract; they are adopting a budget that does not allocate any remaining funds to the SROs. She also clarified that the request for a work group is not to look at the use of SROs, but to ensure that we are engaging the community in the plan for school safety and adopting anti-racism policies.

Second Vice President Minnick said he is in full agreement. He would have liked to have had a full school year to assess the impact of not having officers at school campuses, but he feels we were headed in the right direction, and what we are seeing now is that law enforcement is in some sort of a transition.

Student Member Ang-Olson said she is proud of all the students that commented. She agrees with discontinuing the contract.

NOTE: President Ryan motioned and Vice President Pritchett seconded that Item 11.1 be moved up and heard here; the motion passed unanimously.

A motion was made by President Ryan and seconded by Vice President Pritchett to extend the meeting to 1:00 a.m. This was unanimously passed.

10.0 COMMUNICATIONS

10.1 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*

President Ryan motioned to extend the meeting to 1:30 a.m. Member Murawski seconded, and the motion passed unanimously.

10.2 District Parent Advisory Committees:

Information

- *Community Advisory Committee – No report given*
- *District English Learner Advisory Committee – Leana Sanchez reported on behalf of DELAC*
- *Local Control Accountability Plan/Parent Advisory Committee – Christine Shelby reported on behalf of LCAP/PAC*

10.3 Superintendent’s Report (Jorge A. Aguilar)

Information

Superintendent Aguilar thanked LCAP/PAC for their presentation and advisory committee report. He spoke of the construct for a community to boardroom to classroom vision that addresses the needs of the most vulnerable and marginalized students and how it can be seen that the community portion of that construct is coming together. He spoke about the Supreme Court ruling on June 18th to save the Deferred Action for Childhood Arrivals program (DACA) which provides relief to thousands of our community members. The Superintendent also mentioned the ruling to extend nondiscrimination protections to our LGBTQ+ colleagues, Pride Month, and how the District was one of the first Safe Haven districts in the state. He also acknowledged Juneteenth and that we still have a long way to go of actualizing our vision of equal protection and justice for all. He noted that although this has been a difficult year, and, despite our shift to distance learning, our vision to meet all our students’ needs will not change. He also spoke about budget challenges moving forward.

10.4 *President's Report (Jessie Ryan)*

Information

President Ryan showed a video and read a message from Black Lives Matter.

10.5 *Student Member Report (Olivia Ang-Olson)*

Information

Student Member Ang-Olson reported that tonight is her final Board meeting. She spoke about her year on the Board, and also about police brutality and institutionalized racism. She thanked her fellow Board members and the Superintendent for meeting with her and including her in discussions.

10.6 *Information Sharing By Board Members*

Information

Second Vice President Minnick thanked Student Member Ang-Olson for her work throughout the year and also thanked teachers and staff that were part of his children's education, as his youngest child recently graduated.

Member Murawski shared information on the governor's mask order. She also mentioned that renaming schools is an important conversation as we talk about dismantling institutional racism and systems. Lastly, she reported that she has been working with a variety of community based organizations and that one of the things they are working on now is to clarify the health orders that apply to youth serving organizations.

11.0 BOARD WORKSHOP/STRATEGIC PLAN AND OTHER INITIATIVES

11.1 *Local Control Accountability Plan (LCAP) Update (Vincent Harris, Steven Ramirez Fong and the LCAP Parent Advisory Committee (PAC) Members)*

Information

Note: Item was moved at the Board meeting to be heard after Item 9.1

Chief Continuous Improvement and Accountability Officer Vincent Harris began the presentation. He and staff provided an overview of recent changes to LCAP requirements, a 2019/20 annual materials update, and next steps for 2020/21.

Public Comment:

None

Board Comments:

Member Murawski said she found the presentation very inspiring. She asked to hear more about community engagement, and the team responded.

Member Garcia thanked the LCAP members and staff. She asked what the process will be for stakeholder input regarding the operation written report. LCAP/SPSA Coordinator Steven Ramirez Fong reported stakeholder feedback.

11.2 Revised Board Policy (BP) 3100: Business and Noninstructional Operations (Budget Reserves and Use of One-Time Funds) (Rose F. Ramos)

**Second Reading
(Information)**

This Item was moved to the June 25th meeting due to the lateness of the hour.

Public Comment:

Alison French-Tubo

Board Comments:

None

12.0 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.

12.1 Items Subject or Not Subject to Closed Session:

- 12.1a Approve Grants, Entitlements and Other Income Agreements, Ratification of Other Agreements, Approval of Bid Awards, Approval of Declared Surplus Materials and Equipment, Change Notices and Notices of Completion (Rose F. Ramos)***
- 12.1b Approve Personnel Transactions, 6/18/20 (Cancy McArn)***
- 12.1c Approve Minutes of the May 7, 2020, Board of Education Meeting (Jorge A. Aguilar)***
- 12.1d Approve Resolution No. 3142: Adopting Specifications of the Election Order and for Consolidation with Statewide Presidential General Election of November 3, 2020 (Raoul Bozio)***
- 12.1e Approve Resolution No. 3143: Resolution of Intention to Convey Public Sidewalk and Pedestrian Easement Entitlements to the City of Sacramento for Transportation Services (Rose F. Ramos and Nathaniel Browning)***
- 12.1f Approve Resolution No. 3144: Resolution of Intention to Convey Public Utilities Easement Entitlements to the City of Sacramento for Transportation Services (Rose F. Ramos and Nathaniel Browning)***
- 12.1g Approve Resolution No. 3145: Resolution of Intention to Convey Public Sidewalk and Pedestrian Easement Entitlements to the City of Sacramento for Central Kitchen (Rose F. Ramos and Nathaniel Browning)***

- 12.1h *Approve Resolution No. 3146: Resolution of Intention to Convey Public Utilities Easement Entitlements to the City of Sacramento for Central Kitchen (Rose F. Ramos and Nathaniel Browning)*
- 12.1i *Approve Resolution No. 3147: Resolution of Intention to Convey Utility Easement Entitlements to the Sacramento Municipal Utilities District for Leataata Floyd NWLP Floyd Farms (Rose F. Ramos and Nathaniel Browning)*
- 12.1j *Approve Resolution No. 3148: Resolution of Intention to Convey Utility Easement Entitlements to the Sacramento Municipal Utilities District for John F. Kennedy High School (Rose F. Ramos and Nathaniel Browning)*
- 12.1k *Approve Staff Recommendations for Expulsion Re-Entries of Expulsions #16, 2018-19; #21, 2018-2019; #3, 2019-2020; #4, 2019-2020; #5, 2019-2020; #6, 2019-2020; #2019003 Continuing from Fortune Charter, 2019-2020; and Continuing Expulsion from West Contra Costa, 2019-2020 as Determined by the Board (Stephan Brown)*
- 12.1l *Approve the 2020-2021 Adult Education School Attendance Calendar (Shawn Hadnot and Pam Manwiller)*
- 12.1m *Adopt Resolution No. 3149: Resolution to Implement Final Ruling Related to 2019 Child Development Permitted Teacher Layoffs (Cancy McArn)*
- 12.1n *Approve 2020-2021 Traditional School Attendance Calendar (Shawn Hadnot and Pam Manwiller)*

Public Comment: Alison French-Tubo commented on Item 12.1n

President Ryan asked for a motion to adopt the Consent Agenda. A motion was made to approve by Member Woo and seconded by Second Vice President Minnick. The Board voted unanimously to adopt the Consent agenda.

13.0 BUSINESS AND FINANCIAL INFORMATION/REPORTS Receive Information

- 13.1 *Business and Financial Information:*
 - *Enrollment and Attendance Report for Month 8 Ending April 17, 2020 (Rose F. Ramos)*
- 13.2 *Head Start Reports (Christine Baeta and Jacquie Bonini)*
- 13.3 *COVID-19 Operations Written Report Draft (Vincent Harris and Steven Ramirez Fong)*

Public Comment: Duane Campbell commented on Item 13.3

President Ryan received the business and financial information.

14.0 FUTURE BOARD MEETING DATES / LOCATIONS

- ✓ *June 25, 2020 4:30 p.m. Closed Session, 6:00 p.m. Open Session, Serna Center, 5735 47th Avenue, Community Room, Regular Workshop Meeting*

15.0 ADJOURNMENT

President Ryan asked for a motion to adjourn the meeting. Member Murawski asked that the meeting be adjourned in the memory of the 16 transgender people that, according to the Human Rights Campaign, have been killed so far this year: Dustin Parker, Neulisa Luciano Ruiz, Yampi Mendez Arocho, Monika Diamond, Lexi, Sernea Angelique Velazquez Ramos, Layla Pelaez Sanchez, Penelope Diaz Ramirez, Nina Pop, Tony McDade, Dominique “Rem’mie” Fells, Riah Milton, Jayne Thompson, Johanna Metzger, Helle Jae O’Regan and Selena Reyes-Hernandez. Member Vang asked also that the meeting be adjourned in the memory of Marny Xiong, an individual that had a large impact in the Hmong community and recently passed away due to complications from COVID-19. The meeting adjourned at 1:28 a.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# 11.1m

Meeting Date: August 20, 2020

Subject: Approve Minutes of the June 25, 2020, Board of Education Meeting

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

Division: Superintendent's Office

Recommendation: Approve Minutes of the June 25, 2020, Board of Education Meeting.

Background/Rationale: None

Financial Considerations: None

LCAP Goal(s): Family and Community Empowerment

Documents Attached:

1. Minutes of the June 25, 2020, 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

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

Thursday, June 25, 2020

4:30 p.m. Closed Session

6:00 p.m. Open Session

Serna Center

Community Conference Rooms

5735 47th Avenue

Sacramento, CA 95824

(See Notice to the Public Below)

MINUTES

2019/20-29

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 4:32 p.m. by Vice President Pritchett, and roll was taken.

Members Present:

Vice President Christina Pritchett
Second Vice President Michael Minnick
Leticia Garcia
Lisa Murawski
Mai Vang
Darrel Woo

Members Absent:

President Jessie Ryan (arrived at 4:44 p.m.)
Student Member Olivia Ang-Olson

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

NOTICE OF PUBLIC COMMENT AND DEADLINE FOR SUBMISSION:

Public comment will only be submitted in writing, identifying the matter number and the name of the public member through <https://tinyurl.com/SCUSDCommentJune25> or e-mailed to publiccomment@scusd.edu. The submission deadline for closed session items shall be no later than noon, June 25. The submission deadline for all open session items shall be no later than noon, June 25. Individual written public comment shall be no more than two minutes in length on each agenda or nonagenda item. The Board shall limit the total time for public comment on each agenda item, including communications and organizational reports, to 15 minutes in length. With Board consent, the President may increase or decrease the length of time allowed for public comment, depending on the topic and the number of written public comments.

No public comment was received.

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. 2020040367 and OAH Case No. 2020030654)*
 - b) *Significant exposure to litigation pursuant to subdivision (d)(2) of Government Code section 54956.9 (One Potential Case)*
 - c) *Initiation of litigation pursuant to subdivision (d)(4) of Government Code section 54956.9 (One Potential Case)**

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

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

- 3.4 *Government Code 54957 – Public Employee Appointment
 - a) *Principal, Sacramento New Technology High School*
 - b) *Principal, C. K. McClatchy High School**

4.0 CALL BACK TO ORDER/PLEDGE OF ALLEGIANCE

- 4.1 *The Pledge of Allegiance*

- 4.2 *Broadcast Statement*

- 4.3 *Honoring Exemplary Service of Employees During COVID-19 School Closures*

5.0 ANNOUNCEMENT OF ACTION TAKEN IN CLOSED SESSION

Counsel Jerry Behrens announced that OAH Case No. 2020030654 was approved by a 6-0 vote (with President Ryan absent), and OAH Case No. 2020040367 was approved 7-0. Superintendent Aguilar announced that Andrea Egan was unanimously approved as principal of C. K. McClatchy High School.

6.0 AGENDA ADOPTION

President Ryan asked for a motion to adopt the agenda. A motion was made to approve by Member Woo and seconded by Second Vice President Minnick. The Board voted unanimously to adopt the agenda.

7.0 SPECIAL PRESENTATION

7.1 Coronavirus Response Update (Christine Baeta, Vincent Harris, Victoria Flores, Diana Flores, Doug Huscher, Jennifer Kretschman, and Chad Sweitzer)

The team presented on the following key topics: Sac City Kids Connect, best practices for safety, return to play athletics update, and the Burbank Urban Garden (BUG) Program.

Public Comment:

*Renee Webster-Hawkins
Alison French-Tubo
Angie Sutherland
Angel Garcia
Grace Trujillo
Katy Conner*

Board Comments:

None

8.0 PUBLIC COMMENT

All public comments will be submitted only in writing through <https://tinyurl.com/SCUSDCommentJune25> or e-mailed to publiccomment@scusd.edu if submitted by the deadline of Thursday, June 25 by noon. Individual written public comment shall state the name of the member of the public and shall be no more than two minutes in length on each agenda or nonagenda item. The Board shall limit the total time for public comment on each agenda item to 15 minutes in length. With Board consent, the President may increase or decrease the length of time allowed for public comment, depending on the topic and the number of written public comments. 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:

*David Fisher
Sarah Williams Kingsley
Maricar Helmer*

*Daniel Richer
Rene Phillips*

*Emily Mizokami
Hallie Burrows
Jennifer Stoddard
Audrey Robbins
Kora Spiak
Mo Kashmiri
Alina Cervantes
Michael Sweezey
Richard Vasquez
Rebecca Gross
Laura Santos
Brooke Pigno
Amanda Hague
Julienne Mack
Alejandra Radillo
Matt Muller
Rhonda Muller
Kim Stowell*

9.0 PUBLIC HEARINGS

*9.1 Public Hearing: 2020-2021 Annual Budget Plan and Annual Service Plan
(Christine Baeta and Becky Bryant)*

Information

Chief Academic Officer Christine Baeta and Special Education Director Becky Bryant presented. They went over the statutory requirement of Education Code 56205, some special education statistics, a comparison of the annual budget plan revenue from 2017-18 through 2020-21, a detailed 2020-21 annual budget plan revenue, and the annual service plan.

Public Comment:

*Renee Webster-Hawkins
Alison French-Tubo
Sarah Williams Kingsley
Angie Sutherland
Angel Garcia
Grace Trujillo
Katy Conner*

Board Comments:

Vice President Pritchett asked about aides in regard to the budget. Ms. Bryant said there was not an across the board reduction for instructional aides in special day classes. Vice President Pritchett said she believes the concern was that aides would be removed from the classroom per the budget that the governor released.

Ms. Bryant said she has not read anything supporting this, and that this has not been the District's plan. Vice President Pritchett asked if aides are paid out of federal or state funds, and Ms. Bryant replied that it is a combination of both.

Member Garcia asked Ms. Bryant to elaborate on the additional \$11 million dollars for transportation. Ms. Bryant answered that every year there is a projected amount for transportation that is developed by the Budget Department. Member Garcia asked when this plan would be updated. Ms. Bryant said that to her knowledge there is not a current requirement to do that. Member Garcia said that she would like to see the plan again if changes are made. Ms. Bryant noted that, as a board, a report can be requested from Special Education Local Plan Area (SELPA) at any time. Superintendent Aguilar said that an update will be included at a July Board meeting.

Member Murawski echoed the comments of Rene Webster-Hawkins in that we need more transparency in this program. She asked if one of the next steps is to work on, in partnership with herself and the CAC members, a new budget display for the Special Education program. Ms. Bryant said yes, there was some preliminary discussion with the CAC in the fall, and there was some discrepancy in understanding what each party was requesting, so a positive next step would be to have a meeting to nail down what kind of information the CAC and the Board is looking for in terms of greater transparency.

Second Vice President Minnick noted that part of the presentation mentioned that the District has been disproportionately identifying African American students in Special Education and that we are charged with a plan next year to address this. He asked for a timeline of this plan and what can be done in the meantime. Ms. Bryant stated that the plan is due December 15th and that the requirements are to gather an executive leadership group and a community group to look at root causes and to develop strategies. She said many of the District's initiatives now provide opportunities to intervene much earlier before a student is assessed as eligible for Special Education.

President Ryan noted that as part of the state budget deal that was reached there is a requirement that we not have classified layoffs as bus drivers or janitors, however it does not exempt aides from layoff. She said this does not mean that the District is laying off aides, but she feels it is a legitimate concern given the gravity of the fiscal crisis and the how that has been accelerated by COVID-19. President Ryan asked how much leeway would an individual classroom have in determining the best school discipline policies to put in place when a student is exhibiting behaviors in a classroom. Ms. Bryant said that she feels the advocacy at the state has been necessary to move the dial forward and has made the department internally look at our policies and real time suspension data school by school.

9.2 *Public Hearing on Resolution Nos. 3151 through 3154: Resolutions to Convey Public Sidewalk, Pedestrian, and Public Utilities Easements to the City of Sacramento for Transportation Services and Central Kitchen (Nathaniel Browning and Amna Javed)*

Information

Capital Projects, Facilities, and Resource Management Director Nathaniel Browning said that the City of Sacramento requires public sidewalk pedestrian and public utilities easements provide public access and utilities to these new facilities. Education Code requires the District to hold a public hearing when easements of this nature are conveyed. The Board will act upon these resolutions this evening on the Consent Agenda.

Public Comment:

None

Board Comments:

Member Garcia asked about any outreach effort especially in surrounding neighborhoods. Mr. Browning said that after the Board passed resolutions last week to convey these easements, those resolutions were posted in three public areas and an article was posted in the Sacramento Bee. Member Garcia asked if there is no more direct outreach to those neighborhoods that may be impacted by some of the work. She feels it would go a long way in terms of doing a more proactive effort to engage the immediate community. Mr. Browning said for these items it was an easement for more public access for right of way on a sidewalk so he did not see an impact such as noise or pollution, etc.

9.3 *Public Hearing on Resolution Nos. 3155 and 3156: Resolutions to Convey Utility Easement Entitlements to the Sacramento Municipal Utilities District for Leataata Floyd NWLP Floyd Farms and John F. Kennedy High School (Nathaniel Browning and Amna Javed)*

Information

Capital Projects, Facilities, and Resource Management Director Nathaniel Browning said that these are two additional easements and that the Sacramento Municipal Utilities District (SMUD) has jurisdiction over the electrical distribution that is required to serve the future Floyd Farms. SMUD is also updating its infrastructure at John F. Kennedy High School. Both projects require a utilities easement to provide electrical services, and the California Education Code requires the District to hold a public hearing when easements of this nature are conveyed. The Board will act upon these resolutions this evening on the Consent Agenda.

Public Comment:

None

Board Comments:

Member Murawski asked about the status of Floyd Farms. Mr. Browning said the Floyd Farms project has been delayed right now as there have been complications with a water main, as well as a delay with the city's developer for the community garden aspect. He said more information will be brought to the Board in the coming weeks.

Member Woo asked where he can find plans on the rebuild for John F. Kennedy High School. Mr. Browning said they can be requested at the District maintenance operations and facilities department. Member Woo asked if he could receive an electronic copy, and Mr. Browning said he will work with the Superintendent to ensure that he gets what he needs.

10.0 BOARD WORKSHOP/STRATEGIC PLAN AND OTHER INITIATIVES

10.1 Approve COVID-19 Written Report Adoption (Steven Ramirez-Fong and Vincent Harris)

**Action
(Roll Call Vote)**

The presentation was given by Chief Continuous Improvement and Accountability Officer Vincent Harris and LCAP/SPSA Coordinator Steven Fong. They provided an overview of COVID-19 Operations Written Report requirements, summarized key elements of the District's report, outlined next steps (which included an update on the 2020-21 LCAP process per anticipated Assembly Bill (AB) 77), and gave a recommended adoption (which was required by June 30th).

Public Comment:

Renee Webster-Hawkins

Board Comments:

Member Murawski said she is wondering if there is a bit of paralysis by analysis in terms of making the dashboard public. She asked if have come to a place where we are competent in saying what we have done and the dashboard can be made public and reported to the Board. She asked what is the plan in process to do so. Superintendent Aguilar addressed the question and said that we will make sure to look at which of the metrics of the dashboard will have a public face and component to it. Either an update or the release of some of those reports will be provided before the July meeting.

President Ryan asked what the Sacramento County Office of Education is looking to provide in terms of feedback consistent with best practices given that the COVID report is new. Mr. Ramirez-Fong replied that this report is primarily a tool to communicate to our community at the local level.

Member Vang motioned to approve the Item, and Member Woo seconded. The Item was unanimously approved.

10.2 Approve School Plan for Student Achievement Adoption (Kelley Odipo and Vincent Harris)

**Action
(Roll Call Vote)**

The presentation was given by Chief Continuous Improvement and Accountability Officer Vincent Harris, Director of State and Federal Programs Kelley Odipo, Instructional Assistant Superintendent Tu Moua, and Edward Kemble Elementary School Principal Neng Her. The team went over District budget and spending priorities, Public Education Leadership Project (PELP), the SPSA – LCAP

relationship, Federal and State funds, a summary of Federal Program Monitoring (FPM) findings, SPSA planning cycle – principal bulletin resources, SPSA mid-year review and process, District cycle of continuous improvement principles, SPSA goal development process, SPSA goal trends, Edward Kemble Elementary School development process, and next steps.

Public Comment:

*Domyinique Herndon
Sarah Williams Kingsley
Leana Sanchez*

Board Comments:

Second Vice President Minnick said he appreciated the comment sent in about training for site council. He commended the team as he sees more alignment between the teams with each consecutive year.

Member Vang thanked staff for their hard work. She feels, however, there is a lot of work ahead as well, and wants to provide as much support as possible to the school site councils. She asked Principal Her what are some lessons learned about having an effective school site council in light of COVID-19. Principal Her said the pandemic allowed them to reflect on how they were going to teach their students, communicate with parents, and how they would hold meetings effectively. She has learned that finding an effective tool that everyone will agree to in regards to communication and setting meeting dates and times is critical.

Member Murawski said she echoes Second Vice President Minnick’s comments and appreciates the introduction of some of the new change ideas. She asked how the pandemic and strangeness of opening schools next year play into the SPSA development, if at all. She also asked about staff assessment of the quality of the SPSAs as compared to prior years. Ms. Odipo replied that, in terms of COVID-19 and the development of the SPSAs, one of the biggest hurdles was the arrangement of school site council meetings. Many principals wanted to repurpose their budget to address technology and on-line support for students.

Member Woo said he wanted to echo the previous Board member comments and congratulated the team. He asked if they had any pushback from either teachers or the parents. Ms. Odipo said no, not to her knowledge. Principal Her said that in their planning process for SPSA they work hard to build a team of collaboration by really connecting with the parents, school site, and council members.

Member Garcia said she saw improvement on some of the SPSAs that she read and feels that there is continuous improvement. She asked what is the role of the County Office of Education with some of the sites that were identified for comprehensive assistance. Mr. Harris said that we had a number of sites that did qualify under the CSI/ATSI programs in terms of comprehensive support and improvement. He added that the County’s role is not necessarily as directive or

prescriptive for both CSI and ATSI sites, and we expect them to have plans that fully address the gaps that got them onto those lists. He noted that SIG is actually a place where there is intersectionality of these types of interventions, and the County and our SIG work actually plays a leading role to co-facilitate needs.

President Ryan thanked staff for their work over the last two years and spoke about many positive gains made.

Superintendent Aguilar also thanked staff for their hard work and noted that this has been the initial entry point for the penetration of continuous improvement across the entire District with an activity that everybody is responsible, and this shows evidence that we are acquiring these competencies of continuous improvement principles. He appreciated the Board's commitment as well.

Member Woo motioned to approve the Item and Member Murawski seconded. The Item was unanimously passed.

10.3 Adopt Fiscal Year 2020-2021 Proposed Budget for All Funds and Education Protection Account (Rose F. Ramos)

**Action
(Roll Call Vote)**

Chief Business Officer Rose Ramos presented. She went over governor and legislature budget agreement, proposed 2020-21 budget, multi-year projections, and a final summary.

Public Comment:

*Marcus Miller, Jr.
Robby Ryals
Anna Garzon
Laura Blosser
Shanna Atherton-Bauer
Jocelyn Arboleda
Petra Lee
Josephine Vander Klay
Courtney Poole
Carmen Hamann
Susan Solomon
Leanne Morano
Vanya Swift
Natalie Graves
Christina Philip
Alice Walker
Kaitlyn O'Bryon
Noel Leckembly
Johanna Arboleda
Joanna Gallegher
Sharon Flicker
Stephanie Young*

*L. Fairman
Molly Reagh
Danielle Wordelman
Dannah O'Donnell
Kristen Kozlowski
Robyn Ayres
Jolene Russell
Matthias Kimball
Sophia Bamert
Tara Gamboa-Eastman
Amy Ithurburn
Allison Pullin
Alicia Souza
Taylor Lee
Rebecca Sharad
Amanda Bartell
Tiffany Wiriyaphanich
LaQuisha Beckum
Christine Melon
Sara Collins
Ellen Coughlin
Alyssa Phillips
Vivienne Finche
Marilyn Price
Kerry Enright
Megan Simien
Rebekah Turnbaugh
Hillary Lopez
Mal Almeida
Megan Ozeran
Alicia Edmunds
Donielle Prince
Alexis Thomas
Victoria Thompson
Emily Kachorek
Junior Goris
Ellen Ercolini
Karen Hall-Sandlund
Angelina Woodberry
Sergio Rocha
Juan Rangel
Emi Miller
Preston Walker
Jessica Windhaus
Khaalid Muttaqi
Christopher MacDonald
Audrey Shinn
Francesca Lopez
Ginger Styrsky
Sabrina Gunn*

*Carl Pinkston
Wes Ingram
Lauren Alvarez
Katherine Buse
Lacy Bennett
Jillian Hall
John Musick
Blake Aboueljoud
Christa Holder
Grace Auringer
Angie Sutherland
Angel Garcia
Grace Trujillo
Katy Conner
Leslie Ingram
Leana Sanchez
Tanya Taiwo
Kristian Cardenas
Bridget Alexander
Ann Clark
Rey Allen
Erin Keating
Maryann Estrada
Kathy Strickley
Victoria Thompson
Elise Robins
Bruce Espenshade
Kevin Dowd
Ava Chatterson
Dawn Cunningham
Margaret Brown
Mo Kashmiri
Alejandro Fisher
Cori Pryor
Anna Scodel
Elise Stokes
Anna Perantoni
Crystal Pryor
Liz Guillen
Stephanie Kugler
Jenan Ozeir
Finnegan Warfield
Angela Marie Lopes
Kevin Menager
Veronica Thompson
William Sles
Petra Lee
Aurora Woodson-Reynolds
Robert Fry
Susan Lindner*

Bill Westerfield
Naomi Patterson
Michelle Labi-Klonecke
Lamaia Coleman
Sam Kwong
Eleanor Love
Amy Kiene
Ellen McCallin
Rebecca Quinonez
Teresa Flores
Carrie Meyers
Ciarra Jones
Sarah Sawyer
Heather Wong
Tami Hackbarth
Alicia Herrera
Carla Saporta Cheng
Adrienne Baker
Jamee Villa
Jay Kurtzman
Amy Kuo
Christine De Guzman
Emily Cox
Sheri Patrick
Stacey Greer
Toni Newman
Courtney King
Mirjana Knepprath
Melissa Parker
Victoria Cacciatore
Khyra Blackman
Nicole Oehmke
Tori White
Priscilla Sandoval
Kristine Strohbin
Laura Lopez
Stefani Danch
Lori Jablonski
Kelly Inglett
John Downs
Olivia Alexander
Mona Tawatao
Chad Stockdale
Pattie Shaw
Balele Shoka
Amanda Aldeghi
Rach Pitts
Zachary Pasillas
Carly Huston
Corinna Fish

Breanna Myres
Sylvia Nola
Morrigan McLean Haas
Jessica McKeon
Garrett Shields
Ana Manzano Fairbairn
Stormie Lew
Jane O-Neil
Kate Washington
Christine Bailey
Lauren Morelli
Jimena Loza-Naveja
Steven Boykin
Nailah El-Amin Johnson
Elyse Doyle-Martinez
Emma Thatcher
Valerie Keeranan
Nicole Schedler
Daniel Neeland
Amreet Sandhu
Michelle Groft
Cierra Ramirez
Emi Miller
Hannah Snyder
Alison Kwok
Todd Urick
Kaitlin Powers
Melanie Haage
Lauren Wolkov
Sarah Taylor
Kevin Holmes
Nicole Gustafson
Nicholas McConnell
Kristina Edwards
Jen Spotnitz
Yasmeen Rezaishad
Rachel Darling
Teryn Heckers
Pamela Dwyer-Hendricks
Carly Huston
Kate Lenox
Theresa Petty
Carole Bartell
Natalie Miller
Jennifer Teykaerts
Morgon Cotton
Phi Ngo
Monica Hoyos
Renee Webster-Hawkins

Lee O'Brien
Josh Greetan
Keyon Aceves Mitchell
Allegra Taylor
Tyler Stokes
Caspian Hamric
Giselle Jones
Jen Olden
David Sobon
Rochelle Reed
Alison Silack
Malcolm Abbey
Maija Beattie
Pam Edington
Ursula Yisrael
Jason Weiner
Holly Kleinman
Trina Whitney
Cha Vang
Virginia Diaz
Emmy Aceves Mitchell
Raphaela Floreani Buzbee
Eva Roethler
Deborah Franklin
Brittany Michael
Rene Nitz
Tiffany Wiriyaphanich
Claudia Kirkpatrick
Selina Arias
Lorreen Pryor
Paul Andrews
Alicia Souza
Amreet Sandhu
Kaitlin McLean
Summer Hunt
Rebecca Quinonez
Angelica Quinonez
Flor Perez
Atasi Uppal
Michael Harris
Sarah Jordon
Jose Diaz
Acacia Keith
Hally Cahssai
Erin Mahoney
Sarah Barnes
Jon Fleuter

Board Comments:

Vice President Pritchett thanked Ms. Ramos for her presentation and said that not since school closures has she felt so conflicted over a Board decision. She said she recognizes that she stands in solidarity with the support of black and brown students, but she is also grappling with a Board member's responsibility to keep students safe. She reminded that she represents an area that is not covered by the Sacramento Police Department. It is an unincorporated area in the County located between three cities, and she has three schools that are primarily in the city of Rancho Cordova. When violence occurs at her one of her sites, as it often does, hall monitors and staff try their best to get situations under control, but then they have to rely on the patrol officers of the Sacramento Sheriff's Department to come out. She listed changes already made, and stated that before it could even be assessed if those changes are working, the Board is being called to totally divest without a plan. She is concerned that the Board is being asked to take a budget action without a roadmap for how to keep students safe. She noted that the call to hire more hall monitors and social workers with the funding, \$600,000, is not a lot of money to do that at more than 70 sites. Vice President Pritchett stated that we need a bigger plan, and she thanked President Ryan for calling for a safety group. She asked that the group develop a common definition for school safety as part of their plan. She also asked that one member of the group represent her area, due to the unique challenges of the schools in her jurisdiction.

Member Garcia asked if the \$39 million dollars in potential additional revenue is one-time money. Ms. Ramos said that is correct. Member Garcia noted that running out of cash is still a clear and present danger. She asked when concrete savings proposals to address the structural deficit will be seen. Ms. Ramos said that she believes our negotiating team is working on some proposals. Superintendent Aguilar added that as more details of the budget are known, there are plans to have best calculations presented at the July Board meeting, and that those calculations will depend upon what the school re-opening plan looks like as well. Member Garcia then asked for information regarding the parent participation preschool program. Superintendent Aguilar stated that we are feeling more and more confident of the potential for that program to be a self-sustaining program.

Member Murawski said she is glad to know that an updated cash flow statement will be provided in July. She is still very concerned about our budget picture. She is concerned also about federal dollars and our having to use them by December. She feels there is a risk regarding what we've seen in the last week or so with the exponential growth of COVID-19 in many states. She asked about facility improvements related to the passing of Measure H. Ms. Ramos commented that our bond funds are pretty restrictive.

President Ryan asked if we have the ability to do an assessment of ventilation and the ability to accelerate the use of Measure H dollars for COVID. She said she also shares the concern over the ambiguity with the federal COVID relief dollars. She asked, if the dollars need to be expended by the end of December,

what can we do to address the trauma that students have experienced and remediation needs. President Ryan also noted that this is a tentative budget that is being approved. She asked if there is range of additional revenue being anticipated to be received. Ms. Ramos said she is not really seeing additional revenue other than the relief funds for COVID and the mitigation loss money. President Ryan summarized that the cuts are not as catastrophic as thought, but essentially we are only a few months further from cash insolvency. Ms. Ramos said that is correct. President Ryan noted that what was asked of Ms. Ramos, and what we saw tonight, is a set-aside of the \$600,000 to be reinvested under an alternative school safety strategy. She stated that what she is directing the Superintendent to do tonight is to, by the end of July, launch the establishment of an alternative school safety strategy task force. Under that task force we would focus on determining a common definition for student and school safety and look at a community driven process that involves LCAP parents, CAC, DELAC, and labor representatives (including UPE, SCTA, and SEIU) as well as community based organizations and District staff to develop a comprehensive alternative safety strategy, recognizing the limitations of the \$600,000 available. That comprehensive alternative school safety plan would include strategies promoting anti-racist school discipline policies. President Ryan also stated that there will not be the usual hiatus in the month of July, but rather there will be a July Board meeting to focus on the re-opening of schools, and within that there will be a resolution which will outline the alternative school safety plan and the task at hand to ensure that we are charging that group of stakeholders that is representative of multiple key constituencies within our Sacramento city community with the ability to help inform how \$600,000 is spent to the end of promoting school safety and ensuring that we are pursuing anti-racist school discipline policies.

Member Vang thanked President Ryan for pulling this item from the budget on which the Board will be voting. She is also glad to hear that a resolution will be brought to the Board in July because she was also going to make a request that the District present a resolution next month stating our intent to, not just cancel the contract, but our commitment to begin the work to dismantle a harmful system. Member Vang said she would be happy to help write that resolution as well. She thanked Vice President Pritchett for sharing her perspective on this issue, understands that schools she represents are within county jurisdiction, and suggests joining the fight to demilitarize law enforcement.

Member Murawski said she appreciates the robust discussion on this, and she supports the move to an alternative safety plan. She spoke of additional support staff needed for students although noting the budget does not currently allow that. She also noted that, even without an SRO contract, it does not mean that students will never interact with police and law enforcement at the school sites as District schools are still part of the community; if someone calls 911 the police will come, as they should. She feels we should maintain the partnership and protocols that make sense as best as we can. She thanked President Ryan for her commitment to the needs of black and brown students, particularly regarding the African American Achievement task force.

Member Garcia thanked everyone for having the courage to have this conversation. She asked to clarify that a task force would be established by the end of July. President Ryan said that is correct. Member Garcia noted that she did not hear of a youth or student voice in the proposed membership, and she wondered if that would be included. President Ryan replied that she had said LCAP/PAC, CAC, DELAC, African American Achievement Task Force, UPE, SCTA, SEIU, students, teachers, and community groups. She also noted that there will be a resolution, so there will be an opportunity to provide feedback at that time. Member Garcia asked for a timeline in terms of when we expect to see some recommendations. President Ryan said that she and the Superintendent have been calling some civil rights partners across the state and country, as well as districts that have taken similar progressive action, to find out if there is a potential for an organization that has a track record of work in facilitating this group because we do not have the staff capacity to be able to develop with urgency the kind of thoughtful plan that allows us to get resources out the door. What many community groups have shared are plans that go out a couple of years before one sees significant changes at the school district level. President Ryan said that she is committed to finding grant funds if necessary to do the work.

Member Woo addressed the public comment from Rene Webster-Hawking under Item 10.3, and he noted it really belongs under Item 8.0.

Superintendent Aguilar thanked the Board for trying its best to balance our commitment to transparency and civic engagement from our community. He encouraged the community to spend some time on our website reviewing the public comments more fully.

Second Vice President Minnick motioned to approve this Item, and Vice President Pritchett seconded. The motion passed unanimously.

Vice President Pritchett made a motion to extend the meeting to 11:00 p.m. Second Vice President Minnick seconded, and the motion passed unanimously.

10.4 Revised Board Policy (BP) 3100: Business and Noninstructional Operations (Budget Reserves and Use of One-Time Funds) (Rose F. Ramos)

**Second Reading
Information**

Chief Business Officer Rose Ramos presented. She spoke about the benefits of reserves for economic uncertainty, current and proposed reserve percentages, and the proposed use and benefits of one-time funds.

Public Comment:

None

Board Comments:

Second Vice President Minnick asked Ms. Ramos to repeat her comments about one-time funds being approved separately. Ms. Ramos explained that the revenue sources are not necessarily itemized, and that they are put into huge categories, such as donations for example. Second Vice President Minnick said he appreciates the one-time funds being looked at separately.

Member Murawski said she appreciates these proposed changes/additions to the Board policies. She requested an addition to the one-time funding Board policy that specifies that a supplemental budget display be presented to the Board for approval that clearly explains the source of the funds, restrictions on the funds, when it expires, clearly how they are going to be used, and, if it is ever proposed to support an on-going expenditure, a rationale for that and a plan to support that expenditure going forward. She also requested that one-time funds be identified as single year or multi-year.

Member Garcia said she feels that the original language needs some strengthening. She also feels that it should be made definite that one-time funds are for one-time expenditures, and, in the event that one-time funds need to be used for on-going expenditures, that the additional level of transparency and all the details that Member Murawski just outlined are a very necessary step so that the Board and public can be fully informed. Member Garcia also stated that we need to limit how many times we use one-time funds for any particular program and to revisit the bigger picture and conversation that needs to be had for such a program's viability.

11.0 CONSENT AGENDA (Roll Call Vote)

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

11.1 Items Subject or Not Subject to Closed Session:

11.1a Approve Grants, Entitlements and Other Income Agreements, Ratification of Other Agreements, Approval of Bid Awards, Approval of Declared Surplus Materials and Equipment, Change Notices and Notices of Completion (Rose F. Ramos)

11.1b Approve Personnel Transactions, 6/25/20 (Cancy McArn)

11.1c Approve Board of Education Meeting Calendar for the 2020-2021 School Year (Jorge A. Aguilar)

11.1d Approve Business and Financial Report: Warrants, Checks, and Electronic Transfers Issued for the Period of May 2020 (Rose F. Ramos)

11.1e Approve Donations for the Period of May 1-31, 2020 (Rose F. Ramos)

- 11.1f *Approve Adoption of Instructional Materials for Advanced Placement Science Courses (Matt Turkie, Aaron Pecho, and Kari Lofing)*
- 11.1g *Approve Resolution No. 3151: Resolution to Convey Public Sidewalk and Pedestrian Easement Entitlements to the City of Sacramento for Transportation Services (Nathaniel Browning and Amna Javed)*
- 11.1h *Approve Resolution No. 3152: Resolution to Convey Public Utilities Easement Entitlements to the City of Sacramento for Transportation Services (Nathaniel Browning and Amna Javed)*
- 11.1i *Approve Resolution No. 3153: Resolution to Convey Public Sidewalk and Pedestrian Easement Entitlements to the City of Sacramento for Central Kitchen (Nathaniel Browning and Amna Javed)*
- 11.1j *Approve Resolution No. 3154: Resolution to Convey Public Utilities Easement Entitlements to the City of Sacramento for Central Kitchen (Nathaniel Browning and Amna Javed)*
- 11.1k *Approve Resolution No. 3155: Resolution to Convey Utility Easement Entitlements to the Sacramento Municipal Utilities District for Leataata Floyd NWLP Floyd Farms (Nathaniel Browning and Amna Javed)*
- 11.1l *Approve Resolution No. 3156: Resolution to Convey Utility Easement Entitlements to the Sacramento Municipal Utilities District for John F. Kennedy High School (Nathaniel Browning and Amna Javed)*
- 11.1m *Approve Minutes of the May 21, 2020, Board of Education Meeting (Jorge A. Aguilar)*
- 11.1n *Approve Request to Add New Council on Occupational Education (COE) Program and Pathway to CTE Programs at Charles A. Jones Career and Education Center (Christine Baeta and Susan Gilmore)*
- 11.1o *Approve 2020-2021 Annual Budget Plan and Annual Service Plan (Christine Baeta and Becky Bryant)*

President Ryan asked for a motion to adopt the Consent Agenda. A motion was made to approve by Vice President Pritchett and seconded by Member Woo. The Board voted unanimously to adopt the agenda.

12.0 BUSINESS AND FINANCIAL INFORMATION/REPORTS *Receive Information*

12.1 Business and Financial Information:

- *Purchase Order Board Report for the Period of April 15, 2020, through May 14, 2020 (Rose F. Ramos)*

President Ryan received the business and financial information.

13.0 FUTURE BOARD MEETING DATES / LOCATIONS

- ✓ *Dates Still to be Determined in August for 4:30 p.m. Closed Session, 6:00 p.m. Open Session, Serna Center, 5735 47th Avenue, Community Room, Regular Workshop Meeting*
- ✓ *Tentative Dates for August are: August 6, 2020, and August 20, 2020*

President Ryan announced that there will be at least one Board meeting in July.

14.0 ADJOURNMENT

President Ryan asked for a motion to adjourn the meeting; a motion was made by Vice President Pritchett and seconded by Member Woo. The motion was passed unanimously, and the meeting adjourned at 10:38 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# 11.1n

Meeting Date: August 20, 2020

Subject: Approve Minutes of the July 16, 2020, Board of Education Meeting

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

Division: Superintendent's Office

Recommendation: Approve Minutes of the July 16, 2020, Board of Education Meeting.

Background/Rationale: None

Financial Considerations: None

LCAP Goal(s): Family and Community Empowerment

Documents Attached:

1. Minutes of the July 16, 2020, 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

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

Thursday, July 16, 2020
4:30 p.m. Closed Session
6:00 p.m. Open Session

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

MINUTES

2020/21-1

1.0 OPEN SESSION / CALL TO ORDER / ROLL CALL

NOTICE OF PUBLIC ATTENDANCE BY LIVESTREAM

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

The meeting was called to order at 4:30 p.m. by President Ryan, and roll was taken.

Members Present:

*President Jessie Ryan
Vice President Christina Pritchett
Second Vice President Michael Minnick
Leticia Garcia
Lisa Murawski
Mai Vang
Darrel Woo*

Members Absent:

None

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

*Christi Ban
Monica Harvey*

NOTICE OF PUBLIC COMMENT AND DEADLINE FOR SUBMISSION:

Public comment will only be submitted in writing, identifying the matter number and the name of the public member through <https://tinyurl.com/SCUSDCCommentJuly16> or e-mailed to publiccomment@scusd.edu. The submission deadline for closed session items shall be no later than noon, July 16. The submission deadline for all open session items shall be no later than noon, July 16. Individual written public comment shall be no more than two minutes in length on each agenda or nonagenda item. The Board shall limit the total time for public comment on each agenda item, including communications and organizational reports, to 15 minutes in length. With Board consent, the President may increase or decrease the length of time allowed for public comment, depending on the topic and the number of written public comments.

3.0 CLOSED SESSION

While the Brown Act creates broad public access rights to the meetings of the Board of Education, it also recognizes the legitimate need to conduct some of its meetings outside of the public eye. Closed session meetings are specifically defined and limited in scope. They primarily involve personnel issues, pending litigation, labor negotiations, and real property matters.

- 3.1 Government Code 54956.9 - Conference with Legal Counsel:
 - a) Significant exposure to litigation pursuant to subdivision (d)(2) of Government Code section 54956.9 (One Potential Case)
 - b) Initiation of litigation pursuant to subdivision (d)(4) of Government Code section 54956.9 (One Potential Case)
- 3.2 Government Code 54957.6 (a) and (b) Negotiations/Collective Bargaining TCS, SCTA Government Code 54957.6 (a) and (b) Negotiations/Collective Bargaining SCTA, SEIU, TCS, Teamsters, UPE, Non-Represented/Confidential Management (District Representative Pam Manwiller)
- 3.3 Government Code 54957 – Public Employee Discipline/Dismissal/Release/Reassignment

4.0 CALL BACK TO ORDER/PLEDGE OF ALLEGIANCE

- 4.1 The Pledge of Allegiance
- 4.2 Broadcast Statement

5.0 ANNOUNCEMENT OF ACTION TAKEN IN CLOSED SESSION

None

6.0 AGENDA ADOPTION

President Ryan asked for a motion to adopt the agenda. A motion was made to approve by Vice President Pritchett and seconded by Member Woo. The Board voted unanimously to adopt the agenda.

7.0 SPECIAL PRESENTATION

7.1 Approve Resolution No. 3157: Reimagine School Safety and Work to Dismantle Structural Racism (President Jessie Ryan)

**Action
(Roll Call Vote)**

President Ryan reminded that at the last meeting the Board took action on the budget which ended the contract with the Sacramento Police Department. This item is a follow-up at the request of the Board to establish a task force to continue the work of re-imagining school safety and to dismantle structural racism. This evening's item is a resolution to ensure there is a timeline and task force in place to continue this essential work. President Ryan said that public comment will be 15 minutes for all items with the exception of the item on opening of schools. This item will have a 30 minute public comment period, and all individual public comments will be limited to one minute each. President Ryan began by thanking the community for their support. She then read the resolution.

Public Comment:

*Evan Minton
Ya Cha
Justin Leung
Mya Dosch
Erin Mahoney
Melanie Saeck
Timothy Irvine
Nkauj Iab Yang
Teresa Flores
Asialyn Lee
Alma Lopez
Junior Goris
Alison French-Tubo
Lamaia Coleman
Courtney Poole
Carl Pinkston
Amanda Diamond
Heather Haight
Alina Cervantes
Sarah Williams Kingsley
Nancy Xiong
Leana Sanchez*

Board Comments:

Member Garcia said she feels it is important to be intentional to as to what the task force represents in terms of who we are as a District and also who are the subgroups that are most impacted by law enforcement presence at school sites. She feels that the students should reflect the subgroups that

are most impacted and also the rest of the committee as well. She would also like the representation to be diverse from school sites.

President Ryan said that she feels it would be helpful to include under the definition of the task force reflection of the geographic and ethnic diversity of the District. She feels that would be language that captures both the area representation and representation of student and parent population. She asked Counsel Jerry Behrens his opinion on this, and he concurred.

Member Murawski thanked President Ryan for bringing forward this resolution, and she thinks the design of the plan has to be collaborative with the District by addressing school safety in a multi-faceted way which includes physical safety and all legal obligations that the District has. She will move the resolution with suggested amendments to add an additional student member and to insure the language states that it is reflective of the ethnic and geographic makeup of our District.

Member Vang thanked President Ryan for bringing the resolution forward, and she gave a shout out to student advocates and community organizations that worked hard to get us here. She asked if the amendment is to add an additional student or is it that one of the three community members will be a student. President Ryan said that we are carving out that one of the three additional seats would be occupied by a student.

Second Vice President Minnick said he appreciates the idea of this being a standing committee and that this is focused on being the strongest committee possible. He is in favor of adding an additional student out of the community members. He is advocating that there be a minimum of three students because when there is a group this large of adults, it can be intimidating, and so he feels there is value in having multiple students. He suggests having two students from the Student Advisory Council as well as the at-large community member youth.

Vice President Pritchett thanked President Ryan for bringing this item forward and said she also likes the idea of having three students on the community. She asked that they be from different geographical areas.

President Ryan said she is happy to make that amendment to the resolution. She noted that the Student Advisory Committee does not always reflect the diversity of the District, and it is her preference that the seats be opened up to the broader student populace. She asked for a second to Member Murawski's motion. Member Woo seconded the motion, and the item passed unanimously.

7.2 Opening of Schools Preparation Update (Various Departments)

Information

Superintendent Aguilar reported that what will be heard today are details about health and safety as the District thinks about bringing back schools, and that we will continue to work on a transition plan.

The Chief Continuous Improvement and Accountability Officer, Vincent Harris, began the presentation by introducing Sacramento County Health Officer Dr. Olivia Kasirye. She explained the current COVID-19 situation in Sacramento County. The other presenters from the District were Chief Academic Officer Christine Baeta, Director of Facilities Nathaniel Browning, Director of Nutrition Diana Flores, Director of Student Support and Health Services Victoria Flores, Risk Management Coordinator Keyshun Marshall, and Chief Human Resources Officer Cancy McArn. The team covered the planning process, vision and guiding principles, current work underway, and next steps.

Public Comment: (Public comments were read after Board member comments.)

Jennifer Baker

Mary Sebastien

Melany Lo

Karen Leon

Elizabeth Uribe

Samantha Dailey

Krishana Carlton

Yang Vang

Kayeng Vang

Jennifer Ragan

Aimee Thibedeau

Phoebe DeMund

Ramiro Hernandez

Daniel Alvarez

Alicia Souza

Glenn Singley

Alina Cervantes

Sarah Sawyer

Simon DeVere White

Geoffrey Bardot

Amanda Connolly

Michele Hebert

Sandra Adams

Stacey Taing

Jennifer Guiraud

Tara Thronson

Alison French-Tubo

Courtney Poole

Yoko Kato

Natasha Martin Lerner

David Hornung

Catherine Warmerdam

Monica Harvey

Elena Hartsough

Erica Miller

Manuel Buenrostro

Celeste Breese

*Dianne Schaub Walker
Paige Mains
Junior Goris
Sarah Williams Kingsley
Jessie Gouck
Carson Black
Gretchen Hess
Daniel Fry
Angie Sutherland*

Board Comments:

President Ryan gave thoughts on the presentation and asked why work is not being begun right away. Superintendent Aguilar said he appreciates President Ryan's recognition of the amount of thoughtfulness and critical thinking that has gone into this matter and said the District stands ready to make sure that every aspect of the plan can be actualized. He said that we need to come together as a community and let go of the idea that everything we seek to do is aspirational and get to a place where we can make it operational, and this group of team members that work for the Board and the community are ready to do that. President Ryan thanked the Superintendent and asked Ms. Baeta to respond to her question. She asked, given the ambitious timeline before us, what the team is going to need to be able to actualize this vision. Ms. Baeta said they need to understand what the students need, and they need to make sure that the understanding they shared during the presentation was clear. She also needs the community and the Board to hold all employees accountable to provide every student with what they need.

Vice President Pritchett thanked Ms. Baeta for a very thorough presentation. She shared that she has heard varied accounts of teachers reaching out to their students, some great and some not so good. She asked how can teachers be held accountable. Ms. Baeta referred to the piece shared around engagement and said metrics are being designed to help analyze this question. In order to hold teachers accountable, principals must know what to look for and also that they are empowered within the virtual classroom just like a regular classroom. She said that the accountability is multi-layered. She spoke about linking in to Google classroom as an accountability tool. Vice President Pritchett said she knows that our teachers care deeply about the students, and she clarified her question to ask what resources are we putting in place for the fall. Ms. Baeta answered that we need to keep working on what is behind today, and if we return together, that means we all return together. Resources for teachers that we had in place before, all that was offered, was voluntary. What is being proposed this time is that professional learning be engaged in together, so that every student has access to a teacher that has a capacity built that has some differentiated supports for their learning. Vice President Pritchett asked if there will be a possibility for teachers to reach out to new students before school starts, so that they can meet their teacher. Ms. Baeta said that they did put in their proposal that teachers will hold a virtual back-to-school-night to welcome their community and parents, and to start to build their classroom community of learners.

Member Vang thanked Ms. Baeta for her work on this and asked about the guaranteed minimum number of hours of live instruction for all students. Ms. Baeta said that 230 hours of instruction is the required minimum for first and second grade, 240 hours for grades above that, and 180 hours for kindergarten and continuation school students, but the design has more minutes than that. Member Vang also asked how the District is ensuring that a good, solid environment is being created at the home. She noted that what she has been told is that if students do not have a safe and quiet space at home, learning cannot happen. Ms. Baeta said that the team has considered this, and one of the things discussed was whether they can safely have permission to bring some students back based on need, even during this time of distant learning. Superintendent Aguilar mentioned that the plan also envisions giving teachers the opportunity to do some instruction in their own classrooms (making sure that we are following health and safety protocols). Member Vang asked about support systems for teachers and if we have asked them what barriers they have encountered. She also asked what types of support is being provided to parents. Ms. Baeta said that these questions are being asked across the nation. Regarding teacher supports and barriers, what we hear is that teacher needs are that they are in their own space, they are struggling to care for their own families while trying to teach, and trying to transition what they have been able to do successfully in a physical space to this new environment. As supports we have modules of professional learning. She spoke about information that is coming out about distance learning and teacher self-care. Member Vang asked if there is a teacher help line. Ms. Baeta said yes and gave information on what is currently available.

Second Vice President Minnick said he appreciates that the presentation gave an idea of what should be expected, and that he finds the synchronized learning piece very important. He also appreciates that the plan is to have more than the minimum requirement of instructional minutes. He wanted to ask about in person, face-to-face, office hours for high school students with their teachers, but noted that it looked like that was already addressed. He asked where we are in the process of this proposal becoming the plan. Superintendent Aguilar said that these are facets of our plan, and many of the facets have to be negotiated. He stated that we have offered dates to our teachers' union to come together as early as next week to start the process of negotiating so that we can start operationalizing this to go from a plan to an implementation phase as quickly as possible.

Member Murawski thanked Ms. Baeta for the presentation. She noted that many of the points discussed meet exactly what parents she spoke with said they wanted. She said she echoes Member Vang's comments about students that require additional support, and she spoke more about that. She said we need to think about child care and gave some thoughts on this. Regarding technology, she said she has heard about band width being an issue, especially for daily, live instruction. She is hoping that we can use parent and community volunteers and asked what kind of infrastructure we have to be able to leverage parent volunteers. Ms. Baeta asked what Member Murawski is envisioning when thinking about parent volunteers. Member Murawski said she is thinking there is not enough staff to offer the level of support and check-in required, especially bi-lingual staff. Ms. Baeta said she has seen some models of older student buddy programs that help with some of those situations through virtual. She cautioned that students must be kept safe. Superintendent Aguilar asked if Member Murawski is referring to volunteers in a virtual setting or as we think about

bringing students back on to campuses. She replied virtual, and Superintendent Aguilar said that they will get back to her after seeing if that is the same process that volunteers go through when they are on the school site. Finally Member Murawski commented that this is a big transition and going to be a lot for teachers to do, but that she feels the team has put together a really good plan.

Member Garcia underscored the need for childcare and for a virtual setting, especially in a blended model. She also underscored the need and opportunity for partnering with some local programs such as sports. She feels we need to think about what elements we can bring in that will provide outlets for students. She also wants to make sure to underscore the need for more parent communication. Member Garcia said she also wants to make sure that we have something like parent summits along with the concept of parent universities so that parents have opportunity to provide input and give feedback in terms of what else is needed to better support their students. She wants to make sure that the technology piece is addressed. Member Garcia said that she wants to make sure that the professional learning happens in a timely manner so that all teachers have an opportunity to be prepared. Lastly Member Garcia asked what assessment looks like in terms of where students left off and what they may have picked up in the last few months of school and in the summer. Ms. Baeta said there is an assessment calendar and gave the reasoning behind how it has been set.

Member Woo thanked the presenters and said he is glad that they picked up information from the Council of Great City Schools.

President Ryan thanked Ms. Baeta and said that she wanted to reiterate with the many parents sending messages to various Board members expressing their excitement over the plan (and their level of understanding of the student and teacher experience Ms. Baeta made) that this is in the early stages of negotiation and that this is a plan until there is an agreement that is reached. She thanked Board members for their comments about how to meet the needs of parents in ensuring that they have additional support in education and that we have professional learning for teachers so that they are not overwhelmed as they adjust to this new reality.

Public comments were read after Board member comments.

Vice President Pritchett motioned to extend the meeting to 11:30 p.m. Second Vice President Minnick seconded, and the motion passed unanimously.

8.0 PUBLIC COMMENT

All public comments will be submitted only in writing through <https://tinyurl.com/SCUSDCommentJuly16> or e-mailed to publiccomment@scusd.edu if submitted by the deadline of Thursday, July 16 by noon. Individual written public comment shall state the name of the member of the public and shall be no more than two minutes in length on each agenda or nonagenda item. The Board shall limit the total time for public comment on each agenda item to 15 minutes in length. With Board consent, the President may increase or decrease the length of time allowed for public comment, depending on the topic and the number of written public comments. 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:

A video submitted by students on how to wear a mask in public was shared.

*David Fisher
Kenya Martinez
Rose McAuliffe
Al Hernandez Santana
Lisa Arnold Fernandez
Dennis Mah
Stevie Cook
Renee Phillips
Junior Goris
Tamara Toby
Erin Duarte
Renee Webster-Hawkins
Gloria Lomeli
Jame Vaca
Emily Warmerdam
Tammy McCarley
Rich Vasquez
Maria Rodriquez*

9.0 BOARD WORKSHOP/STRATEGIC PLAN AND OTHER INITIATIVES

9.1 2020-2021 Budget Update (Rose Ramos)

Information

The presentation was given by Chief Business Officer Rose Ramos. Ms. Ramos presented on the State budget signed June 29, 2020, projected cash in 2020-21 through 2022-23, updates per the 7/14/20 School Services of California webinar: Enacted State Budget, and highlights of the next budget update in August.

Public Comment:

None

Board Comments:

Member Garcia thanked Ms. Ramos for the update. She asked what portion of additional revenue is on-going. Ms. Ramos said all of the additional federal funds are one-time and restricted funds. She also clarified that we did not get any additional funds; the only thing we did get was that instead of getting a funding reduction, we got a zero reduction. She continued that, as it may be recalled, we were anticipating getting some COLA which would

have helped offset some of our increasing costs that we have no control over, such as step and column increases and health benefit cost increases. A COLA would have offset at least some of that and would not have

contributed to increasing the District's on-going deficit. But now a zero COLA will add to the deficit because we are still having to pay for these increases in costs, and we do not have additional funding to mitigate that. The relief we are getting from the federal government is very helpful in terms of offsetting the additional costs that we will be facing related to COVID such as distance learning, supplies and equipment, connectivity, and staff development. We still do not have a total dollar amount for that as we do not yet know what we are looking at in totality for those expenses. Our only dilemma now is the quick turnaround time to spend the money by December. Member Garcia requested that we see in the next update how the \$27 million figure is going to increase and also to include the cash flow to see when we will run out of cash. In terms of the federal funds, Member Garcia asked if the Board will get to see a spending plan and if the funds must be expensed or encumbered by the end of December. Ms. Ramos said she is not sure, but if it follows all our other federal funding, services and products must be received by the final date. Member Garcia also asked that, in a future update, information be provided on deferrals and how they impact the District budget and what opportunities we have to find hardship exemptions.

Member Murawski asked to clarify that the cash flow is negative starting in August. Ms. Ramos explained that yes, we go in and out of negative throughout the year and then finally in February (based on projections at this time) we start to stay negative; right now we are projecting that we are going to be negative starting in the spring and moving forward. The piece that is missing from here is being able to extend some of the expenses to the following year under the second bucket of federal funds. Member Murawski asked a question on the special education funds, and Ms. Ramos clarified. Member Murawski asked if there is any reason we think we would not get a hardship deferral, and have we looked at the cash flow assuming we receive that. Ms. Ramos said we have not. Member Murawski asked Ms. Ramos to explain more about negative cash flow. Member Murawski then said she would like to see a cash flow that incorporates hardship funding. She also said she is concerned about the December 30th deadline to spend the federal funds. She asked if Ms. Ramos will have a spending plan to show at the next meeting in August. Ms. Ramos said yes and also that it must be discussed internally, as it was just discovered in the last couple of weeks that the money is being awarded. Superintendent Aguilar said the Board could also be critical partners. He noted that a coalition letter was sent today to congressional leaders that was a sign-on by a number of districts, including ours, asking for an extension period to the end of June 2021. Member Murawski said hopefully we will get that, but she feels we need to be ready either way. Ms. Ramos said she reached out to get some information on hardship and just received a text back that statewide there is only \$300 million available.

President Ryan spoke of the other things that have been done in an attempt to have greater federal fund flexibility in addition to the coalition sign-on letter. She also said she has been wondering how we are looking at spending the dollars.

Second Vice President Minnick motioned to extend the meeting to midnight. Vice President Pritchett seconded, and the motion was unanimously passed.

9.2 Consider Resolution No. 3158: Material Revision for Aspire Capitol Heights Academy (Jesse Ramos)

**Action
(Roll Call Vote)**

Innovative Schools Director Jesse Ramos presented. He gave an introduction to the charter review team, an overview of the charter school, the material revision process, staff analysis, and next steps. At the end of the presentation site administrators of Aspire Capitol Heights Academy spoke.

Public Comment:

*Veronica Crenshaw
Desiree Ramos
Mercedes Lopez-Macumber
Jodie Gallegos
Glenda Rivers
Kanajee McDowell
Tiffany Clark
Mamie Early
Anne Marie Conti
Harpreet Chohan
Genesiss Hernandez Gutierrez
Imose Ogbeiwi
Charly McKenzie
Kathryn Henry
Lauren Loomis
Christian Ramirez Fuentes
Candina Jamison
Marina Diosdado Corral
Brian Holloway
Steve Carissimi
David Burge
Tom Ford
Jaime Vaca
Steve Hartzell
Brian Nicosia
Susan Durham
Chad Fenelon
Sabino Torres
Philip Fanter
Thomas Sperbeck
Luis Zavala
Jonathan Collins
Kevin Lynch
Shira Lane
Jason Miller
Cornelious Burke
John Duncan*

*Alonzo Morris
Gwendolyn Hayes
Johnny Ware Jr.
Richard Hayes
Sommer Hayes
Tisa Hawkins
Larry Lee
Josiah Damaris Greer
Nicole Howard
Victor Guitierrez Cuellar
Tamarah Clark
Lynette Hayden
Thomas Ford
Brian Nicosia
Chad Fenelon*

Board Comments:

Second Vice President Minnick thanked the presenters and those that submitted public comment. He said he is concerned about the fiscal impact of a location move, but is in support of making sure that students have a better facility.

Member Garcia noticed that some results, especially 5th grade in Math, were very low compared to the District. Superintendent Aguilar noted that what was asked of our partners was to present their position and, if there are questions directly for them, we can ask them to come back. Member Garcia said she thinks her question falls under the District, in an oversight capacity. Mr. Ramos addressed the performance criteria and gave explanation on what is required and what is provided as informational. Member Garcia noted that the enrollment projection indicates a steady declining enrollment and questioned their planned expansion. She continued that enrollment projections are essentially a fundamental part of a fiscal analysis, especially as it relates to this particular situation of finding another physical location to education the students. She is not sure that she feels she is responsible to make that happen. This particular charter was renewed two years ago, they will come before the Board in 2023, and they could expand from K-5 to K-8 at that time, but for securing a physical location based on the expansion, as an oversight authority, she feels the Board should have a big problem with that. She feels that other than making the numbers work there is nothing that precludes them from moving from where they are now to the site they are hoping to move into, and in order to make the numbers work they need increased enrollment. She asked if that is correct. Mr. Ramos said yes. Member Garcia said she feels it would be irresponsible at this time to authorize this expansion.

Member Murawski asked for clarity from legal counsel. She asked what are the legal requirements around approving or denying this request.

Ed Sklar of Lozano Smith responded that there is no set timeline for a decision. As of July 1 of this year the law became operative and allows the District to use the fiscal impact.

President Ryan said she had previously reached out to legal counsel because she had many questions herself. She said she has been familiar with this model and this school for many years. To compare them to other Oak Park schools in the area, they are outperforming in both Math and English. The challenge is understanding what the Board's responsibility is with the new law regarding fiscal impact.

Vice President Pritchett said she appreciates the work the school has done with the students of color. She feels she needs to better understand the timeline and the Board's responsibility given changes in the law. She suggested that the item be held until the August meeting so that there is time to get more information. She made a motion to do that.

Second Vice President Minnick seconded the motion to hold the item to the August meeting.

Member Murawski commented that the Board has spent hours in governance retreats over the last year to year and a half talking about how we process things on the agenda. Generally there is a first hearing or an action item and then it comes back to have an action. She said she wanted to make that point, that this is a process they spent quite a bit of time talking about.

President Ryan clarified that what Member Murawski was saying is that this would have been a first hearing before action. President Ryan asked Counsel Jerry Behrens, given that there is a motion on the table and a second requesting additional information, if they go to a roll call vote on this item. Mr. Behrens said the vote can be taken with a show of hands as the motion is not an action item for a roll call vote. President Ryan said she felt it troubling that the fiscal analysis was not provided until Monday end of day. She then asked for a vote on the motion on the table. The motion passed unanimously. Member Garcia asked what additional information the Board is looking to receive. President Ryan said what she heard is that the Board wants the opportunity to have two-by meetings on this issue to understand legal obligations around material revision, the timeline that was in place, and the new AB1505 law. Vice President Pritchett said that is correct.

Member Garcia said she feels it is important to look at the academic performance data and also to look at the financial plans and how they plan to finance securing the other facility. Because if it is exclusively dependent upon increased enrollment, then that is not a sustainable plan. She would like to see a more robust analysis, and she wants to make sure that the Board has as much information as possible that is relevant under the new law that applies on July 1st.

Superintendent Aguilar asked the Board to please send any specific questions they want addressed to him directly.

President Ryan asked for a motion to extend the meeting by another 15 minutes to 12:45 a.m. Member Vang made a motion to do so and Member Murawski seconded. The motion passed unanimously.

10.0 CONSENT AGENDA

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. (Roll Call Vote)

10.1 Items Subject or Not Subject to Closed Session:

10.1a Approve Grants, Entitlements and Other Income Agreements, Ratification of Other Agreements, Approval of Bid Awards, Change Notices and Notices of Completion (Rose Ramos)

Public Comment: Amber Stott

President Ryan asked for a motion to adopt the Consent Agenda. A motion was made to approve by Member Murawski and seconded by Second Vice President Minnick. The Board voted unanimously to adopt the Consent Agenda.

11.0 FUTURE BOARD MEETING DATES / LOCATIONS

- ✓ August 6, 2020, 4:30 p.m. Closed Session, 6:00 p.m. Open Session, Serna Center, 5735 47th Avenue, Community Room, Regular Workshop Meeting*
- ✓ August 20, 2020, 4:30 p.m. Closed Session, 6:00 p.m. Open Session, Serna Center, 5735 47th Avenue, Community Room, Regular Workshop Meeting*

President Ryan announced that there may be a modification to the August calendar.

12.0 ADJOURNMENT

President Ryan asked for a motion to adjourn the meeting; a motion was made by Vice President Pritchett and seconded by Member Vang. The motion was passed unanimously, and the meeting adjourned at approximately 12:45 a.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# 11.1o

Meeting Date: August 20, 2020

Subject: Approve Adoption of New Courses of Study

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

Division: Academic Office / Curriculum and Instruction

Recommendation: The Board of Education adopts the following courses of Study:

- Physics of the Universe (Physics with Earth Science)
- Biology: The Living Earth (Biology with Earth Science)
- Chemistry in the Earth System (Chemistry with Earth Science)
- Molecular Biology: The Living Earth (Biology with Earth Science)
- Honors Chemistry in the Earth System
- ELD Physics in the Universe
- ELD Biology: The Living Earth
- ELD Chemistry in the Earth System
- ELD American Government
- ELD Modern Economics
- Latin IV

Background/Rationale:

In June 2019 the Board of Education adopted a science pathway at High School which integrates Earth Science into Biology, Physics and Chemistry courses. In March 2020, the Board of Education adopted new instructional materials for science which are aligned to the Next Generation Science Standards (NGSS). The district has now developed new courses of study which are aligned to the NGSS and to the integrated pathway. These courses have all recently been approved in the Laboratory Science (d) category by UC/CSU. These courses will be available to all high schools, with the exception of Honors Chemistry, which is available at West Campus and CK McClatchy and Molecular Biology which will be available at John F Kennedy and CK McClatchy.

The new English Language Development (ELD) courses will provide access to core content within the English Learner newcomer pathway (English Learner: overall ELPAC score of 1 or 2 and enrolled in U.S. schools for fewer than three years). These courses will fulfill students A-G and graduation requirements within Sacramento City Unified School District while supporting English Language Development. The ELD science

courses have all recently been approved in the Laboratory Science (d) category by UC/CSU. The ELD Social Science courses have recently been approved in the History / Social Science (a) category by UC/CSU. These ELD courses will be available to all high schools.

Latin IV is a language class to be used at Kennedy High School. It has recently been approved in the Language Other than English (E) category by UC/CSU.

Financial Considerations: N/A

LCAP Goal(s): College, Career and Life Ready Students

Documents Attached:

Courses of Study for:

- Physics of the Universe (Physics with Earth Science)
- Biology: The Living Earth (Biology with Earth Science)
- Chemistry in the Earth System (Chemistry with Earth Science)
- Molecular Biology: The Living Earth (Biology with Earth Science)
- Honors Chemistry in the Earth System
- ELD Physics in the Universe
- ELD Biology: The Living Earth
- ELD Chemistry in the Earth System
- ELD American Government
- ELD Modern Economics
- Latin IV

Estimated Time of Presentation: N/A

Submitted by: Christine Baeta, Chief Academic Officer and
Matt Turkie, Assistant Superintendent of Curriculum
and Instruction

Approved by: Jorge A. Aguilar, Superintendent



COURSE OF STUDY

FOR

***Physics of the Universe (Physics w/ Earth Science)
QPS260, QPS261***

Segment	High School
Length of Course	One Year
Developed by	<i>SCUSD Teacher Committee Aaron Pecho, Science Coordinator Janna Cantwell, Training Specialist</i>
First Edition	<i>Fall 2020</i>

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

BOARD OF EDUCATION APPROVED ON:

Board of Education

Jessie Ryan, President, Trustee Area 7
Darrel Woo, 1st Vice President Trustee Area 6
Michael Minnick, 2nd Vice President, Trustee Area 4
Lisa Murawski, Trustee Area 1
Leticia Garcia, Trustee Area 2
Christina Pritchett, Trustee Area 3
Mai Vang, Trustee Area 5
Rachel Halbo, Student Board Member

Administration

Jorge Aguilar, Superintendent
Lisa Allen, Deputy Superintendent
Dr. Iris Taylor, Chief Academic Officer
Dr. John Quinto, Chief Business Officer
Alex Barrios, Chief Communications Officer
Cancy McArn, Chief Human Resources Officer
Elliot Lopez, Chief Information Officer
Cathy Allen, Chief Operations Officer
Vincent Harris, Chief Strategy Officer

Committee:

Derek Ho
C.K. McClatchy

Tom Carson
Hiram Johnson High School

Franklin Hsu
New Technology High School

Wendy Chen
Kennedy High School

Leticia Moran
Hiram Johnson High School

“The Sacramento City Unified School District is committed in all of its activities, policies, programs, and procedures to provide equal opportunity for all to avoid discrimination against any person regardless of ethnicity, gender, religion, national origin, disability, marital status, or age.”

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SECTION TWO — COURSE UNITS

(CLICK THE BOOKMARK LINK FOR EACH UNIT TO BE REDIRECTED)

Unit I: Segment 1: Forces and Motion

Unit II: Segment 2: Forces at a Distance

Unit III: Segment 3: Energy Conversion and Renewable Energy

Unit IV: Segment 4: Nuclear Processes and Earth's History

Unit V: Segment 5: Waves and Electromagnetic Radiation

Unit VI: Segment 6: Stars and the Origins of the Universe

HS Physics of the Universe

SECTION ONE — GENERAL INFORMATION

COURSE DESCRIPTION

(Physics in the Universe is a college preparatory laboratory and math-based science class that will prepare students in grades 9-12 to be successful in college level lab science courses. The course integrates earth science into Physics as a first year course. It is aimed at building a solid foundation in physical science, integrating an intensive laboratory component that consists of both classroom labs and practical field studies, and building student competency in science practices and cross cutting concepts. This course devotes at least 40 percent of the class time to student-centered laboratory activities and will emphasize the process of inquiry and critical thinking. Throughout this course students will progressively grow in their physics knowledge and use this collective understanding to explore and design an efficient means of producing renewable energy.)

RATIONALE

The Universe operates on the interaction of matter and the four fundamental forces, gravity, electromagnetism, the nuclear strong force and the nuclear weak force. An understanding of the relationships between matter and these forces can explain much of what happens in the world around us. Physics can explain what drives “Climate Change” and how humanity affects it. At the student level, Physics can contribute to an understanding of Chemistry, Biology and Earth Science. It can inform our students in how the objects and systems in their household work, enabling home repairs and contributing to the sense of self-sufficiency for our students. In the end, Physics can bring home the consequences of safe and unsafe behaviors that will help our students lead vibrant and successful lives.

COURSE GOALS

Upon completion of this course, students will be able to:

- *Use Physics to help interpret events or occurrences in the natural environment of the student.*
- *Think using the ways in which a scientist solves problems.*
- *Become a better informed member of society.*

COURSE STANDARDS

HS-ESS1-4. Use mathematical or computational representations to predict the motion of orbiting objects in the solar system

HS-PS1-8. Develop models to illustrate the changes in the composition of the nucleus of the atom and the energy released during the processes of fission, fusion, and radioactive decay

HS-PS2-1. Analyze data to support the claim that Newton's second law of motion describes the mathematical relationship among the net force on a macroscopic object, its mass, and its acceleration

HS-PS2-2. Use mathematical representations to support the claim that the total momentum of a system of objects is conserved when there is no net force on the system

HS-PS2-3. Apply scientific and engineering ideas to design, evaluate, and refine a device that minimizes the force on a macroscopic object during a collision

HS-PS2-4. Use mathematical representations of Newton's Law of Gravitation and Coulomb's Law to describe and predict the gravitational and electrostatic forces between objects

HS-PS2-5. Plan and conduct an investigation to provide evidence that an electric current can produce a magnetic field and that a changing magnetic field can produce an electric current

HS-PS2-6. Communicate scientific and technical information about why the molecular-level structure is important in the functioning of designed materials *

HS-PS3-1. Create a computational model to calculate the change in the energy of one component in a system when the change in energy of the other component(s) and energy flows in and out of the system are known

HS-PS3-2. Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as a combination of energy associated with the motions of particles (objects) and energy associated with the relative position of particles (objects)

HS-PS3-3. Design, build, and refine a device that works within given constraints to convert one form of energy into another form of energy *

HS-PS3-5. Develop and use a model of two objects interacting through electric or magnetic fields to illustrate the forces between objects and the changes in energy of the objects due to the interaction

HS-PS4-1. Use mathematical representations to support a claim regarding relationships among the frequency, wavelength, and speed of waves traveling in various media

HS-PS4-2. Evaluate questions about the advantages of using a digital transmission and storage of information

HS-PS4-3. Evaluate the claims, evidence, and reasoning behind the idea that electromagnetic radiation can be described either by a wave model or a particle model, and that for some situations one model is more useful than the other [

HS-PS4-4. Evaluate the validity and reliability of claims in published materials of the effects that different frequencies of electromagnetic radiation have when absorbed by matter

HS-PS4-5. Communicate technical information about how some technological devices use the principles of wave behavior and wave interactions with matter to transmit and capture information and energy *

HS-ESS1-5. Evaluate evidence of the past and current movements of continental and oceanic crust and the theory of plate tectonics to explain the ages of crustal rocks

HS-ESS1-6. Apply scientific reasoning and evidence from ancient Earth materials, meteorites, and other planetary surfaces to construct an account of Earth’s formation and early history

HS-ESS2-1. Develop a model to illustrate how Earth’s internal and surface processes operate at different spatial and temporal scales to form continental and ocean-floor features

HS-ESS3-2. Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios *

HS-ESS3-3. Create a computational simulation to illustrate the relationships among management of natural resources, the sustainability of human populations, and biodiversity

HS-ETS1-1. Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants

HS-ETS1-2. Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering

HS-ETS1-3. Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics as well as possible social, cultural, and environmental impacts

HS-ETS1-4. Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem *The performance expectations marked with an asterisk integrate traditional science content with engineering through a practice or disciplinary core idea

INSTRUCTIONAL MATERIALS

(Accelerate Learning- STEMscopes)

SUPPLEMENTARY MATERIALS:

(if available)

SUGGESTED AVERAGE TIME FOR COVERING MAJOR UNITS

Segment 1: Forces and Motion - **4 weeks**

Segment 2: Forces at a Distance - **4 weeks**

Segment 3: Energy Conversion and Renewable Energy - **5 weeks**

Segment 4: Nuclear Processes and Earth's History - **6 weeks**

Segment 5: Waves and Electromagnetic Radiation - **7 weeks**

Segment 6: Stars and the Origins of the Universe - **8 weeks**

TEACHER RESOURCES

(Accelerate Learning- STEMscopes)

<https://phet.colorado.edu/>
<https://www.ck12.org/teacher/>
<https://www.aapt.org/>
<http://ncnaapt.org/>
<https://www.physicsclassroom.com/>

RECOMMENDED STUDENT RESOURCES

Accelerate Learning- STEMscopes

<https://www.khanacademy.org/>
<http://hyperphysics.phy-astr.gsu.edu/hbase/index.html>
CrashCourse

SECTION TWO — COURSE UNITS

Segment 1: Forces and Motion

Newton's Laws provide a basis of understanding forces and motion, and therefore, serve as a foundation for a study of physics. Students will need to collaboratively construct a device in order to address an engineering design challenge built on the background of Newton's Laws and momentum. In order to meet this challenge, students will develop models of the challenge, and design and revise their design based on data and their knowledge of physics. Students will begin by investigating collisions, and by dissecting a collision and describing the motion of objects. They will do this by developing models of motion and forces, conducting experiments, gathering data, and revising their models. To support this learning, students will interpret tables and graphs of position and velocity as a function of time for objects subjected to a constant, net unbalanced force and compare their observations to predictions from mathematical models. Students will develop models of motion of falling objects, and gather data to improve their models, and explain the concept of acceleration due to the gravitational force by means of data analysis. Students will use data to prove that technological advancements such as airbags and crumple zones reduce the force of an impact by analyzing videos of collisions and by measuring impact time and impact forces for different collisions. Students will apply their knowledge in order to complete the engineering design challenge.

Segment Guiding Questions:

- How can Newton's Laws be used to explain how and why things move?
- How can mathematical models of Newton's Laws be used to test and improve engineering designs?
- How can you minimize the force on a macroscopic object during a collision?

Standards Addressed

HS-PS2-1- Analyze data to support the claim that Newton's second law of motion describes the mathematical relationship among the net force on a macroscopic object, its mass, and its acceleration.

HS-PS2-2- Use mathematical representations to support the claim that the total momentum of a system of objects is conserved when there is no net force on the system.

HS-PS2-3- Apply scientific and engineering ideas to design, evaluate, and refine a device that minimizes the force on a macroscopic object during a collision.

HS-ETS1-1- Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.

HS-ETS1-2- Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.

HS-ETS1-3- Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts.

HS-ETS1-4- Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem.

Instructional Objectives

Students will be answer the following questions:

Scope	Driving Questions
Newton's 2nd Law of Motion	<ul style="list-style-type: none"> • According to Newton's 2nd Law of motion, what relationship exists between mass and acceleration if force is constant? • Why can we say that the ratio of net force to mass is constant for any dropped object? • What causes an object to accelerate?
Momentum	<ul style="list-style-type: none"> • How does an object's mass and velocity relate to its momentum? • How can the conservation of momentum during an inelastic collision be described by a mathematical model? • When designing a device to minimize the impact force, why would the materials and mass of the device be important?

Suggested Activities

Scope	Activity
Newton's 2nd Law	<p><u>Explore 1: Does Mass Matter?</u> <i>Students will demonstrate how mass impacts the acceleration of an object and write a CER based on Newton's second law and the relationship of mass and acceleration when force is held constant.</i></p> <p><u>Explore 2: Acceleration Due to Gravity Lab</u> <i>Students perform an investigation to calculate the acceleration due to gravity of a falling object in order to determine if it stays constant.</i></p> <p><u>Explore 3 - Which Car Is The Fastest?</u></p>

	<p><i>Two car manufacturers are claiming their cars are the fastest. In this activity, students will receive a data table that includes each car's make and model, its horsepower, the force of its engine, and the time each car takes to travel a given distance. Students need to prove which manufacturer has the fastest car, using the concepts of Newton's second law.</i></p>
Momentum	<p><u>Explore 1: Cart Bowling</u> <i>Students will design and conduct an investigation to show the relationship of mass, velocity, and momentum, using carts and different masses.</i></p> <p><u>Explore 2: Conservation of Momentum</u> <i>Students will investigate conservation of momentum, using an inelastic collision with a ball and a stationary cup.</i></p> <p><u>Explore 3 - Eggonaut Spacecraft Design</u> <i>The students will use their knowledge of momentum and impulse to create a device to lessen impact force.</i></p>

Suggested Assessment:

Students will create an infographic to inform consumers of three different safety features in vehicles. They will research ways to increase car safety and develop their own idea that will add to car safety. They will then create a proposal to send back to the car manufacturer along with their infographic.

Segment 2: Forces at a Distance

The foundation of forces and motion are used to predict and explain gravitational and electromagnetic interactions that occur at a distance. Students investigate gravitational and electromagnetic forces through a series of small experiments and describe them conceptually and mathematically. They predict the motion of orbiting objects in the solar system. They link the macroscopic properties of materials to microscopic electromagnetic attractions (charge, Coulomb's law). Students will use mathematical models to explore Newton's Law of Gravitation to describe and predict the gravitational attraction between two objects, then compare the Law of Gravitation to Coulomb's Law to conclude that gravitational and electrostatic forces share a common geometry, radiating out as spherical shapes from their point of origin.

Standards Addressed

HS-PS2-4 Use mathematical representations of Newton's Law of Gravitation and Coulomb's Law to describe and predict the gravitational and electrostatic forces between objects.

HS-PS2-6 Communicate scientific and technical information about why the molecular-level structure is important in the functioning of designed materials.

HS-ESS1-4 Use mathematical or computational representations to predict the motion of orbiting objects in the solar system.

Instructional Objectives

Students will be able to answer the following questions:

Scope	Driving Questions
Kepler's Laws	<ul style="list-style-type: none">• Do all celestial objects follow an orbit similar to Earth's?• How are models useful in understanding Kepler's first law of planetary motion, the law of ellipses?• How does Kepler's second law of planetary motion, the law of equal areas, relate a planet's distance to the sun and its orbital velocity?• If the gravitational force of the Sun were to change, would Kepler's third law of planetary motion, the law of harmonies, still be valid?
Gravitational and Electrostatics Forces	<ul style="list-style-type: none">• What underlying forces explain the relationship between the Sun and the Planets orbiting around the Sun?• What is the relationship among gravitational force, mass, and the distance between two objects, as described by Newton's law of gravitation?• How can electrostatic forces be used to lift objects?• How is electrostatic force impacted by charge and distance?

Students investigate gravitational and electromagnetic forces and describe them mathematically. These forces predict the motion of orbiting objects in the solar system and link the macroscopic properties of materials to microscopic electromagnetic attractions.

Guiding Questions:

- How can different objects interact when they are not even touching?
- How do interactions between matter at the microscopic scale affect the macroscopic properties of matter that we observe?
- How do satellites stay in orbit?

Suggested Activities

Scope	Activity
Kepler's Laws	<p>Explore 1: The Big E <i>Students will create different ellipses to simulate planetary orbits and discover the mathematical relationships that led Kepler to formulate his first law of planetary motion. Students will use solar system-object data to calculate eccentricities of the objects for comparison and then write a scientific explanation for why average distance is used for planets.</i></p> <p>Explore 2: Celestial Sweep <i>Students will explore an interactive website on Kepler's second law of planetary motion and simulate different planet orbits to discover that planets sweep out equal areas in equal time and why planets closer in orbit to the Sun move faster than when they are further away.</i></p> <p>Explore 3: Spinning Stopper and NASA NASCAR <i>In Part I, students will investigate how shortening the spinning length (orbital radius) of a washer affects its speed and how this relates to the period of revolution and orbital velocity of planets around the Sun. Also, students will consider how the mass of the Sun and planets affects their orbit. In Part II, students will compare a NASCAR race with planetary orbits, and in Part III they will calculate the relationship between orbital period and orbital radius for several planets.</i></p>
Gravitational and Electrostatic Forces	<p>Explore 1: Newton's Law of Universal Gravitation <i>In this activity, students will use a PhET simulation to discover the relationship between gravitational force, mass, and the distance between two objects.</i></p> <p>Explore 2: Electrostatic Lifting <i>Based on Coulomb's law on electric forces, students will investigate how the force of an electric charge and the distance between objects are mathematically related and what happens to force when distance changes. Students would find the right combination of electrostatic materials that generates the most lifting force, graph the lifting heights compared to paper weight, and analyze the results.</i></p> <p>Explore 3: A Roll of the Dice <i>In this activity, students will practice calculating the force between two charged particles.</i></p>

- Students will develop a visual model to better understand what is happening within charged materials, and then use this as a basis for better understanding the physics of electric charges. They will also demonstrate and explain the process of charge polarization.
- Students will construct a simple DC motor.

Summary of Sample Assignment: Students will construct a model for satellite motion by analyzing data from PHeT Gravity and Orbits simulation. The changes of mass and distance are modeled and applied to the Universal Gravitation equation.

Unit Lab Activities-

Students will create different ellipses to simulate planetary orbits and discover the mathematical relationships that led Kepler to formulate his first law of planetary motion. Students will use solar system-object data to calculate eccentricities of the objects for comparison and then write a scientific explanation for why average distance is used for planets. Students will use algebraic thinking to examine scientific data and predict the effect of a change in one variable on another.

Suggested Assessment

Claim- Evidence- Reasoning

Scenario

Imagine that NASA has identified an object on a possible collision course with Earth. NASA will need to brief the president of the United States about the orbital path and whether the object could impact Earth or its satellites. Calculate the eccentricity and orbital period in the following tables:

Prompt

Write a scientific explanation that justifies your prediction of the possible impact of the object with Earth or a satellite.

Segment 3: Energy Conversion and Renewable Energy

Students will differentiate between kinetic, potential, and thermal energy and be able to calculate the change in the energy of a system from one form to another showing that energy is conserved. Students investigate different methods of energy production and energy transfer. During this unit students will track energy transfer and conversion through different stages of commercial and residential power sources. They will also evaluate different power source technologies. This may include investigations with

electromagnetism and solar photovoltaic systems to create models of how power generation works. They also may include the design and testing of their own energy conversion devices.

Segment Guiding Questions

- How do power plants generate electricity?
- What engineering designs can help increase the efficiency of our electricity production and reduce the negative impacts of using fossil fuels?

Standards Addressed

HS-ESS3-2 Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios.

HS-ESS3-3 Create a computational simulation to illustrate the relationships among management of natural resources, the sustainability of human populations, and biodiversity.

HS-PS2-5 Plan and conduct an investigation to provide evidence that an electric current can produce a magnetic field and that a changing magnetic field can produce an electric current.

HS-PS2-6 Communicate scientific and technical information about why the molecular-level structure is important in the functioning of designed materials.

HS-PS3-1 Create a computational model to calculate the change in the energy of one component in a system when the change in energy of the other component(s) and energy flows in and out of the system are known.

HS-PS3-2 Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as a combination of energy associated with the motions of particles (objects) and energy associated with the relative position of particles(objects).

HS-PS3-3 Design, build, and refine a device that works within given constraints to convert one form of energy into another form of energy.

HS-PS3-5 Develop and use a model of two objects interacting through electric or magnetic fields to illustrate the forces between objects and the changes in energy of the objects due to the interaction.

HS-PS4-5 Communicate technical information about how some technological devices use the principles of wave behavior and wave interactions with matter to transmit and capture information and energy.

HS-ETS1-1 Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.

HS-ETS1-2 Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.

HS-ETS1-3 Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts.

HS-ETS1-4 Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem.

Instructional Objectives

Students will be able to answer the following questions:

Scope	Driving Questions
Interaction of Forces	<ul style="list-style-type: none"> • How do the current, the number of wire loops, and the core create or influence the magnetic field of an electromagnet? • How can a magnetic field cause electrons to move in a wire?
Energy and Its Applications	<ul style="list-style-type: none"> • How can the law of conservation of energy be used to calculate the change in energy of one form in a system? • How do power plants use different energy transformations? • How do energy transformation prove the law of conservation of energy?
Resources and Sustainability	<ul style="list-style-type: none"> • What role can conservation, recycling, and reuse of resources play in their management? • How are resource management, the sustainability of human populations, and ecosystem biodiversity dependent on each other?

Suggested Activities:

Scope	Activity
Interaction of Forces	<u>Explore 1: Scientific Investigation - Creating an Electromagnet</u>

	<p>Students will conduct an investigation that allows them to test and determine the factors affecting the magnetic-field strength of an electromagnet.</p> <p><u>Explore 2: Activity - Electromagnetic Induction</u></p> <p>Students will use an online simulation to observe how changing magnetic fields can produce an electric current. Then, they will draw two diagrams, one that shows how electric currents produce magnetic fields and another that shows how changing magnetic fields produces electric current.</p>
Energy and Its Applications	<p><u>Explore 1: Scientific Investigation - Energy - Let's Play!</u> Students investigate different types of energies using toys, then calculate the changes in the types of energy of the toy car. Students will then complete a CER regarding conservation of energy.</p> <p><u>Explore 2: Scientific Investigation - Where does Energy Come From?</u> Students will experience different types of energy and energy conversions using a hand-crank flashlight.</p> <p><u>Explore 3: Activity - Where Does the Power Come From?</u> Students will discuss the types of energies that go into and come out of different types of power plants.</p> <p><u>Explore 4: Research - How Do Power Plants Work?</u> Students are researching how different types of power plants generate electricity.</p>
Resources and Sustainability	<p><u>Explore 1: Research - Mining Earth's Resources</u></p> <p>This is a three-part assignment that allows students to research and present how different resources are mined and how resource collection impacts the economy, society, environment and geopolitics. Two groups will then compare and decide what resource is more beneficial based on costs and benefits and create a brochure to present that information. Lastly, students will complete a CER on which one energy process would be most beneficial for a company to go green.</p> <p><u>Explore 2: Engineering Solution - Eco-Friendly Builders</u></p>

	Students will design a structure to illustrate the relationships between the management of natural resources, sustainability of human populations, and biodiversity.
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Suggested Assessment

Students will use solar panels with a motor to design an apparatus that demonstrates the transformation of solar energy to mechanical energy by attempting to elevate loads of various masses. Through usage of technology such as websites, presentations, or other modern media, students must demonstrate their understanding of energy, conservation of energy, and efficiency both qualitatively as well as quantitatively.

Segment 4: Nuclear Processes and Earth History

Students develop a model of the internal structure of atoms and then extend it to include the processes of fission, fusion, and radioactive decay. They apply this model to understanding nuclear power and radiometric dating. They use evidence from rock ages to reconstruct the history of the Earth and processes that shape its surface.

Sample Guiding Questions:

- How do nuclear reactions illustrate conservation of energy and mass?
- Why are some materials dangerous, emitting harmful radiation?
- How do we determine the age of rocks and other geologic features?
- How can we determine the age of the earth?

Standards Addressed

HS-PS1-8 Develop models to illustrate the changes in the composition of the nucleus of the atom and the energy released during the processes of fission, fusion, and radioactive decay.

HS-ESS1-5 Evaluate evidence of the past and current movements of continental and oceanic crust and the theory of plate tectonics to explain the ages of crustal rocks.

HS-ESS1-6 Apply scientific reasoning and evidence from ancient Earth materials, meteorites, and other planetary surfaces to construct an account of Earth's formation and early history.

HS-ESS2-1 Develop a model to illustrate how Earth's internal and surface processes operate at different spatial and temporal scales to form continental and ocean-floor features.

Instructional Objectives

Students will be able to:

Students develop a model of the internal structure of atoms and then extend it to include the processes of fission, fusion, and radioactive decay. They apply this model to understanding nuclear power and radiometric dating. They use evidence from rock ages to reconstruct the history of the Earth and processes that shape its surface. Students apply their knowledge to create a proposal to an independent space contractor for a mission to the Jovian moon Europa.

Scope	Driving Questions
Nuclear Processes	<ul style="list-style-type: none">• How does the radioactive decay of elements help determine the age of rocks?• How does the composition of an atom's nucleus and the type of energy released compare between the types of radioactive decay?• How do the total number of protons and neutrons before and after the reaction compare for a fission reaction and a fusion reaction?
Plate Tectonics	<ul style="list-style-type: none">• What properties and processes drive the movement of plates on Earth's surface?• How do the different types of plate motion along boundaries create different surface features?• What processes create and change surface features at plate boundaries?• Why is it possible to use hotspots to calculate tectonic plate speed?
Earth's Early History	<ul style="list-style-type: none">• How does the solar nebula theory explain the formation of Earth's solar system?• Why do scientists have to use evidence from meteorites, lunar rocks, and observations of the solar system to understand Earth's formation and age?

Guiding Questions

- What does $E=mc^2$ mean?

- How do nuclear reactions illustrate conservation of energy and mass?
- How do we determine the age of rocks and other geologic features?

Suggested Activities:

Scope	Activity
Nuclear Processes	<p><u>Explore 1: Scientific Investigation - Radioactive decay</u> Students will model the half-life of the element carbon-14 to simulate the radioactive decay in Earth's interior that is a major source of Earth's heat. Students will use the information from this activity to complete a CER about the age of oceanic and continental crust.</p> <p><u>Explore 2: Activity - Uranium 238</u> In this activity, students are given information about the three types of radiation. The information given will be used to identify characteristic properties of each. Students will also create a radioactive-decay series involving alpha and beta decay, first by using a grid, and then by identifying the nuclear equations for each transition. Finally, students will graphically represent the radioactive decay of uranium-238.</p> <p><u>Explore 3: Activity - Fission vs. Fusion</u> In this activity, students will model a fusion and fission reaction in two short activities, then they will analyze the differences and similarities between the two types of nuclear reactions.</p>
Plate Tectonics	<p><u>Explore 1: Scientific Investigation - The Shell of the Earth</u> Students will use a hard-boiled egg to illustrate and reference the three layers of Earth: the core, the mantle, and the crust. Students will attempt to separate the eggshell into different plates, modeling the major and minor plates the crust is divided into. Students will conclude by attempting to reassemble the plates of another group onto their egg, illustrating fundamental ideas behind the theory of plate tectonics.</p> <p><u>Explore 2: Activity - Edible Plate Boundaries</u> Students will model the three different plate boundaries, using graham crackers and icing to</p>

	<p>illustrate what occurs when lithospheric plates interact. As they do so, they will investigate different phenomena that occur at each plate boundary as well as what land structures are formed there.</p> <p><u>Explore 3: Activity - Landforms at Plate Boundaries</u> Students will be working together in groups of three in order to illustrate the land features and ocean-floor features at a randomly assigned plate boundary. Students will use this model to describe how long it took to create these features and what the causal agents were to their creation.</p> <p><u>Explore 4: Activity - Hotspot Volcanoes</u> Students determine how fast tectonic plates move based on hot spot volcanism by using maps of the Hawaiian Islands, Galápagos Islands, and Yellowstone Caldera. Students measure the distance between the volcanos on each map and calculate the ages of the tectonic plates to determine the speed the plates were moving between each volcano. Finally, students determine the average speed for each plate.</p>
Earth's Early History	<p><u>Explore 1: Research - Putting the Pieces Together</u> Students will be working within expert groups to research one topic within the solar nebula theory. Students will present their research to the class and obtain data on topics that they did not research as they listen to other presentations. They will be regrouped and use this collected data to create a complete account of how Earth and the solar system were formed and create a timeline of events.</p> <p><u>Explore 2: Inquiry Investigation - Comparing Craters</u> Students will perform a scientific investigation to show how weathering and erosion have changed the surface evidence of the heavy bombardment period.</p>

- Students will use a model to explain the changes in the makeup of the nucleus of an atom and explain the release of the energy. Groups pick fission, fusion, alpha, beta, gamma – explain model to class.
- Students will develop models of seafloor spreading.

- **Summary of Sample Assignment:** Students will draw a visual model of how convection currents work in the core of the earth. In order for students to draw this model the students will fill a transparent, rectangular tub with water. Two hot cups of water are placed underneath the two ends of the tub and one cold cup of water is placed underneath the middle of the tub. A few drops of red dye are placed inside the tub just above the hot cups and a few drops of blue dye are placed inside the tub just above the cold cup. Students will then observe the convection currents. After drawing their models the students will make claims on how they think convection currents impact the theory of plate tectonics.

Unit Lab Activities-

Students will be working within expert groups to research one topic within the solar nebula theory. Students will present their research to the class and obtain data on topics that they did not research as they listen to other presentations. They will be regrouped and use this collected data to create a complete account of how Earth and the solar system were formed and create a timeline of events.

Suggested Assessment

Claim-Evidence- Reasoning

Scenario

"Scientists on a diving expedition collected a set of rock samples from the shore of the continent to a divergent (or convergent) plate boundary 100 m offshore." Scientists on a diving expedition collected rock samples at a plate boundary 10 km offshore between the ocean and a continent. Upon analysis of the rock collection, the rocks were found to be of differing ages. How can the rock be of different ages? How can this be possible if the rocks all came from the same collection area?

Prompt

Write a scientific explanation that justifies why continental and oceanic rocks are different ages. Make sure to include a rebuttal in your answer.

Segment 5: Waves and Electromagnetic Radiation

Students make mathematical models of waves and apply them to seismic waves traveling through the Earth. They obtain and communicate information about other interactions between waves and matter with a particular focus on electromagnetic waves. They obtain, evaluate, and communicate information about health hazards associated with electromagnetic waves. They use models of wave behavior to explain information transfer using waves and the wave-particle duality. Students look at data sets from various satellites and telescopes to demonstrate how knowledge of electromagnetic radiation helps humans to understand their surroundings, whether it be

weather patterns on Earth, the temperature of the Earth, the ages of stars in distant galaxies, or the atmospheric composition of planets in our solar system and beyond.

Segment Guiding Questions:

- How do we know what is inside the Earth?
- Why do people get sunburned by UV light?
- How can we transmit information over wires and wirelessly?
- How is music created and transmitted?

Standards Addressed

HS-PS4-1 Use mathematical representations to support a claim regarding relationships among the frequency, wavelength, and speed of waves traveling in various media.

HS-PS4-2 Evaluate questions about the advantages of using a digital transmission and storage of information.

HS-PS4-3 Evaluate the claims, evidence, and reasoning behind the idea that electromagnetic radiation can be described either by a wave model or a particle model, and that for some situations one model is more useful than the other.

HS-PS4-4 Evaluate the validity and reliability of claims in published materials of the effects that different frequencies of electromagnetic radiation have when absorbed by matter.

HS-PS4-5 Communicate technical information about how some technological devices use the principles of wave behavior and wave interactions with matter to transmit and capture information and energy.

HS-ESS2-1 Develop a model to illustrate how Earth's internal and surface processes operate at different spatial and temporal scales to form continental and ocean-floor features.

Instructional Objectives

Students will be able to answer the following questions:

Scope	Driving Questions
Waves, Matter and the Earth	<ul style="list-style-type: none">• What is the relationship between the wavelength, frequency, and the velocity of a wave?

	<ul style="list-style-type: none"> • How can the medium a wave is traveling through affect its behavior? • How can you evaluate the validity and reliability of claims about the effects of radiation on matter? • How are P-waves and S-waves different? • How are seismic waves used to investigate the Earth's interior?
Wave Models	<ul style="list-style-type: none"> • What evidence supports the idea that electromagnetic radiation behaves like a wave? • Why are there two models for the behavior of light: the wave model and the particle model? • How does the photoelectric effect support the idea that light behaves like a particle?
Waves used in Technology	<ul style="list-style-type: none"> • How can the behaviors of waves and their interaction with matter be used in technology? • What is photoelectric effect, and how is it useful to society through technology? • What are the advantages and disadvantages of digital transmission and data storage?

Suggested Activities

Scope	Activity
Waves, Matter and the Earth	<p><u>Explore 1: Wave Relationships</u> Students will use long slinkys to observe wave pulses, wave interference, transverse waves, longitudinal waves, wave speed, and standing waves.</p> <p><u>Explore 2: Waves in Different Media</u> Students will observe wave properties of transverse and longitudinal waves in different media.</p> <p><u>Explore 3 - Concern for Cell Phones</u> Students understand that photons associated with different frequencies of electromagnetic waves have different energies, and the damage to living tissue from electromagnetic radiation depends on the energy of the radiation</p> <p><u>Explore 4: Slinky Seismology</u> Students will use a slinky to model the structure and function of seismic waves (S-waves and P-waves) to visualize how they can be used to investigate the layers of Earth.</p>

	<p><u>Explore 5: What Can a Wave Really Tell Us?</u> Students will research past natural disasters, work with materials to understand stress and faulting, test ocean waves vs tsunami wave properties, learn about seismic waves, how they affect us, test seismic engineering solutions, and learn about and test mitigation efforts for tsunamis.</p>
Wave Models	<p><u>Explore 1: Does Light Behave Like Waves?</u> Students observe effects such as resonance, interference, diffraction, and photoelectric effect.</p> <p><u>Explore 2: Blackbody Radiation</u> Students do a worksheet on the blackbody radiation by reading, discussing, and writing a worksheet and taking a summative exam.</p> <p><u>Explore 3 - The Photoelectric Effect</u> Students do a worksheet on the photoelectric effect by reading, discussing, and writing a worksheet and taking a summative exam.</p>
Waves used in Technology	<p><u>Explore 1: Uses of Waves</u> Students will locate the epicenter of an earthquake by using the graph of the S and P wave traveling time difference vs. distance from the epicenter. Students then use a compass to draw three circles with the distances of the three cities to the epicenter. Then, the intersection point of these three circles is the epicenter.</p> <p><u>Explore 2: Waves in Technology</u> Students understand that the photovoltaic (solar) cells capture light and convert it to electricity; medical imaging (magnetic resonance imaging (MRI) and X-rays); and communications technology.</p> <p><u>Explore 3 - The Bookless Library</u> Students explore the bookless library by searching the internet for information.</p>

Students make mathematical models of waves and apply them to seismic waves traveling through Earth. They obtain and communicate information about other interactions between waves and matter with a particular focus on electromagnetic waves, and they obtain, evaluate, and communicate information about health hazards associated with electromagnetic waves. Students will use models of wave behavior to explain information transfer, using waves and the wave-particle duality. Using knowledge of waves, students will develop a system to warn populations of possible earthquakes.

Guiding Questions-

- How do we know what is inside Earth?
- Why do people get sunburned by UV light?
- How can we transmit information over wires and wirelessly?

Suggested Activities

- Students will observe wave properties of transverse and longitudinal in different mediums.
- Students will design a musical instrument and determine how wave properties change the output (frequency, amplitude, wavelength) and tune the instrument to a specified frequency so that an orchestra of peers can play a simple 4 note song.
- Students will research past natural disasters, work with materials to understand stress and faulting, test ocean waves vs tsunami wave properties, learn about seismic waves, how they affect us, test seismic engineering solutions, and learn about and test mitigation efforts for tsunamis.

Summary of Sample Assignment: Students will use long slinkys to observe wave pulses, wave interference, transverse waves, longitudinal waves, wave speed, and standing waves. Each group will have to present to the class a minimum of three claims based on their observations using the claim, evidence, reasoning structure.

Unit Lab Activities

In this activity, students will use a Slinky to model the structure and function of seismic waves (S-waves and P-waves) to visualize how they can be used to investigate the layers of Earth.

Suggested Assessment

Claim Evidence Reasoning

Scenario-

Photovoltaic (solar) cells are widely used to convert the Sun's energy into electric current. Absorption of sunlight in a solar cell ultimately results in an electric current created by the movement of loose electrons from the atoms within the solar cell.

Prompt-

Does a photovoltaic device rely, at least in part, on the wave particle theory? State a claim and provide evidence and reasoning to explain whether the photovoltaic (solar) cell is relying on the wave model of light. Please include a rebuttal in your answer.

UNIT VI: Segment 6: Stars and the Origin of the Universe

Students apply their model of nuclear fusion to trace the flow of energy from the Sun’s core to Earth. Students will apply their knowledge of the doppler effect to the concept of redshift and blueshift in astronomy in order to defend a claim about the expansion of our universe. They will use evidence from the spectra of stars and galaxies to determine the composition of stars and construct an explanation of the origin of the Universe.

Segment Guiding Questions:

- How do we know what stars are made of?
- What fuels our Sun? Will it ever run out of fuel?
- Do other stars work the same way as our Sun?
- How do patterns in motion of the stars tell us about the origin of our Universe?

Standards Addressed

HS-ESS1-1 Develop a model based on evidence to illustrate the life span of the Sun and the role of nuclear fusion in the Sun’s core to release energy that eventually reaches Earth in the form of radiation.

HS-ESS1-2 Construct an explanation of the Big Bang theory based on astronomical evidence of light spectra, motion of distant galaxies, and composition of matter in the universe.

HS-ESS1-3 Communicate scientific ideas about the way stars, over their life cycle, produce elements.

Instructional Objectives

Students will be answer the following questions:

Scope	Driving Questions
The Sun	<ul style="list-style-type: none"> • How do the sun’s layers and features affect the type and amount of radiation it produces? • What is the relationship between radiation released from the Sun and events on Earth? • Why does the mass of a star determine its life cycle?

The Big Bang	<ul style="list-style-type: none"> ● How do scientists use a star’s light spectrum and brightness to determine its composition, movement, and distance from Earth? ● What observations make it impossible for scientists to assume that matter and energy are distributed evenly throughout the universe in the Big Bang Theory? ● How does the relationship between the redshift of galaxies and their relative distances and speeds support the Big Bang Theory? ● How does the discovery of the cosmic microwave background radiation support the Big Bang Theory?
Stars & Elements	<ul style="list-style-type: none"> ● What is conserved during the creation of elements by nuclear fusion? ● Why are more massive stars able to create higher-mass elements (up to iron) during fusion compared to average-mass stars? ● How do a star’s temperature, luminosity, and color relate to its life cycle? ● Why is it possible to use the emission spectra of elements to identify the elemental composition of stars? ● How does a star’s brightness relate to its distance from Earth?

Suggested Activities

Scope	Activity
The Sun	<p><u>Explore 1: Solar Composition and Processes</u> <i>Students will do internet research on the composition of the Sun, the process of radiation, the types of radiation emitted from the Sun, how energy is released by the Sun, and how that radiation gets to Earth. Students should recognize the relationship between solar and Earth systems.</i></p> <p><u>Explore 2: Solar Cycles</u> <i>Students will collectively use data to create a model of solar activity based on sunspot numbers since the year 1700. Groups will choose a period of high solar activity and research events on Earth that correlate to the solar activity, demonstrating a relationship between the energy released from the Sun reaching Earth and events on Earth.</i></p> <p><u>Explore 3 - Life Cycle of the Sun</u> <i>Students will perform a kinesthetic model to illustrate the changes that occur in a star during its life cycle. This will be done for both a low- to medium-mass star and a high-mass or a massive star.</i></p>

	<p><i>Students will learn that the lifespan of stars is based primarily on initial mass and that the Sun is a low- to medium-mass star with a 10 billion-year life span. Students will also learn about the hydrogen-to-helium product and how that predicts a star's age.</i></p>
<p>The Big Bang</p>	<p><u>Explore 1: A Stretch of the Imagination</u> <i>Students will model the expansion rate of the galaxies in the universe and construct an explanation based on valid and reliable evidence obtained from various sources.</i></p> <p><u>Explore 2: Cosmic Confetti</u> <i>This activity allows students to look at essentially raw data in order to formulate a working explanation for the big bang theory based on the model they observe.</i></p> <p><u>Explore 3 - Modeling & Calculating Redshift</u> <i>Students will create a human model of the redshift in light peaks from a receding star and the blueshift in light peaks from an approaching star and write a scientific explanation (CER) of this model and its limitations. Hubble's equation will be used to calculate the difference between the emitted light wavelength of a galaxy and the light frequency observed on Earth.</i></p> <p><u>Explore 4 - Cosmic Microwave Background Radiation</u> <i>In this two-part activity, students will interpret statements to support the big bang theory and make a model to explain the source of cosmic microwave background radiation.</i></p>
<p>Stars & Elements</p>	<p><u>Explore 1: Element Smash</u> <i>In nuclear processes, atoms are not conserved, but the total number of protons plus neutrons is conserved. Students will simulate the proton-proton chain reaction, both kinesthetically and using marshmallows, to show how matter cannot be created or destroyed, only moved between systems.</i></p> <p><u>Explore 2: Fusion Fun</u> <i>Students model how elements are created in the cores of high-mass stars by building a clay model and describing the process. Students write a scientific explanation (CER) of the formation of elements and production of energy in this process.</i></p> <p><u>Explore 3 - Star Relationships</u> <i>Students will create a large Hertzsprung-Russell (H-R) diagram on the board and then shade their own smaller version based on data to study the relationships between a star's temperature, luminosity (absolute brightness), and color and how these relate to the star life cycle.</i></p> <p><u>Explore 4 - Star Fingerprints</u> <i>Students view the spectra produced by different known elements and compare the spectra with that of an unknown star to determine the elements present.</i></p>

	<p><u>Explore 5 - Absolute & Apparent</u> <i>Students will measure the absolute brightness (luminosity) and apparent brightness of a light source, then calculate the distances of stars from Earth using apparent brightness and the H-R diagram.</i></p>
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Suggested Assessment

Students create a timeline poster that details exactly how the universe transitioned from a hot soup of atoms to one of stars, galaxies, and planets.



COURSE OF STUDY

FOR

The Living Earth (Biology w/ Earth Science)
QBS260, QBS261

Segment	High School
Length of Course	One Year
Developed by	<i>SCUSD Teacher Committee</i> <i>Aaron Pecho, Science Coordinator</i> <i>Janna Cantwell, Training Specialist</i>
First Edition	<i>Fall, 2020</i>

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

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BIOLOGY: THE LIVING EARTH

SECTION ONE — GENERAL INFORMATION

COURSE DESCRIPTION

Through the lens of the science and engineering practices and the cross-cutting practices identified in the California NGSS, students will study the biological concepts of ecosystems, genetics, evolution and cells to organisms. Standards of Earth and space science such as Earth's history and global climate change will also be used to deepen student understanding of the concepts that are being learned. Students will spend a minimum of 20% of classroom time engaged in hands-on laboratory investigations that support instruction.

RATIONALE

Biology is the study of life, which makes this course one of the most important required subjects. Students who take this class will have a greater understanding of how their bodies' function and will appreciate the outside world in a new way. They will gain experience in scientific practices and theories which will prepare them for the physical sciences of chemistry and physics.

COURSE GOALS

Upon completion of Segment 1 (Ecosystem Interactions and Energy) students will be able to use mathematical and computer models to determine the factors that affect the size and diversity of populations in ecosystems, including the availability of resources and interactions between organisms. In addition, students will be able to answer the following questions:

1. What factors affect the size of populations within an ecosystem?
2. What are common threats to remaining natural ecosystems and biodiversity?
3. How can these threats be reduced?
4. What type of behaviors do animals exhibit that help them survive?

Upon completion of Segment 2 (Earth's Atmosphere) Students will make links between photosynthesis and respiration in organisms and cycles of energy and matter in Earth systems. In addition, they will address the following driving questions:

1. How do living things acquire energy and matter for life?
2. How do organisms store energy?
3. How are photosynthesis and cellular respiration connected?

4. How do organisms use the raw materials they ingest from the environment?
5. How has the cycling of energy and matter changed over Earth's history?
6. How has the interaction and evolution of species impacted Earth and its atmosphere?

Upon completion of Segment 3 (Evidence for Evolution) students will be able to develop a model of how rock layers record evidence of evolution as fossils. Building on their learning from previous grades, they will focus on effectively communicating this evidence and relate it to principles of natural selection. In addition, they will also be able to answer the following questions:

1. How do layers of rock form and how do they contain fossils?
2. Why do we find matching fossils in places all over the world, but different modern organisms in those same places?
3. What evidence shows that different species are related?

Upon completion of Segment 4 (Inheritance of Traits) students will be able to develop explanations about the specific mechanisms that enable parents to pass traits on to their offspring. In addition, they will also be able to answer the following questions:

1. How are characteristics of one generation passed to the next?
2. What allows traits to be transmitted from parents to offspring?
3. How does variation affect a population under selective pressures?

Upon completion of Segment 5 (Structure, Function, and Growth) students will be able to use models to create explanations of how cells use DNA to construct proteins, build biomass, reproduce, and create complex multicellular organisms; they will also investigate how these organisms maintain stability. In addition, they will be able to answer the following questions:

1. What happens if a cell in our body dies?
2. How does the structure of DNA affect how cells look and behave?
3. How do systems work in a multi-celled organism, and what happens if there is a change in the system?
4. How do organisms survive even when there are changes in their environment?

Upon completion of Segment 6 (Ecosystem Stability and the Response to Climate Change) students will be able to use computer models to investigate how Earth's systems respond to changes, including climate change. They will also make specific forecasts and design solutions to mitigate the impacts of these changes on the biosphere. In addition, they will be able to answer the following questions:

1. What affects changes in ecosystems that ultimately affect populations?
2. What are the changes that are happening in the climate, and what effects are those having on life?
3. How are human activities impacting Earth's systems, and how does that affect

- life on Earth?
4. What can humans do to mitigate their negative impact on the environment?

COURSE STANDARDS

LIVING EARTH INSTRUCTIONAL SEGMENT 1: ECOSYSTEM INTERACTIONS AND ENERGY

- **HS-LS2-1** Use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales
- **HS-LS2-2** Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales
- **HS-LS2-4** Use mathematical representations to support claims for the cycling of matter and flow of energy among organisms in an ecosystem
- **HS-LS2-8** Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce

LIVING EARTH INSTRUCTIONAL SEGMENT 2: EARTH'S ATMOSPHERE: PHOTOSYNTHESIS AND RESPIRATION

- **HS-LS1-5** Use a model to illustrate how photosynthesis transforms light energy into stored chemical energy
- **HS-LS1-6** Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/ or other large carbon-based molecules
- **HS-LS1-7** Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed resulting in a net transfer of energy
- **HS-LS2-3** Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions
- **HS-LS2-5** Develop a model to illustrate the role of photosynthesis and cellular respiration in the cycling of carbon among the biosphere, atmosphere, hydrosphere, and geosphere
- **HS-ESS1-6.** Apply scientific reasoning and evidence from ancient Earth materials, meteorites, and other planetary surfaces to construct an account of Earth's formation and early history
- **HS-ESS2-6** Develop a quantitative model to describe the cycling of carbon among the hydrosphere, atmosphere, geosphere, and biosphere
- **HS-ESS2-7** Construct an argument based on evidence about the simultaneous coevolution of Earth's systems and life on Earth
- **HS-ESS3-6** Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity *

LIVING EARTH INSTRUCTIONAL SEGMENT 3: EVIDENCE OF COMMON ANCESTRY AND DIVERSITY

- **HS-LS4-1** Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence

- **HS-LS4-2.** Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment
- **HS-LS4-4.** Construct an explanation based on evidence for how natural selection leads to adaptation of populations
- **HS-LS4-5** Evaluate the evidence supporting claims that changes in environmental conditions may result in: (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species
- **HS-ESS1-5** Evaluate evidence of the past and current movements of continental and oceanic crust and the theory of plate tectonics to explain the ages of crustal rocks
- **HS-ESS2-5** Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes
- **HS-ESS3-1** Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity
- **HS-ESS3-4.** Evaluate or refine a technological solution that reduces impacts of human activities on natural systems *
- **HS-ETS1-3** Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts

LIVING EARTH INSTRUCTIONAL SEGMENT 4: INHERITANCE OF TRAITS

- **HS-LS3-1** Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring
- **HS-LS3-2** Make and defend a claim based on evidence that inheritable genetic variations may result from: (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, and/or (3) mutations caused by environmental factors
- **HS-LS3-3** Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population
- **HS-LS4-2** Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment
- **HS-LS4-3** Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait

LIVING EARTH INSTRUCTIONAL SEGMENT 5: STRUCTURE, FUNCTION, AND GROWTH (FROM CELLS TO ORGANISMS)

- **HS-LS1-1** Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells
- **HS-LS1-2** Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms
- **HS-LS1-3** Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis
- **HS-LS1-4** Use a model to illustrate the role of cellular division (mitosis) and differentiation in producing and maintaining complex organisms

LIVING EARTH INSTRUCTIONAL SEGMENT 6: ECOSYSTEM STABILITY AND THE RESPONSE TO CLIMATE CHANGE

- **HS-LS2-6.** Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem
- **HS-LS2-7.** Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity *
- **HS-LS4-5.** Evaluate the evidence supporting claims that changes in environmental conditions may result in: (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species
- **HS-LS4-6.** Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity *
- **HS-ESS3-5.** Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth systems
- **HS-ESS3-6** Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity
- **HS-ETS1-1** Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants
- **HS-ETS1-2** Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering
- **HS-ETS1-3** Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts
- **HS-ETS1-4** Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem

PLEASE NOTE: Sacramento City Unified School District, in alignment with California state standards, requires sexual health education for all high school students. If no health class exists, the 12 lesson segment on sexual health education is expected to be covered in Biology. Please consult your school site and district personnel for more information.

The district has adopted Advocates for Youth for its Sexual Health Curriculum, all lessons can be found here.

INSTRUCTIONAL MATERIALS

STEMscopes, Accelerate Learning

SUPPLEMENTARY MATERIALS:

[3Rs Sexual Health Education \(CHYA Compliant\)](#)

SUGGESTED AVERAGE TIME FOR COVERING MAJOR UNITS

1. HS The Living Earth: Segment 1: Ecosystem Interactions and Energy- 5 weeks
2. HS The Living Earth: Segment 2: Earth's Atmosphere: Photosynthesis and Respiration- 6 weeks
3. HS The Living Earth: Segment 3: Evidence of Evolution- 5 weeks
4. HS The Living Earth: Segment 4: Inheritance of Traits- 4 weeks
5. HS The Living Earth: Segment 5: Structure, Function, and Growth- 4 weeks
6. HS The Living Earth: Segment 6: Ecosystem Stability and the Response to Climate Change- 4 weeks
7. Sexual Health Education (if no other health class is provided at your school site)- 3 weeks

TEACHER RESOURCES

- Online access to the Teacher Version of the Accelerate Learning STEMscopes Online Platform
- SCUSD Sexual Health Education Curriculum

RECOMMENDED STUDENT RESOURCES

- Online access to the Student Version of the Accelerate Learning STEMscopes Online Platform
- STEMscopedia (Textbook)

SECTION TWO — COURSE UNITS

UNIT I: Ecosystem Interactions and Energy

In this unit, students will use mathematical and computer models to determine the factors that affect the size and diversity of populations in ecosystems, including the availability of resources and interactions between organisms. Individual and group behavior will be analyzed in order to determine the benefits to individual members of a population. Students will apply their knowledge of carrying capacity, animal behavior and

processes that enable matter to cycle and energy to flow in an ecosystem to determine what a species needs for survival.

Standards Addressed

HS-LS2-1 Use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales.

HS-LS2-2 Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales.

HS-LS2-4 Use mathematical representations to support claims for the cycling of matter and flow of energy among organisms in an ecosystem.

HS-LS2-8 Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce.

Significant Connections to California's Environmental Principles and Concepts:

- Principle II: The long-term functioning and health of terrestrial, freshwater, coastal, and marine ecosystems are influenced by their relationships with human societies.
- Principle III: Natural systems proceed through cycles that humans depend upon, benefit from, and can alter.
- Principle IV: The exchange of matter between natural systems and human societies affects the long-term functioning of both.

Instructional Objectives

Students will be able to:

Use mathematical and computer models to determine the factors that affect the size and diversity of populations in ecosystems, including the availability of resources and interactions between organisms. Students are applying their knowledge of carrying capacity, animal behavior, and processes that enable matter to cycle and energy to flow in an ecosystem to determine what a new ecosystem would need in order for a species to survive.

Suggested Activities

Scope #1: Carrying Capacity

Assignment #1 - Explore 1: Factors Affecting Carrying Capacity: Students will be making predictions of whether various factors would increase or decrease the carrying capacity of an ecosystem.

Assignment #2 - Explore 2: Tuva - Hare and Lynx Populations: Students will use a simulation tool to analyze data in order to explain the predator-prey relationship between a lynx and a hare.

Assignment #3 - Explore 4: Ecosystem Resilience: Students will model the effects of a parasitic disturbance on a population to explore how diversity and size can affect the resilience of an ecosystem.

Assignment #4 - Math Connections - Carrying Capacity: The students will create and interpret graphs relating to population growth and competition.

Scope #2: Flow of Matter and Energy in the Ecosystem

Assignment #1 - Explore 2: Food Chain Game: Students will play a game to demonstrate how biomass is impacted as energy is transferred through a food chain.

Assignment #2 - Explore 3: Hunger Games: In this activity, students will use population numbers and a given food web to create a biomass pyramid. Then students will answer a CER on how energy flow and the cycling of matter is impacted by removing a species from an expanded food web.

Scope #3: Animal Behavior and Survival

Assignment #1: Explore 1: Animal Behavior: Students will complete a card sort to distinguish between individual and group behaviors in animals. They will also identify the benefits of each of the behaviors listed.

Assignment #2: Explore 2: Strange Behavior: Students will be provided with an animal behavior that they will have to research in order to make a claim with evidence and reasoning to evaluate how that behavior is beneficial for an individual or group behavior.

Suggested Assessment

Scope #1: Carrying Capacity

- **Claim-Evidence-Reasoning (CER):**

Scenario- The city council of Jacksonville, Montana, is considering turning some of its grassy areas into large ponds. Farmers have argued against this idea, because they are concerned that taking away too much of the grassy areas will hurt the sheep.

Prompt- Write a claim to counter the farmers' argument, using the data above. Make sure to include a rebuttal in your answer.

Scope #2: Flow of Matter and Energy in Ecosystems

- **Open-Ended Response Assessment:** 3 Questions

Scope #3: Animal Behavior and Survival

- **Claim-Evidence-Reasoning (CER):**

Scenario- Many fish live their entire lives with a school of other fish, while a Tasmanian devil lives alone, hunting for prey, such as fish.

Prompt- Write a scientific explanation about how individual and group behavior can affect the survival and reproduction of a species. Make sure to give clear examples in your reasoning.

End of Unit Assessment:

- 3D Interactive Assessment - Ecosystem Interactions and Energy

UNIT II: History of Earth's Atmosphere

(Students will make links between photosynthesis and respiration in organisms and cycles of energy and matter in Earth systems. Students will create models to understand the molecules that form the basis of the living earth. They will discover how this knowledge can be applied to our world to connect the past, the present, and the future. In sum, they will be able to understand the impact of biotic and abiotic factors on the changes in composition of the atmosphere over time by completing activities in photosynthesis, respiration, and the carbon cycles.

Standards Addressed

HS-LS1-5 Use a model to illustrate how photosynthesis transforms light energy into stored chemical energy.

HS-LS1-6 Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon-based molecules.

HS-LS1-7 Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed resulting in a net transfer of energy.

HS-LS2-3 Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions.

HS-LS2-5 Develop a model to illustrate the role of photosynthesis and cellular respiration in the cycling of carbon among the biosphere, atmosphere, hydrosphere, and geosphere.

HS-ESS1-6 Apply scientific reasoning and evidence from ancient Earth materials, meteorites, and other planetary surfaces to construct an account of Earth's formation and early history.

HS-ESS2-6 Develop a quantitative model to describe the cycling of carbon among the hydrosphere, atmosphere, geosphere, and biosphere.

HS-ESS2-7 Construct an argument based on evidence about the simultaneous coevolution of Earth's systems and life on Earth.

HS-ESS3-6 Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity.

Instructional Objectives

Students will be able to:

Students will make links between photosynthesis and respiration in organisms and cycles of energy and matter in Earth systems. They will discover how this knowledge can be applied to our world.

Suggested Activities:

Scope 1: Cellular Energy and the Atmosphere

Assignment #1 Explore 1 - Inputs and Outputs: Cellular Energy

Students will model the chemical equations of photosynthesis and cellular respiration to see how energy and matter are transferred and flow from process to process. They will also explore which process stores and releases energy for use in organisms.

Assignment #2 Explore 2- Elodea and Cellular Energy Investigation

Students will conduct an investigation and will write a CER to explain that plants carry out photosynthesis and cellular respiration.

Assignment #3 Explore 3: Anaerobic Respiration Investigation

Students will design a lab to investigate which variable will produce the most energy in alcohol fermentation.

Scope 2: Carbon and the Earth

Assignment #1 Explore 1: The Carbon Cycle Game

Students model how a carbon atom moves through the carbon cycle. They will also create a storyboard to illustrate the journey their carbon atom took.

Assignment #2 Explore 3: Building Biomolecules

Students will model how lipids, proteins, and nucleic acids are formed from glucose and other substances from the surrounding environment. They will then write a scientific explanation that includes a claim, evidence, and reasoning (CER) to answer the question, "If you lived only on a diet of sugars, could you survive?"

Scope 3: Interaction of Organisms and Earth's Systems

Assignment #1 Explore 1: Making Calcium Carbonate From Carbon Dioxide

Students model the formation of calcium carbonate and make the connection of how feedback systems affect the amount of carbon dioxide in the atmosphere, the amount of carbon available to marine organisms for shell construction, and the acidity of the ocean.

Assignment #2 Explore 2: Origin of Atmospheric Oxygen

Students research the origin of atmospheric oxygen and prepare a group poster that highlights the dynamic changes in our atmosphere from the formation of Earth through today. Afterward, students display posters for a gallery walk and share responses.

Suggested Assessments

Scope 1: Cellular Energy and the Atmosphere

Claim Evidence Reasoning (CER)

Prompt-

A student is testing out different plant foods in the experiment above. Food A contains 70% glucose, while Food B contains 50% glucose. Based on the data, the student concluded that Food B was better, because the plant grew more. Was the student's conclusion accurate?

Scope 2: Carbon and the Earth**Claim Evidence Reasoning (CER)****Prompt-**

The diagram shows how carbon is cycled through the environment. What two processes are most important in maintaining this cycle? Make sure your claim is supported with evidence and reasoning. Include a rebuttal in your response.

Open-ended Response Assessment**Scope 3: Interaction of Organisms and Earth's Systems****Open-ended Response Assessment****End of Unit Assessment****Project Based Learning (PBL): All Systems Go!****UNIT III: Evidence of Evolution**

Students will explain the process of evolution via natural selection. Students will analyze the different types of evidence, such as the fossil record, anatomical structures, DNA sequences and embryology, that support evolutionary theory and show common ancestry of species. They will be able to explain the evolutionary significance of an adaptation. Students will also correlate environmental changes to evolutionary changes, and explain how the contingent nature of evolution is seen in the fossil record. Students will also compare and contrast the genetic and environmental conditions throughout Earth's history that leads to the creation or extinction of species. Students will learn about the environmental factors that can affect biodiversity.

Standards Addressed

HS-LS4-1 Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence.

HS-LS4-2 Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment.

HS-LS4-4 Construct an explanation based on evidence for how natural selection leads to adaptation of populations.

HS-LS4-5 Evaluate the evidence supporting claims that changes in environmental conditions may result in: (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species.

HS-ESS1-5 Evaluate evidence of the past and current movements of continental and oceanic crust and the theory of plate tectonics to explain the ages of crustal rocks.

HS-ESS2-5 Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes.

HS-ESS3-1 Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.

HS-ESS3-4 Evaluate or refine a technological solution that reduces impacts of human activities on natural systems.

Significant Connections to California’s Environmental Principles and Concepts:

- Principle I: The continuation and health of individual human lives and of human communities and societies depend on the health of the natural systems that provide essential goods and ecosystem services.
- Principle II: The long-term functioning and health of terrestrial, freshwater, coastal, and marine ecosystems are influenced by their relationships with human societies.
- Principle III: Natural systems proceed through cycles that humans depend upon, benefit from, and can alter.
- Principle V: Decisions affecting resources and natural systems are complex and involve many factors.

Instructional Objectives

Students will be able to:

Students will explain the process of evolution via natural selection. Students will analyze the different types of evidence, such as the fossil record, anatomical structures, DNA sequences and embryology, that support evolutionary theory and show common ancestry of species. They will be able to explain the evolutionary significance of an adaptation. Students will also correlate environmental changes to evolutionary changes, and explain how the fossils provide evolutionary evidence for life on earth and the status of the environment

Suggested Activities

Scope 1: Evolution and Natural Selection

Assignment #1 Explore 1: Owl and Mouse. Differential survival activity. Students will roleplay a predator and hunt prey with different traits, collecting data about which traits become more common and which traits become less common over time.

Assignment #2 Explore 3: Environmental Influences and Natural Selection.

Students will read about specific changes in a species and are asked to explain the environmental influences that led to those traits changing.

Scope 2: Evidence of Common Ancestry

Assignment #1 Explore 1 Fossil Formation: Students will explore how fossils form and the importance of fossils in determining common ancestry. Students will model fossil formation with a lab activity and compare the anatomical structures of extinct and living organisms.

Assignment #2 Explore 2 Evidence of Common Ancestry Stations: Students will visit various stations to analyze evidence of common ancestry such as including biogeography, anatomical, developmental, and molecular homologies.

Assignment #3 Explore 4 Evidence of Ancestry: Students will research the different types of evidence used to explain an organism's evolutionary history and relatedness.

Scope 3: Biodiversity and the Environment

Assignment #1 Explore 1 Human Settlements: Students research the natural resources that influenced people to settle in certain areas, including some ancient cities and some of the largest cities in the United States.

Assignment #2 Explore 2 The Case of the Disappearing City Students will be given a scenario and data for a city that has suffered some loss of natural resources, change in climate, or natural hazards and will explain what happened to the city in terms of population size, distribution, and migration patterns. **Assignment #3 Math Connections**

- Human Dependence on Earth: Students will be able to use basic mathematical and algebraic skills in order to evaluate a solution to a complex, real-world problem (water availability) based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts.

Suggested Assessments

Scope 1- Natural Selection Assessment: Open Ended Response Students will explain how evolution and natural selection are linked, and what factors influence evolution

Scope 2- Evidence of Common Ancestry Assessment: Open Ended Response

Students will explain how shared structures support common ancestry and interpret a simple phylogenetic tree

Scope 3- Biodiversity and the Environment Assessment: Claim Evidence

Reasoning Students will make a claim about how natural hazards have shaped human history and migration using data.

End of Unit Assessment: Segment 3 Mission Statement: Building a Model -

Students use information gathered in these activities to build a model for how the fossil record forms and demonstrates evidence for evolution. They will use a claim-evidence-reasoning format to describe how their chosen fossil organism evolved and what common ancestors it shares with modern species.

UNIT IV: Inheritance of Traits

Students develop explanations about the specific mechanisms that enable parents to pass traits on to their offspring. They make claims about which processes give rise to variation in deoxyribonucleic acid (DNA) codes and calculate the probability that offspring will inherit traits from their parents. Students will study the specific mechanisms that enable parents to pass traits on to their offspring and will discover how this knowledge can be applied to our world.

Standards Addressed

HS-LS3-1 Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.

HS-LS3-2 Make and defend a claim based on evidence that inheritable genetic variations may result from: (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, and/or (3) mutations caused by environmental factors.

HS-LS3-3 Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population.

HS-LS4-2 Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment.

HS-LS4-3 Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait.

HS-LS4-4 Construct an explanation based on evidence for how natural selection leads to adaptation of populations.

Instructional Objectives

Students will be able to:

Develop explanations about the specific mechanisms that enable parents to pass traits on to their offspring. They make claims about which processes give rise to variation in deoxyribonucleic acid (DNA) codes and calculate the probability that offspring will inherit traits from their parents. Students will study the specific mechanisms that enable parents to pass traits on to their offspring and will discover how this knowledge can be applied to our world.

Suggested Activities

Scope #1: Inheritance of Traits

Assignment #1 - Explore 2: Gene Expression

Using an example of DNA, students will explore how gene expression dictates cell function and how expression can be influenced by environmental factors. Students will explain how genes are affected by environmental factors in different types of animals.

Assignment #2 - Elaborate: TUVA Data Literacy, Amylase Production (Part 1)

Students will use data collected by George Perry and his colleagues to test their hypothesis that production of amylase corresponds to the number of AMY1 gene copies and that a diet rich in starch can favor selection of individuals with increased capacity for producing amylase (i.e., more AMY1 gene copies).

Scope #2: Variations in Traits

Assignment #1 - Explore 1: Gamete Formation

Students will determine the relationship between parent cells and gametes by modeling how gametes have a reduced number of chromosomes.

Assignment #2 - Explore 2: The Big Mix-Up During Meiosis

Students will model how meiosis leads to new genetic combinations and increased genetic variation through crossing-over.

Assignment #3 - Math Connections: Variation in Traits

The students will create a Punnett square to figure out the genotype and phenotype of offspring and will calculate the genotypic and phenotypic ratios from the chart.

Scope #3: Natural Selection and Traits

Assignment #1 - Explore 1: Genetic Variation

Students will examine the process of natural selection by analyzing the peppered moth populations before and after the Industrial Revolution in England. **Assignment #2 -**

Explore 2: Sickle Cell and Malaria

In this investigation, students will explore how natural selection can change the allele frequencies of the distribution of the sickle cell trait in humans. Students will complete the investigation by analyzing how mutations such as the sickle cell mutation may contribute to evolution.

Assignment #3 - TUVA: Data Literacy - World Wildlife Populations

Students manipulate the TUVA data graphs to visualize the effect of natural selection on populations of wildlife around the world.

Suggested Assessment

Scope #1: Inheritance of Traits

- **Open-Ended Response Assessment:** 3 Questions

Scope #2: Variation in Traits

- **Open-Ended Response Assessment:** 3 Questions

Scope #3: Natural Selection and Traits

- **Claim-Evidence-Reasoning (CER)**

Peter and Rosemary Grant finch data scenario for beak depth and rainfall

End of Unit Assessment:

- 3D Interactive Assessment - Inheritance of Traits

UNIT V: Structure, Function and Growth

Students will use models to create explanations of how the function of a cell is dependent upon DNA; which codes for proteins that ultimately: build biomass, facilitate reproduction, and create complex singular as well as multicellular organisms. Furthermore, students will investigate how these organisms maintain stability (homeostasis) through complex systems involving feedback mechanisms.

Standards Addressed

HS-LS1-1 Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells.

HS-LS1-2 Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.

HS-LS1-3 Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.

HS-LS1-4 Use a model to illustrate the role of cellular division (mitosis) and differentiation in producing and maintaining complex organisms.

Instructional Objectives

Students will be able to:

Students will use models to create explanations of how the function and structure of a cell is dependent upon DNA; which codes for proteins that ultimately: build biomass, facilitate reproduction, and create complex singular, as well as multicellular organisms. Students will be able to identify DNA, genes, and chromosomes and describe how they are related to each other by their function. Furthermore, students will investigate how these organisms maintain stability (homeostasis) through complex systems involving feedback mechanisms.

Suggested Activities

Scope #1: Cell Division and Complex Organisms

Assignment #1 Engage: Accessing Prior Knowledge

Students will use a copy of cell division to differentiate between Meiosis and Mitosis using a Venn diagram.

Assignment #2 Explore: When is the Cell Dividing? Students will construct a line graph of the amount of DNA during the cell cycle. Next, using the graph they constructed, they will draw a comic strip illustrating what happens to a cell during the cell cycle. Then, they will write a scientific explanation that includes a claim, evidence, and reasoning (CER) to answer the question, “Which frame of your comic strip represents the cell dividing?”

Scope #2: DNA to Proteins:

Assignment #1 Explore 1: Components of DNA.

Students will construct a model of DNA using puzzle pieces and will identify the various components (sugar backbone, nucleotides (nitrogenous base pairs), phosphate group, and hydrogen bonds).

Assignment #2 Explore 2: Make Me a Sandwich.

Students will do an activity using the metaphor of sending a friend out to get a sandwich and relate it to how RNA codes and builds proteins.

Scope #3: Systems and Homeostasis

Assignment #1 Explore 1: 3-D Body System.

Students will create a 3-D model of an organ system. This model will allow for the development and organization of the organ system from the macroscopic to the microscopic level, including structure and function.

Assignment #2 Explore 4: Homeostasis in Plants.

Students will use inquiry to investigate homeostasis in plants. They will design, plan and carry out an investigation with guidance from the instructor.

Suggested Assessment

Scope #1: Cell Division and Complex Organisms

Claim Evidence Reasoning (CER)

Students look at the data and write a claim as to how the changes illustrated above occur. Students should write a CER that begins with a claim like The original cell in this illustration goes through mitosis to create two identical daughter cells that, along with genetic instructions, differentiate into different specialized cells.

Scope #2: DNA to Proteins

Open ended Response: 3 questions

Scope #3: Systems and Homeostasis

Claim Evidence Reasoning

Students will look at two different scenarios and write a scientific explanation for each; explaining what the body needs to regulate to reach homeostasis.

End of Unit Assessment

Students use models to create explanations of how cells use DNA to construct proteins, build biomass, reproduce, and create complex multicellular organisms. They investigate how these organisms maintain stability.

Unit VI: Ecosystem Stability & the Response to Climate Change

Students use computer models to investigate how Earth's systems respond to changes, including climate change. Students will analyze the effects that human activities have on the environment and biodiversity. They will make specific forecasts and design solutions to mitigate the impacts of these changes on the biosphere.

Standards Addressed

HS-LS2-6 Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem.

HS-LS2-7 Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.

HS-LS4-5 Evaluate the evidence supporting claims that changes in environmental conditions may result in: (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species.

HS-LS4-6 Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity.

HS-ESS3-5 Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth systems.

HS-ESS3-6 Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity.

Significant Connections to California’s Environmental Principles and Concepts:

- Principle I: The continuation and health of individual human lives and of human communities and societies depend on the health of the natural systems that provide essential goods and ecosystem services.
- Principle II: The long-term functioning and health of terrestrial, freshwater, coastal, and marine ecosystems are influenced by their relationships with human societies.
- Principle III: Natural systems proceed through cycles that humans depend upon, benefit from, and can alter.
- Principle V: Decisions affecting resources and natural systems are complex and involve many factors.

Instructional Objectives

Students will be able to:

Students use computer models to investigate how Earth’s systems respond to changes, including climate change. They make specific forecasts and design solutions to mitigate the impacts of these changes on the biosphere.

Suggested Activities:

Scope 1: Human Impacts on Ecosystems

Assignment #1 Explore 1: Are We Destroying the Planet?

Students will be exploring ways humans are impacting Earth. They will create a PSA to share with the class.

Assignment #2 Explore 4: Modeling the Spheres

Working in pairs, students will use computer simulations to create a computational model of the effect of human-generated carbon dioxide on the relationships between Earth systems. Using mathematical representations, students will communicate the effects of melting permafrost, new vegetative growth, wildfires, and human emissions have on the Earth. The models and mathematical representations will be used to predict changes in Earth's global climate.

Assignment #3 Explore 5: Factors Affecting Biodiversity:

Students will research an assigned ecosystem to determine which factors affect biodiversity the greatest. They will gather and synthesize their research onto a poster board to then present in a gallery walk and take a stance about which factor has the greatest impact on a global scale.

Scope 2: Climate and Ecosystems

Assignment #1 Explore 1: My Climate Forecast

Students will research a chosen topic: greenhouse gases, weather and climate, oceans, snow and ice. They will summarize the geoscience data provided on the website to

make predictions about our climate in the next 20 to 100 years. They will compare their predictions with other groups who researched the same topic and have a discourse with guidance from the instructor.

Assignment #2 Explore 2: Population Dynamics

In this activity, students will be given a scenario (addition of a new species to a community in an ecosystem), and asked to respond with a CER. Students will then be given a data set to evaluate. Using this data, students will then readdress the initial CER.

Assignment #3 Explore 4: What Does the Data Say?

Students will be presented with various types of data about the bee-colony population. They will analyze and interpret the data to make a claim about the causes of the population decline. Students will support their claim with the evidence that they have been provided. Students will share their claim and listen to the claim of other groups in order to make revisions.

Suggested Assessment

Scope 1: Human Impacts on Ecosystem

Claim Evidence Reasoning essay about the impacts of farmland and how to mitigate its impact on biodiversity.

Scope 2: Climate and Ecosystems

Open ended response Assessment: 3 questions

End of Unit Assessment

3-D Interactive Assessment: Ecosystem Stability and the Response to Climate Change



COURSE OF STUDY

FOR

**Chemistry in the Earth System (Chemistry w/ Earth Science)
QCS300, QCS301**

Segment	High School
Length of Course	One Year
Developed by	<i>SCUSD Teacher Committee Aaron Pecho, Science Coordinator Janna Cantwell, Training Specialist</i>
First Edition	<i>Fall 2020</i>

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

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CHEMISTRY IN THE EARTH SYSTEM

SECTION ONE — GENERAL INFORMATION

COURSE DESCRIPTION

Chemistry in the Earth System is a two semester, lab-based course that addresses the Next Generation Science Standards and is guided by the California Science Framework's High School 3-Course Model. It is a hands-on, inquiry based course, where students will explore chemical and earth science concepts through rigorous investigations. The chemical and earth science performance expectations are taught in an integrated manner to help students build deeper comprehension and correlate how chemical processes and Earth processes are interdependent. This course starts with an introductory segment on lab safety, followed by five instructional segments that are each centered around a real world phenomenon. Students learn by asking and answering essential questions about these phenomena. Concepts build on each other and are revisited throughout the course to build a deeper understanding of chemistry and earth processes.

This course meets the SCUSD high school graduation requirement for a physical science course and counts as a University of California A-G Lab Science course.

RATIONALE

Science is a continuing search for the truth in our highly developed and technologically advanced society. Any living organism must be considered to be a complex chemical system and part of our environment. To understand how life affects and is affected by our physical environment (the earth and its systems), we must have a basic understanding of Chemistry.

COURSE GOALS

Upon completion of this course, students will be able to demonstrate mastery of the relevant Next Generation Science Standards.

COURSE STANDARDS

UNIT 1 - SEGMENT 1: COMBUSTION, HEAT AND ENERGY IN THE EARTH SYSTEM

HS-PS1-3. Plan and conduct an investigation to gather evidence to compare the structure of substances at the bulk scale to infer the strength of electrical forces between particles.

HS-PS1-4. Develop a model to illustrate that the release or absorption of energy from a chemical reaction system depends upon the changes in total bond energy.

HS-PS1-7. Use mathematical representations to support the claim that atoms, and therefore mass, are conserved during a chemical reaction.

HS-PS3-1. Create a computational model to calculate the change in the energy of one component in a system when the change in energy of the other component(s) and energy flows in and out of the system are known.

HS-PS3-2. Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as a combination of energy associated with the motions of particles (objects) and energy associated with the relative position of particles (objects).

HS-PS3-4. Plan and conduct an investigation to provide evidence that the transfer of thermal energy when two components of different temperatures are combined within a closed system results in a more uniform energy distribution among the components in the system (second law of thermodynamics).

HS-ETS1-4. Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem.

HS-ESS2-3. Develop a model based on evidence of Earth's interior to describe the cycling of matter by thermal convection.

UNIT 2 - SEGMENT 2: ATOMS, ELEMENTS, AND MOLECULES

HS-PS1-1. Use the periodic table as a model to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms.

HS-PS1-2. Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties.

HS-PS1-3. Plan and conduct an investigation to gather evidence to compare the structure of substances at the bulk scale to infer the strength of electrical forces between particles.

HS-PS1-7. Use mathematical representations to support the claim that atoms, and therefore mass, are conserved during a chemical reaction.

HS-PS2-4. Use mathematical representations of Newton's Law of Gravitation and Coulomb's Law to describe and predict the gravitational and electrostatic forces between objects.

HS-PS3-5. Develop and use a model of two objects interacting through electric or magnetic fields to illustrate the forces between objects and the changes in energy of the objects due to the interaction.

UNIT 3 - SEGMENT 3: CHEMICAL REACTIONS

HS-PS1-2. Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties.

HS-PS1-3. Plan and conduct an investigation to gather evidence to compare the structure of substances at the bulk scale to infer the strength of electrical forces between particles.

HS-PS1-4. Develop a model to illustrate that the release or absorption of energy from a chemical reaction system depends upon the changes in total bond energy.

HS-PS1-5. Apply scientific principles and evidence to provide an explanation about the effects of changing the temperature or concentration of the reacting particles on the rate at which a reaction occurs.

HS-PS1-7. Use mathematical representations to support the claim that atoms, and therefore mass, are conserved during a chemical reaction.

HS-PS2-4. Use mathematical representations of Newton's Law of Gravitation and Coulomb's Law to describe and predict the gravitational and electrostatic forces between objects.

HS-PS3-5. Develop and use a model of two objects interacting through electric or magnetic fields to illustrate the forces between objects and the changes in energy of the objects due to the interaction.

UNIT 4 - SEGMENT 4: CHEMISTRY OF CLIMATE CHANGE

HS-ESS2-2. Analyze geoscience data to make the claim that one change to Earth's surface can create feedback that causes changes to other Earth systems.

HS-ESS2-4. Use a model to describe how variations in the flow of energy into and out of Earth's systems result in changes in climate.

HS-ESS2-6. Develop a quantitative model to describe the cycling of carbon among the hydrosphere, atmosphere, geosphere, and biosphere.

HS-ESS3-2. Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios *

HS-ESS3-5. Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth systems.

HS-ESS3-6. Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity

UNIT 5 - SEGMENT 5: THE DYNAMICS OF CHEMICAL REACTIONS AND OCEAN ACIDIFICATION

HS-PS1-5. Apply scientific principles and evidence to provide an explanation about the effects of changing the temperature or concentration of the reacting particles on the rate at which a reaction occurs.

HS-PS1-6. Refine the design of a chemical system by specifying a change in conditions that would produce increased amounts of products at equilibrium *.

HS-PS1-7. Use mathematical representations to support the claim that atoms, and therefore mass, are conserved during a chemical reaction.

HS-ESS2-2. Analyze geoscience data to make the claim that one change to Earth's surface can create feedbacks that cause changes to other Earth systems

HS-ESS2-6. Develop a quantitative model to describe the cycling of carbon among the hydrosphere, atmosphere, geosphere, and biosphere

INSTRUCTIONAL MATERIALS

Moore, Christopher, Wysession, Michael, Lutes, Bryn. *Experience Chemistry in the Earth System*. Boston, MA; Pearson. 2021.

SUGGESTED AVERAGE TIME FOR COVERING MAJOR UNITS

- UNIT 0: CHEMICAL SAFETY (~4 class periods*)
- SEGMENT 1: COMBUSTION and HEAT AND ENERGY IN THE EARTH SYSTEM (~23 class periods total)
- SEGMENT 2: ATOMS, ELEMENTS, AND MOLECULES (~33 class periods)
- SEGMENT 3: CHEMICAL REACTIONS (~54 class periods)
- SEGMENT 4: CHEMISTRY OF CLIMATE CHANGE (~32 class periods)
- SEGMENT 5: THE DYNAMICS OF CHEMICAL REACTIONS AND OCEAN ACIDIFICATION (~32 class periods)

* Assuming 178 class periods of 55 minutes each class.

TEACHER RESOURCES

Teacher guide for *Chemistry in the Earth System Volume 1* (covers Instructional Segments 1,2, and 3). *Volume 2* (covers Instructional Segments 4 and 5)

California Science Safety Handbook

English Language Development Standards NGSS Correlation (pages T98-T105)

FLINN SCIENTIFIC ([HTTPS://WWW.FLINNSCI.COM/](https://www.flinnsci.com/))

<https://thewonderofscience.com/>

California Education and Environment Initiative Science Curriculum Bank - "E" Units

California Department of Education NGSS Resources and Instructional Materials

CA Science Framework Description (Chemistry in the Earth System)

California Science Framework Chapter 7 Chemistry in the Earth System

RECOMMENDED STUDENT RESOURCES

BOZEMAN SCIENCE ([HTTP://WWW.BOZEMANSCIENCE.COM/](http://www.bozemanscience.com/))

BRIGHTSTORM SCIENCE ([HTTPS://WWW.BRIGHTSTORM.COM/SCIENCE/CHEMISTRY/](https://www.brightstorm.com/science/chemistry/))

CRASH COURSE CHEMISTRY

([HTTPS://WWW.YOUTUBE.COM/PLAYLIST?LIST=PL8dPUUALJXtPHzzYUWy6fYEAX9mQQ8oGR](https://www.youtube.com/playlist?list=PL8dPUUALJXtPHzzYUWy6fYEAX9mQQ8oGR))

ISAACS TEACH ([HTTPS://WWW.YOUTUBE.COM/USER/ISAACSTEACH](https://www.youtube.com/user/isaacsTeach))

PHET SIMULATIONS: [HTTPS://PHET.COLORADO.EDU/](https://phet.colorado.edu/)

SECTION TWO — COURSE UNITS

UNIT 0: Safety in the chemical laboratory

The students enrolled in this course will, by necessity, be handling dangerous chemicals as they conduct the various laboratory activities/experiments in this course. It is necessary that all safety precautions involved in using such chemicals be observed. It is essential, therefore, that the class size not exceed the number of laboratory stations available to the students. Each laboratory must be equipped with a proper fire extinguisher; fire blankets, safety shower, and eye wash stations. Each laboratory must have a fume hood and be so ventilated that the students will not be exposed to noxious gases that are generated in some of the laboratory experiments. All students should be equipped with OSHA approved eye protection, aprons and gloves when necessary for the various experiments. Each laboratory classroom should have a goggle sterilization cabinet to sterilize goggles in between class periods of students.

Teachers should be cautious not to exceed the suggested capacity of the room if laboratory activities are to be a regular part of the science courses to be taught there. Should overcrowding result from errors in scheduling, or due to administrative oversight, it is important that the teacher notify the principal, in writing, of the safety hazard that has been created. If the room is seriously overcrowded, the teacher should suspend laboratory activities until the problem has been corrected.

Additional recommendations with regards to laboratory safety:

1. All facilities should conform to federal, state, and local laws and guidelines as they pertain to the safety of students and instructors. Instructors should consult the California Science Safety Handbook for any questions regarding safety.
2. Chemistry students should not carry out laboratory experiments and demonstrations if they could expose the students to risks or hazards that are inappropriate for learning in the instructional sequence (e.g., explosion experiments that do not have any learning objective).
3. Students should be fully informed of potential laboratory hazards relating to chemicals and apparatus before performing specific experiments. Students themselves should research needed safety information in advance by using an SDS (Safety Data Sheet) database (FLINNSCI.COM/SDS). A hard copy of all SDS should be kept in the classroom for student and instructor use. SDS health and safety information should be a mandatory part of each student's lab write-up.
4. Storage and disposal of hazardous chemicals must always be done in accordance with local regulations and policies. As far as possible, the students as well as the instructor should know what these regulations are. An annual chemical inventory should be completed by the chemistry instructors at each site; a copy of which should be provided to the plant manager, the science department, school administration, and the

district safety/chemical hygiene officer. The district and site chemical hygiene officer should keep in regular contact with all classroom chemistry instructors to keep them abreast of hazardous chemical pick-up and disposal *information*.

A successful Chemistry laboratory program will instill in each student a true, lifelong "safety sense" that will ensure their safe transition into more advanced laboratory work in college or university laboratories or into the industrial workplace environment.

Students will be knowledgeable about and be able to carry out the following safety procedures:

- simple first aid for cuts, thermal and chemical burns;
- use of safety goggles, eye washes, safety showers, fire blankets, and fire extinguishers;
- safe handling of glassware, hot plates, burners and other heating devices, and electrical equipment;
- proper interpretation of SDS and hazard warning labels; and
- proper use and reuse practices (including proper labeling of interim containers) for reagent bottles.

Standards addressed

The American Chemical Society ([Chemical Science Safety in the Classroom](#))

- Chemical Safety for Teachers and Their Supervisors
- Guidelines and Recommendations for the Teaching of High School Chemistry
- Chemical Health & Safety Resources

California Science Safety Handbook

OSHA: <https://www.osha.gov/laws-regs/regulations/standardnumber>

Instructional Objectives

Students will be able to determine which safety procedures are relevant for each laboratory activity and successfully implement their use to maintain the health and safety of themselves, their peers and their instructor.

Suggested Activities

- Safety lab - rotating stations demonstrating various safety techniques, procedures and "dangers"
- Students and their parents/guardians will be required to sign a safety contract before being allowed to participate in laboratory activities.
- Watch safety videos: Pearson Realize has a series of 8 Flinn safety videos provided in the Lab Resource Center available online.
 1. [Introduction to Laboratory Safety](#)
 2. [Prelab Safety](#)
 3. [Safety equipment](#)
 4. [Personal Protective Equipment](#)
 5. [Chemical Labels and Safety Data Sheets](#)

6. Responsible Chemical Disposal
7. Common Lab Procedures
8. Exposure Response

Flinn Scientific Safety video for physical sciences is available on youtube:
<https://www.youtube.com/watch?v=HLaOJKD9iDg&t=187s>

A “fun” safety video is “The Accident at Jefferson High” (18:28) available on youtube.
<https://youtu.be/S0QnsJV2d3E>

Other safety videos made by Flinn scientific are available at this link:
https://www.youtube.com/results?search_query=flinn+scientific+safety+video

Teachers should visit <https://labsafety.flinnsci.com/> and create an account to be able to access safety contracts, safety tests and other safety reference materials. Teachers can also follow [this link](#) for quick access to a safety test and safety contract.

To accommodate students with disabilities please refer to state, local and district guidelines. A useful reference is *Teaching Chemistry to Students with Disabilities* Thomas J. Kucera; Editor published by the American Chemical Society. August 1993 (3rd edition). ISBN 0-8412-2734-9

Suggested Assessment

Students will be required to demonstrate understanding of laboratory safety - this could include but is not limited to a safety test. Students should be given the opportunity to retake the test as many times as necessary to achieve a perfect score; safety is not optional. The assessment should also include a “map of the laboratory classroom” requiring students to pinpoint the location of all safety equipment to include eye washes, safety showers, goggle sterilization cabinet(s), safety blanket, first aid kit, fire extinguisher(s), chemical waste containers and all exits.

UNIT 1 - Segment 1: Combustion, Heat, and Energy in the Earth System

In this instructional segment, students are introduced to the concept of energy as it relates to chemistry and earth science. They explore energy in its different forms, how it can be measured and how it can be converted from one form to another. They investigate combustion reactions, geothermal energy as a way to produce electricity and heat transfer as it relates to processes at work in the earth's atmosphere, surface and interior.

Standards Addressed

HS-PS1-3
HS-PS1-4
HS-PS1-7
HS-PS3-1
HS-PS3-2
HS-PS3-4
HS-ETS1-4
HS-ESS2-3

Instructional Objectives

Students will be able to answer the following **essential questions** via the corresponding *competencies*:

Why are wildfires so difficult to extinguish?

1. *Students will identify factors that sustain a combustion reaction.*
2. *Students will identify products of combustion reactions and how mass is conserved even when it does not appear to be.*
3. *Students will draw connections between wildfires and natural gas fires.*
4. *Students will make a connection between the chemical energy stored in fuel and in food.*

How does California get electricity from geothermal energy?

5. *Students will identify the various forms that energy can take including kinetic, potential, chemical, thermal, electromagnetic, electrical and mechanical.*
6. *Students will describe the sequence of energy transformations that take place as thermal energy into electrical energy*

Why are there so many volcanoes in California?

7. *Students will use the principles of plate tectonics and understanding of the layers of the Earth's interior to explain the phenomena of volcanoes.*
8. *Students will identify and describe methods of heat transfer including conduction, convection and radiation*

Suggested Activities

For the purposes of designating useful information about the assignments, a coded label system is used. This system will be used throughout all of the different units.

[+] - This activity is designated by the Pearson teacher's manual as an additional, more in depth, optional assignment.

[★]- This activity is part of the core experiences set of labs kit or the performance assessments kit where Flinn lab materials are provided by the district.

[#] - This activity is not provided as part of the core experiences but utilizes materials that are commonly found or easily accessible in most chemistry lab classrooms.

Some labs have specific information pertaining to teaching students with special needs, struggling students, ELD students, and advanced students. These will be noted with the following superscript numbers:

[1] - This activity provides support for teaching students with special needs.

[2] - This activity provides support for teaching students who are struggling.

[3] - This activity provides support for teaching students who are advanced.

[4] - This activity provides support for teaching students who are developing their English skills.

Key Assignments may include:

Problem Based Learning/Web Research

- Coal Fire at the Seam +

Authentic Readings/Worksheets

- Learn More About Wildfires Reading/Learn More About Wildfires Worksheet +
- Supercharged geothermal energy could power the planet/Worksheet +

Labs

- Energy Densities of Organic Fuels ★
- Measure Energy Flow in Chemical Reactions ★
- Matter Transformation in Combustion #
- Introduction to Electromagnetism
- Thermal Energy and Heat Transfer ★,[4]
- Evaluate the Thermal Equilibrium of Metals #
- Observe Convection Currents #
- Rise and Fall of Pangaea ★

Computer Simulations

- Virtual Lab: Conservation of Mass During Combustion +
- Virtual Lab: Measuring Energy in Food +
- PhET Interactive Simulation: Energy Forms and Changes
- Virtual Lab: Measuring Heat Conduction +

Analyzing Data

- Analyze Food Labels for Energy Content +
- Pendulums and the Conservations of Energy +,[2],[3]
- Assess California's Energy Supply +,[2],[3]
- Compare the Efficiency of Light Bulbs +
- Compare Heat Capacities +,[2],[3],[4]
- Evidence from Earthquakes [2],[3]

- Tracking Plate Movement +

Modeling Activities

- Model Chemical Potential Energy [4]
- Model Examples of Energy Flow [4]
- Model Energy Transfer and Conservation (Geysers)
- Modeling Energy in Different Forms [1],[2]
- Model Environmental Convection
- Convection in the Mantle [2],[3],[4]

Engineering Design Challenge

- Energy Efficient Cookware +,[4]
- Conservation of Mass in Chemical Reactions +
- Build a Basic Generator +

CERs

- Discuss Changes in a Burning Log [1],[3]
- How to Boil Water
- Pitch Drop Experiment [2],[3],[4]

Writing About Science/Other Activities

- Physical Properties as Design Criteria +
- Modes of Heat Transfer
- Why do rocks melt under the ocean? [1],[2],[3]

Suggested Assessments

- 3D Assessment: Combustion-Matter, Energy, and Change
- Performance Based Assessment - Measuring the Energy in Combustion Reactions ★,[2],[3]
- 3D Assessment: Energy Transfer and Conservation
- Performance Based Assessment - Electricity and Wind Energy ★,[1],[3]
- 3D Assessment: Earth's Interior
- Performance Based Assessment - Investigate the Rock Cycle ★,[1],[2],[3]
- Pencil and paper teacher generated assessments

UNIT 2 - Segment 2: Atoms, Elements and Molecules

In this instructional segment, students explore electron energy levels, atomic orbitals, and electron configurations. They discover patterns in the periodic table and connect that to properties of the elements in the table. Students investigate different types of chemical bonds. They explore intermolecular forces and attractions between molecules.

Standards Addressed

HS-PS1-1
HS-PS1-2
HS-PS1-3
HS-PS1-7
HS-PS2-4
HS-PS3-5

Instructional Objectives

Students will be able to answer the following **essential questions** via the corresponding *competencies*:

What causes the colors in a fireworks display?

1. *Students relate the properties of atoms to the differences in mineral properties, and the atomic emission spectra of elements to light emitted by fireworks.*

Why are elements in pure form so rare?

2. *Students explain periodic trends of elements in relation to the differences in minerals.*

Why do gems have different properties than metals?

3. *Students explain how differences in bonding produce differences in properties of gems and metals and apply the knowledge to explain how minerals are distinguished from one another.*

Suggested Activities

Key Assignments may include:

Problem Based Learning/We Research

- Minerals, Crystals and Gemstones +,[1],[2]

Authentic Readings/Worksheets

- Firework Color Chemistry
- Meet 115: THE Newest Element on the Periodic Table +

Labs

- Flame Lab
- Bean Bag Isotopes
- Evaluate Atomic Spectra (Atomic Spectra Lab)
- Evaluate the Bohr model of the atom
- Model Electron Configuration★

- Develop a Periodic Table★
- Elements, Metals, Nonmetals and Metalloids
- Periodic Trends and Properties [1],[3]
- Characteristics of Ionic Bonds★,[4]
- Investigate Metallic Bonds
- Investigate Covalent Bonds★
- Intermolecular Forces
- Chemical Names and Formulas★
- Dehydrate Copper Sulfate Pentahydrate
- Comparing and contrasting mineral families (gem variations)

Computer Simulations

- Build an Atom - PhET Simulation
- Isotopes and Atomic Mass - PhET Simulation
- Rutherford Scattering - PhET Simulation
- The Quantum Mechanical Model and Atomic Orbitals +
- Ions and Electroplating +
- Predict Reactivity Using Periodic Trends +,[2],[3]
- Coulomb's Law - PhET Simulation
- Molecule Polarity - PhET Simulation
- Molecule Shapes - PhET Simulation
- Intermolecular Forces in Liquids +
- Atomic Interactions - PhET Simulation

Analyzing Data

- Explore Atomic Particles +
- Intensive and Extensive Properties +
- Explore Bohr Model Patterns +
- Patterns in Electron Configurations +
- Graphing Periodic Properties +,[1],[4]
- Size, Trends and Shielding Effect +,[2],[3]
- Patterns in Melting Points of Metals +
- Calculate Bond Polarity +
- Investigate Molecule Polarity +,[2],[3]
- Infer Rules for Naming Compounds +,[1],[2]
- Infer Rules for Naming Acids +

Modeling Activities

- Model Isotopes [2],[3],[4]
- Modeling Atomic Structure
- Modeling Electron Configurations [1],[2]
- Electron Dot Structures for Ionic Compounds [2],[3]
- Electron Dot Structures for Molecular Substances

Engineering Design Challenge

- Build a spectroscope from household materials +,[1]

- Growing Crystals in Gels +,[1],[2]
- Evaluate Metals for a Commercial Application +, [1],[2],[3]

CERs

- Emission Spectra of Elements [2],[3],[4]
- The Periodic Table
- Evaluate Atomic Models [1],[3]
- Periodic Trends [1],[2],[3]
- Electron Configuration and Element Properties [2],[3],[4]
- Effective Nuclear Charge and Electron Shielding [4]
- Chemical Bonding
- Compare Metallic and Ionic Substances [1],[2],[3],[4]
- Compare Molecular Compound Properties [1],[3],[4]
- Comparing Compound Nomenclatures

Writing about Science/Other Activities

- The History of Atomic Models +
- Properties of Atoms: Size vs Mass +
- Reflect on Periodic Trends +
- Describe Ionic Bonding and Properties +
- Water's Behavior on Earth +,[2],[3]

Suggested Assessments

- 3D Assessment Atomic Spectra
- *Performance Based Assessment* Evaluate Atomic Structure with Flame Tests ★,[1]
- 3D Assessment The Periodic Table
- *Performance Based Assessment* Gravimetric Analysis of Periodic Trends ★,+,[1],[3]
- 3D Assessment Chemical Bonding
- *Performance Based Assessment* Qualitative Analysis and Chemical Bonding ★,[3]
- Pencil and paper teacher generated assessments

UNIT 3 - Segment 3: Understanding Chemical Reactions

In this instructional segment, students explore states of matter and phase changes. They investigate molar relationships and calculate percent composition of compounds. Students analyze different types of chemical reactions as they balance chemical equations. They complete chemical calculations on moles, mass, and volume. They explore energy in chemical bonds and analyze enthalpy in changes of state.

Standards Addressed

HS-PS1-2

HS-PS1-3

HS-PS1-4

HS-PS1-5

HS-PS1-7

HS-PS2-4

HS-PS3-5

Instructional Objectives

Students will be able to answer the following **essential questions** via the corresponding *competencies*:

How do we design materials for a specific function?

1. *Students identify properties of different states of matter and use this to better produce materials and foods.*

Why do we quantify matter in different ways?

2. *Students use their knowledge of molar and mass relationships to explain how to quantify different types of matter and to apply these calculations to producing better foods.*

How is energy obtained from chemical reactions?

3. *Students explain how energy is obtained from chemical reactions using knowledge of the different types of reactions. They apply this knowledge while explaining chemical reactions in food and how to produce better foods.*

What can make a recipe fail?

4. *Students apply knowledge of limiting and excess reagents to explain why a recipe fails. They also explain limiting and excess ingredients in foods.*

Why do you get hot when you exercise?

5. *Students use knowledge of system enthalpy to explain why we get hot when we exercise. They further apply this to enthalpy of foods and how to change it.*

Suggested Activities

Problem Based Learning/We Research

- The Chemistry of cooking and the properties of baked goods +

Authentic Readings/Worksheets

- Charging Ahead the Future of Batteries +
- Antarctica's Blood Red Waterfall +

Labs

- Correlate Material Properties and Bond Type
- Measure the Energy of a Phase Change ★
- Melt Ionic and Covalent Compounds ★
- Modeling Metals, Ceramics and Polymers
- Investigate Surface Tension
- Aqueous Solutions ★
- Describe Small Scale Matter Using the Mole ★
- Mole Ratios ★
- Determine an Empirical Formula ★
- Preparation of Solutions
- Evaluate Chemical Reactions ★
- Types of Chemical Reactions ★
- Predict Chemical Reactions [1]
- Identify Unknowns Through Stoichiometry
- Determination of Reaction Output ★
- Formation of Barium Iodate
- The Thermodynamics of Hand warmers ★,[2],[3]
- Hess's Law and the Combustion of Metal ★,[3]
- The Heat of Melting Ice

Computer Simulations

- States of Matter +
- States of Matter Basics – PhET Simulation
- Tough Tools +
- Mole Road Map +
- Making Dilutions +
- Concentrations – PhET Simulation
- Molarity – PhET Simulation
- Reactivity of Metals +
- Cation Meets Anion +
- Balancing Chemical Equations – PhET Simulation
- Limiting Reagent +
- Reactants, Products and Leftovers - PhET Simulation
- Temperature Changes in Chemical Reactions +
- Heat of Fusion +

Analyzing Data

- Analyze Phase Diagrams +
- Phase Change Graphs +
- Metals and Nonmetals: Data about their properties +
- The Density of Freezing Salt Water +

- Compare Intermolecular Forces in Fresh and Salt Water +
- Counting Atoms in One Gram +
- Identify an Element from its Molar Mass +
- Assess the Percent Composition in DNA +
- Solubility and Percent by Mass +,[1],[2],[3]
- Analyzing Chemical Reactions +
- Balancing Combustion Equations +
- Proportional Relationships in Chemical Reactions +,[1],[2],[3]
- Energy in Reactions +

Modeling Activities

- Phase Changes and Intermolecular Forces [4]
- Surface Tension and Polarity [1],[2],[3]
- Chemical Quantities
- Model Concentration's Effect on Conductivity [1],[2],[3]
- Model Molar Mass and Molar Volume [1],[2],[3]
- Model Percent Composition
- Model Measures of Concentration
- Chemical Reactions
- Modeling Chemical Reactions
- Thermochemistry
- Put it Together
- Chose a Practical Unit
- Energy Changes in Chemical Reactions
- Enthalpy Diagrams for Phase Changes [2]

Engineering Design Challenge

- Abrasive Compounds +
- Building a Better Bike +
- An Empirical Formula Challenge +
- Water Purification +
- Build a Film Canister Rocket +
- Flameless Heating Systems +

CERs

- Physical Properties of Materials +
- Relate Intermolecular Forces to States of Matter
- Discuss Melting Materials [2],[3]
- Make a Claim about Extruded Materials
- Discuss the Masses of one Mole [2],[3]
- Reaction Reasoning
- Predict Whether a Precipitate Will Form
- Stoichiometry
- A Measure of Success
- Compare Heats of Formation

Writing about Science/Other Activities

- States of Water +, [1],[2]

- Solubility and Temperature +
- Counting Tiny Objects [1],[2],[3]
- Track the Mass of Reactants and Products +
- Parts and the Whole +,[2],[3]
- A Scale that Reads Moles +
- Energy Input for the Rusting of Iron +
- Enthalpy of Reaction vs Phase Change +

Suggested Assessments

- 3D Assessment Physical Properties of Materials
- Performance Based Assessment: Road Deicers ★[2],[3]
- 3D Assessment Chemical Quantities
- Performance Based Assessment: Analysis of Basic Copper Carbonate ★[1]
- 3D Assessment Chemical Reactions
- Performance Based Assessment: Identify Evidence of a Chemical Reaction ★[2],[3]
- 3D Assessment Stoichiometry
- Performance Based Assessment: The Stoichiometry of Filling a Balloon ★[2],[3]
- 3D Assessment Thermochemistry
- Performance Based Assessment: Enthalpy of a Neutralization Reaction ★[2],[3]
- Pencil and paper teacher generated assessments

UNIT 4 - Segment 4: Chemistry of Climate Change

Students develop models of energy flow in Earth's climate. They revisit combustion reactions from IS1 to focus on emissions from fossil fuel energy sources. They apply models of the structures of molecules to explain how different molecules trap heat in the atmosphere. Students evaluate different chemical engineering solutions that can reduce the impacts of climate change.

Standards Addressed

HS-ESS2-2.

HS-ESS2-4.

HS-ESS2-6.

HS-ESS3-2.

HS-ESS3-5.

HS-ESS3-6.

Instructional Objectives

Students will be able to answer the following **essential questions** via the corresponding *competencies*:

What is causing drought in California?

1. *Students identify severe weather and evaporation feedback and use this to explain the cause of drought. They then apply this to why there is an increase in extreme weather events.*
2. *Students explain why the complete disappearance of a glacier is an example of a nonlinear tipping point and relate that to what causes drought in California.*
3. *Students explain why most of the world's deserts are located at the poles and relate that to the phenomenon of what causes drought in California.*
4. *Students analyze evaporation feedback and use this to refine explanations on what causes drought in California.*
5. *Students use their knowledge of climate zones to refine explanations on what causes drought in California.*
6. *Students apply knowledge of how humans have impacted climate to refine explanations on what causes droughts in California.*

What is causing an increase in floods?

1. *Students use the greenhouse effect and climate models to explain the cause of an increase in floods. They apply this knowledge to an increase in other extreme weather events.*
2. *Students construct an explanation of how surface water might contribute to the greenhouse effect and relate that to the phenomenon of what is causing an increase in floods.*
3. *Students describe how melting ice could affect the frequency and intensity of flooding events.*

4. *Students describe how greenhouse gas emissions affect the frequency and intensity of flooding events.*
5. *Students explain what CESM projections predict about the likelihood of flooding in the future.*
6. *Students use knowledge of coastal flooding, droughts, and floods to refine explanations on what is causing an increase in floods.*
7. *Students describe engineering solutions to flooding and use this to refine explanations on what is causing an increase in floods.*

Suggested Activities

Problem Based Learning/We Research

- Water as a Greenhouse Gas +

Authentic Readings/Worksheets

- An Unexpected Side-Effect of Drought +
- Geoengineering and Climate Change +

Labs

1. Feedback and Climate Change
2. Energy in the Atmosphere
3. Albedo and Composition of Earth's Surface
4. How Melting Ice Affects Sea Level ★
5. Observe Air Pollution
6. Carbon Dioxide and its Role in Climate
7. How Nature Records Changes in the Environment [1],[2]
8. Human Activity and Carbon Emissions ★
9. Model Climate Change with Melting Ice
10. Climate Change and Keeping Cool
11. Solar Cell Technology ★

Computer Simulations

- The Carbon Cycle +
- Sampling the Past +
- Molecules and Light – PhET Simulation
- Flow of Energy and Greenhouse Gases +
- Glaciers on Rainier +
- Climate Change and Fire +
- Energy Forms and Changes – PhET Simulation
- Wetlands and the Carbon Cycle +

Analyzing Data

- Influence of Dams on Coastal Erosion +, [2]
- Balance the Energy Budget +

- Energy In and Out of the Earth's Atmosphere +, [1]
- Historical Carbon Dioxide Levels +,[1],[2]
- Solar Output +
- Earth's Energy Equilibrium +,[1],[2]
- Volcanic Emissions and Climate Over Time +
- Tree Rings and Climate Change +
- Keeling Curve +
- Carbon Absorption +,[2]
- Climate Change and Drought +
- Climate Change and the Biosphere +,[1],[3]
- Ecological Footprint +

Modeling Activities

- Milankovitch Cycles [1],[2],[3]
- Carbon and the Atmosphere
- Interfering with the Carbon Cycle
- Graph Climate Change [1],[2],[3]
- Model Your Carbon Footprint

Engineering Design Challenge

- Design a Green Roof +

CERs

- Discuss the phenomenon: Drought Descriptors
- Feedback and Melting Glaciers
- Drought Causes [2],[3]
- Discuss the Wetland Effect
- Heat Expansion
- Drought Descriptors
- Ice Core: Records of Climate Change
- Sea Levels Rising [2],[3]
- Global Climate Change

Writing about Science/Other Activities

- Draft a Proposal to Reduce CO₂ Emissions +, [3]
- Snowball Earth +, [1]
- Reduce the Car Industry's Footprint +

****Additional and updated data and resources related to global climate change can be found with the following resources suggested by the California Framework:**

- Relevant CDE Resources
- Relevant EEI Resources

Suggested Assessments

- 3D Assessment Weather and Climate
- Performance Based Assessment: Microhabitat in a bottle ★

- 3D Assessment Global Climate Change
- Performance Based Assessment: Climate Change and the Carbon Cycle ★,[1],[3]
- Benchmark 3-D Assessment: Instructional Segments 4 and 5
- Pencil and paper teacher generated assessments

UNIT V - Segment 5 : Dynamics of Chemical Reactions and Ocean Acidification

Students investigate the effects of fossil fuel combustion on ocean chemistry. They develop models of equilibrium in chemical reactions and design systems that can shift the equilibrium between the air, water and carbonate shells of ocean creatures. Students conduct research on the interaction between ocean water and shell-building organisms.

Standards Addressed

HS-PS1-5.
HS-PS1-6.
HS-PS1-7.
HS-ESS2-2.
HS-ESS2-6.

Instructional Objectives

Students will be able to answer the following **essential questions** via the corresponding *competencies*:

How can you alter chemical equilibrium and reaction rates?

1. *Students use mathematics to calculate and explain reaction rates. They develop models of collision theory*
2. *Students develop a model of activation energy.*
3. *They design a solution for alternatives to the use of enzymes. Students use models to explain multistep mechanisms of reaction rates*
4. *Students relate chemical equilibrium to everyday examples. They explore Le Châtelier's principle. Students describe patterns in how temperature and pressure affect equilibrium.*

How can you predict the relative quantities of products in a chemical reaction?

5. *Students will utilize knowledge of Le Chatelier's principle to explain how increasing acidity of precipitation affects the processes that form limestone caves.*

How do limestone caves form?

6. *Students use reaction rates and energy diagrams to explain how limestone caves form.*
7. *They apply this toward explaining reactions that cause ocean acidification*

How does acid rain impact the environment?

8. *Students use acid-base reactions to explain how acid rain impacts the environment. They apply this knowledge towards explaining ocean acidification.*

What is happening to the world's coral reefs?

9. *Students use knowledge on ocean factors, such as pH and alkalinity, to explain what is happening to coral reefs and how humans contribute to ocean acidification*

Suggested Activities

Problem Based Learning/Web Research

- Reducing carbon footprints +

Authentic Readings/Worksheets

- Boring Sponges +

Labs

- Reaction rates: Iodine clock ★,[1],[2] or other comparable phenomenon
- Factors affecting rates of reaction #
- Collision theory
- Explore chemical equilibrium
- Equilibrium shifting +,[1],[3]
- Measure acid strength
- Titration-The Study of Acid-Base Chemistry ★
- Analysis of Buffer Solutions and Ranges
- Quantitative Analysis of Acid Rain
- the pH of Seawater ★
- Carbon dioxide Levels in Water
- The Fate of Carbonate in Acidifying Oceans ★
- Ocean currents

Computer simulations

- Explore the relationship between collisions and activation energy +
- Reaction rates and activation energy +,[2],[3]
- Collisions and activation energy +
- Exploring Acid Strength and Concentration +
- acid and base solutions
- pH scale [2],[3]
- Explore buffer Systems +,[1],[2]
- Ocean pH simulation +
- El Niño, La Niña, and Heat Storage - (animation) +
- The Effect of Ocean acidification on shells +

Analyzing Data

- Factors that Affect Reaction Rate +
- Interpret Energy Diagrams +,[1],[2]
- Stoichiometric Analysis of Vinegar +
- Salt Hydrolysis +
- Pacific Ocean pH Changes +
- Greenhouse Gas Emissions and Climate Change +
- The Changing Ocean and the Biosphere +
- Correlating Flu outbreaks and La Niña weather patterns +,[1],[3]

Modeling Activities

- Model factors that affect reaction rate
- Reaction rate and molecular collisions +
- Compare equilibrium positions of weak acids
- Conductivity of strong and weak acids +
- Model an Acid-Base Titration [2],[3]
- Modeling Carbon Flow in the Ocean

Engineering Design Challenge

- Use Equilibrium for a commercial application +
- Design a natural pH indicator +
- Design a model of Ocean acidification +

CERs

- Discuss the Phenomenon of “A drop at a Time”
- The concept of activation energy
- Optimize a Reversible Reaction
- Discuss the phenomenon of Fishless lake in Adirondacks +
- Acid Rain Tolerance
- The Changing Ocean and Coral Reefs
- Ocean Acidity [2],[3]
- Hurricanes and the Carbon Cycle
- Changing Climate and Ocean Ecosystems

Writing About Science/Other Activities

- Glow sticks and Reaction rate +
- Compare acid-base models +
- CO₂ Scrubbing +
- Earth’s Position in Space Affects the Climate [2],[3]
- CO₂, Ocean acidification, and shell formation +

Problem-Based Learning Experience

- Reducing Carbon Footprints +

Suggested Assessment

- Performance based assessment relating reaction rates and equilibrium ★,[2],[3]
- Performance based assessment Quantitative analysis of acid rain ★,[1],[2]
- Performance based assessment Calcium carbonate and shell production ★,[1],[3]
- Interactive online quizzes provided by the publisher
- 3-D Assessment: Reaction Rates and Equilibrium
- 3-D Assessment: Acid-Base Equilibria
- 3-D Assessment: Ocean Acidification
- Benchmark 3-D Assessment: Instructional Segments 4 and 5
- Interactive ExamView 3-D assessment
- Pencil and paper teacher generated assessments



COURSE OF STUDY

FOR

**Molecular Biology: The Living Earth (Molecular Bio. w/ Earth Science)
QBS262, QBS263**

Segment

High School

Length of Course

One Year

Developed by

SCUSD Science Teachers

First Edition

Fall 2020

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

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Molecular Biology: The Living Earth

SECTION ONE — GENERAL INFORMATION

COURSE DESCRIPTION

Through the lens of the science and engineering practices and the cross-cutting practices identified in the California NGSS, students will study the biological concepts of ecosystems, genetics, evolution and cells to organisms with a special learning emphasis on molecular models and understandings. Standards of Earth and space science such as Earth's history and global climate change will also be used to deepen student understanding of the concepts that are being learned. Students will spend a minimum of 20% of classroom time engaged in hands-on laboratory investigations that support instruction. More specifically, Molecular Biology is an intensely inquiry-based, student driven approach to learning Biology. It is an experimental science that is designed as an alternative course to be taken in lieu of Biology. Students are given a more investigative hands-on approach through a Molecular lens. Lessons go deeper into the content, particularly in the areas of molecular biology and biochemistry and ask students to analyze data and explain phenomena more independently and on a deeper level. Students learn by “doing biology” by developing questions and seeking answers through open-ended lab investigations, observations, and data analysis. Students are challenged to think abstractly while learning the Next Generation Science Standards. Students more fully develop their critical thinking, writing, and communication skills as they produce formal, written reports and collaborate in lab groups.

RATIONALE

Students are not all the same. It is important to have a variety of course offerings for students so that they choose the design that best meets their learning needs and interests. Molecular Biology is a course that is designed as an alternative approach to learning Biology. It is heavily hands-on and investigation focused for students who seek to study Biology through a molecular lens and with a heavier emphasis on critical thinking. Molecular Biology specifically provides a more thorough application of the science and engineering practices associated with NGSS.

COURSE GOALS

Molecular Biology is a first year Biology course that satisfies the high school life science requirement, offering 10 credits upon its completion. The goal for the course is for students to learn the Biology: Living Earth curriculum standards with a molecular focus. Molecular Biology is focused on application and scientific use of present skills using a lab-based and critical thinking approach.

Upon completion of this course, students will be able to (SWBAT):

- *Segment 1: SWBAT Use mathematical and computer models to determine the factors that affect the size and diversity of populations in ecosystems, including the availability of resources and interactions between organisms.*
- *Segment 2: SWBAT Make a model that links photosynthesis and respiration in organisms to cycles of energy and matter in the Earth system. They will gather evidence about the linked history of Earth's biosphere and atmosphere. **For a molecular focus**, they will emphasize the various energy, nutrient and resource cycles and the cellular energetic mechanisms that allow life on earth to proliferate. They will also understand chemical reactions in order to use a molecular lens to understand various homeostatic mechanisms that occur intracellularly.*
- *Segment 3: SWBAT Develop a model about how rock layers record evidence of evolution as fossils. Building on their learning from previous grades, they will focus on effectively communicating this evidence and relating it to principles of natural selection. **For a molecular focus**, students will understand variations of molecular heritable information as it relates to evolution on a deeper level (i.e. comparison of sequences of DNA/RNA, proteins).*
- *Segment 4: SWBAT Develop explanations about the specific mechanisms that enable parents to pass traits on to their offspring. They make claims about which processes give rise to variation in DNA codes and calculate the probability that offspring will inherit traits from their parents. **For a molecular focus**, students will explore the role and implications of mutations in cellular DNA. Students should also learn the underlying foundation of gene expression using mendelian and nonmendelian genetics in order to more fully understand dominance, codominance, sex-linked inheritance, multiple alleles, and polygenic inheritance on a molecular level.*
- *Segment 5: SWBAT Use models to create explanations of how cells use DNA to construct proteins, build biomass, reproduce, and create complex multicellular organisms. They investigate how these organisms maintain stability. **For a molecular focus**, students learn a more detailed understanding of the molecular process of protein synthesis (transcription and translation), cellular division, differentiation and feedback mechanisms. Students look closely at the properties of proteins and role in the proliferation of life. Students will discover how epigenetic changes can turn the expression of genes "on" or "off," the environmental factors that might influence epigenetics, and how epigenetic changes can be inherited from previous generations.*
- *Segment 6: SWBAT Use computer models to investigate how Earth's systems respond to changes including climate change. They make specific forecasts and design solutions to mitigate the impacts of these changes on the biosphere. **For a molecular focus**, students will explore the impacts of climate change at a molecular scale. Learning will extend conceptual models to include more molecular characteristics and features of atmosphere and climate.*
- *Sexual Health Education: SWBAT understand gender, make healthy decisions about sex and relationships, understand their rights and responsibilities, being able to plan and prevent the transmission of sexually transmitted infections*

including HIV, know their options for planning and/or preventing pregnancy including the proper use of condoms, and understand how to prevent abuse and human trafficking.

COURSE STANDARDS

The science and engineering practices are what students DO to make sense of phenomena. They are both a set of skills and a set of knowledge to be internalized. These practices reflect the major practices that scientists and engineers use to investigate the world and design and build systems. They are to be used within each learning segment in order to ensure students can apply the biological content. The practices are summarized below.

- **Asking questions and defining problems** in 9–12 builds on grades K–8 experiences and progresses to formulating, refining, and evaluating empirically testable questions and design problems using models and simulations.
- **Developing and Using Models** in 9–12 builds on K–8 experiences and progresses to using, synthesizing, and developing models to predict and show relationships among variables between systems and their components in the natural and designed world(s).
- **Planning and carrying out investigations** in 9–12 builds on K–8 experiences and progresses to include investigations that provide evidence for and test conceptual, mathematical, physical, and empirical models.
- **Analyzing and interpreting data** in 9–12 builds on K–8 experiences and progresses to introducing more detailed statistical analysis, the comparison of data sets for consistency, and the use of models to generate and analyze data.
- **Using Mathematics and computational thinking** in 9–12 builds on K–8 experiences and progresses to using algebraic thinking and analysis, a range of linear and nonlinear functions including trigonometric functions, exponentials and logarithms, and computational tools for statistical analysis to analyze, represent, and model data. Simple computational simulations are created and used based on mathematical models of basic assumptions.
- **Constructing explanations and designing solutions** in 9–12 builds on K–8 experiences and progresses to explanations and designs that are supported by multiple and independent student-generated sources of evidence consistent with scientific ideas, principles, and theories.
- **Engaging in argument from evidence** in 9–12 builds on K–8 experiences and progresses to using appropriate and sufficient evidence and scientific reasoning to defend and critique claims and explanations about the natural and designed world(s). Arguments may also come from current scientific or historical episodes in science.
- **Obtaining, evaluating, and communicating information** in 9–12 builds on K–8 experiences and progresses to evaluating the validity and reliability of the claims, methods, and designs.

(LIVING EARTH INSTRUCTIONAL SEGMENT 1: ECOSYSTEM INTERACTIONS AND ENERGY

- **HS-LS2-1** Use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales

- **HS-LS2-2** Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales
- **HS-LS2-4** Use mathematical representations to support claims for the cycling of matter and flow of energy among organisms in an ecosystem
- **HS-LS2-8** Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce

**LIVING EARTH INSTRUCTIONAL SEGMENT 2: EARTH'S ATMOSPHERE:
PHOTOSYNTHESIS AND RESPIRATION**

- **HS-LS1-5** Use a model to illustrate how photosynthesis transforms light energy into stored chemical energy
- **HS-LS1-6** Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/ or other large carbon-based molecules
- **HS-LS1-7** Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed resulting in a net transfer of energy
- **HS-LS2-3** Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions
- **HS-LS2-5** Develop a model to illustrate the role of photosynthesis and cellular respiration in the cycling of carbon among the biosphere, atmosphere, hydrosphere, and geosphere
- **HS-ESS1-6.** Apply scientific reasoning and evidence from ancient Earth materials, meteorites, and other planetary surfaces to construct an account of Earth's formation and early history
- **HS-ESS2-6** Develop a quantitative model to describe the cycling of carbon among the hydrosphere, atmosphere, geosphere, and biosphere
- **HS-ESS2-7** Construct an argument based on evidence about the simultaneous coevolution of Earth's systems and life on Earth
- **HS-ESS3-6** Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity *

**LIVING EARTH INSTRUCTIONAL SEGMENT 3: EVIDENCE OF COMMON
ANCESTRY AND DIVERSITY**

- **HS-LS4-1** Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence
- **HS-LS4-2.** Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment
- **HS-LS4-4.** Construct an explanation based on evidence for how natural selection leads to adaptation of populations
- **HS-LS4-5** Evaluate the evidence supporting claims that changes in environmental conditions may result in: (1) increases in the number of individuals of some

- species, (2) the emergence of new species over time, and (3) the extinction of other species
- **HS-ESS1-5** Evaluate evidence of the past and current movements of continental and oceanic crust and the theory of plate tectonics to explain the ages of crustal rocks
 - **HS-ESS2-5** Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes
 - **HS-ESS3-1** Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity
 - **HS-ESS3-4.** Evaluate or refine a technological solution that reduces impacts of human activities on natural systems *
 - **HS-ETS1-3** Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts

LIVING EARTH INSTRUCTIONAL SEGMENT 4: INHERITANCE OF TRAITS

- **HS-LS3-1** Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring
- **HS-LS3-2** Make and defend a claim based on evidence that inheritable genetic variations may result from: (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, and/or (3) mutations caused by environmental factors
- **HS-LS3-3** Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population
- **HS-LS4-2** Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment
- **HS-LS4-3** Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait

LIVING EARTH INSTRUCTIONAL SEGMENT 5: STRUCTURE, FUNCTION, AND GROWTH (FROM CELLS TO ORGANISMS)

- **HS-LS1-1** Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells
- **HS-LS1-2** Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms
- **HS-LS1-3** Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis
- **HS-LS1-4** Use a model to illustrate the role of cellular division (mitosis) and differentiation in producing and maintaining complex organisms

LIVING EARTH INSTRUCTIONAL SEGMENT 6: ECOSYSTEM STABILITY AND THE RESPONSE TO CLIMATE CHANGE

- **HS-LS2-6.** Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem
- **HS-LS2-7.** Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity *
- **HS-LS4-5.** Evaluate the evidence supporting claims that changes in environmental conditions may result in: (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species
- **HS-LS4-6.** Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity *
- **HS-ESS3-5.** Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth systems
- **HS-ESS3-6** Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity
- **HS-ETS1-1** Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants
- **HS-ETS1-2** Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering
- **HS-ETS1-3** Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts
- **HS-ETS1-4** Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem.

PLEASE NOTE: Sacramento City Unified School District, in alignment with California state standards, requires sexual health education for all high school students. If no health class exists, the 12 lesson segment on sexual health education is expected to be covered in Molecular Biology. Please consult your school site and district personnel for more information. The district has adopted Advocates for Youth for its Sexual Health Curriculum, all lessons can be found [here](#).

INSTRUCTIONAL MATERIALS

STEMscopes, Accelerate Learning

SUPPLEMENTARY MATERIALS:

Supplemental materials can be found at the end of each learning segment.

[3Rs Sexual Health Education \(CHYA Compliant\)](#)

SUGGESTED AVERAGE TIME FOR COVERING MAJOR UNITS:

1. HS The Living Earth: Segment 1: Ecosystem Interactions and Energy- 3 weeks
2. HS The Living Earth: Segment 2: Earth's Atmosphere: Photosynthesis and Respiration- 8 weeks
3. HS The Living Earth: Segment 3: Evidence of Evolution- 5 weeks
4. HS The Living Earth: Segment 4: Inheritance of Traits- 8 weeks
5. HS The Living Earth: Segment 5: Structure, Function, and Growth- 5 weeks
6. HS The Living Earth: Segment 6: Ecosystem Stability and the Response to Climate Change- 3 weeks
7. Sexual Health Education- 3 weeks

TEACHER RESOURCES

STEMScopes, Accelerate Learning

RECOMMENDED STUDENT RESOURCES

STEMScopes, Accelerate Learning

SECTION TWO — COURSE UNITS

UNIT I: Ecosystem Interactions and Energy

In this unit, students will use mathematical and computer models to determine the factors that affect the size and diversity of populations in ecosystems, including the availability of resources and interactions between organisms. Individual and group behavior will be analyzed in order to determine the benefits to individual members of a population. Students will apply their knowledge of carrying capacity, animal behavior and processes that enable matter to cycle and energy to flow in an ecosystem to determine what a species needs for survival.

Standards Addressed

HS-LS2-1 Use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales.

HS-LS2-2 Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales.

HS-LS2-4 Use mathematical representations to support claims for the cycling of matter and flow of energy among organisms in an ecosystem.

HS-LS2-8 Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce.

Significant Connections to California's Environmental Principles and Concepts:

- Principle II: The long-term functioning and health of terrestrial, freshwater, coastal, and marine ecosystems are influenced by their relationships with human societies.
- Principle III: Natural systems proceed through cycles that humans depend upon, benefit from, and can alter.
- Principle IV: The exchange of matter between natural systems and human societies affects the long-term functioning of both.

Instructional Objectives

Students will be able to:

In this unit, students will use mathematical and computer models to determine the factors that affect the size and diversity of populations in ecosystems, including the availability of resources and interactions between organisms. Individual and group behavior will be analyzed in order to determine the benefits to individual members of a population. Students will apply their knowledge of carrying capacity, animal behavior and processes that enable matter to cycle and energy to flow in an ecosystem to determine what a species needs for survival.

Suggested Activities:

Scope #1: Carrying Capacity

Assignment #1 - Explore 1: Factors Affecting Carrying Capacity: Students will be making predictions of whether various factors would increase or decrease the carrying capacity of an ecosystem.

Assignment #2 - Explore 2: Tuva - Hare and Lynx Populations: Students will use a simulation tool to analyze data in order to explain the predator-prey relationship between a lynx and a hare.

Assignment #3 - Explore 4: Ecosystem Resilience: Students will model the effects of a parasitic disturbance on a population to explore how diversity and size can affect the resilience of an ecosystem.

Assignment #4 - Math Connections - Carrying Capacity: The students will create and interpret graphs relating to population growth and competition.

Scope #2: Flow of Matter and Energy in the Ecosystem

Assignment #1 - Explore 2: Food Chain Game: Students will play a game to demonstrate how biomass is impacted as energy is transferred through a food chain.

Assignment #2 - Explore 3: Hunger Games: In this activity, students will use population numbers and a given food web to create a biomass pyramid. Then students will answer a CER on how energy flow and the cycling of matter is impacted by removing a species from an expanded food web.

Scope #3: Animal Behavior and Survival

Assignment #1: Explore 1: Animal Behavior: Students will complete a card sort to distinguish between individual and group behaviors in animals. They will also identify the benefits of each of the behaviors listed.

Assignment #2: Explore 2: Strange Behavior: Students will be provided with an animal behavior that they will have to research in order to make a claim with evidence and reasoning to evaluate how that behavior is beneficial for an individual or group behavior.

Additional hands-on activities/labs and interactive demonstrations for increased student engagement:

- Case study analysis & class discussion (HS-LS2-1, HS-LS2-2, HS-LS2-8) : The wolves & moose of Isle Royale
- Class Demonstration & discussion (HS-LS2-4): Green water demonstration
- Class Demonstration & discussion (HS-LS2-4): Ecosphere
- Small group analysis & discussion (HS-LS2-4): Biomass pyramid graphs
- Small group activity (HS-LS2-4): Bucket Brigade.

Suggested Assessment

Scope #1: Carrying Capacity

- **Claim-Evidence-Reasoning (CER):**

Scenario- The city council of Jacksonville, Montana, is considering turning some of its grassy areas into large ponds. Farmers have argued against this idea, because they are concerned that taking away too much of the grassy areas will hurt the sheep.

Prompt- Write a claim to counter the farmers' argument, using the data above. Make sure to include a rebuttal in your answer.

Scope #2: Flow of Matter and Energy in Ecosystems

- **Open-Ended Response Assessment:** 3 Questions

Scope #3: Animal Behavior and Survival

- **Claim-Evidence-Reasoning (CER):**

Scenario- Many fish live their entire lives with a school of other fish, while a Tasmanian devil lives alone, hunting for prey, such as fish.

Prompt- Write a scientific explanation about how individual and group behavior can affect the survival and reproduction of a species. Make sure to give clear examples in your reasoning.

End of Unit Assessment:

- 3D Interactive Assessment - Ecosystem Interactions and Energy

UNIT II: History of Earth's Atmosphere

Students will make links between photosynthesis and respiration in organisms and cycles of energy and matter in Earth systems. Students will create models to understand the molecules that form the basis of the living earth. They will discover how this knowledge can be applied to our world to connect the past, the present, and the future. **For a molecular focus**, students can emphasize the various energy, nutrient and resource cycles and the molecular mechanisms that allow life on earth to proliferate. Students will also learn a deeper understanding of the properties of chemical reactions. This foundational understanding will be needed in order to use a molecular lens to more deeply understand intracellular biochemical reactions.

Standards Addressed

HS-LS1-5 Use a model to illustrate how photosynthesis transforms light energy into stored chemical energy.

HS-LS1-6 Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon-based molecules.

HS-LS1-7 Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed resulting in a net transfer of energy.

HS-LS2-3 Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions.

HS-LS2-5 Develop a model to illustrate the role of photosynthesis and cellular respiration in the cycling of carbon among the biosphere, atmosphere, hydrosphere, and geosphere.

HS-ESS1-6 Apply scientific reasoning and evidence from ancient Earth materials, meteorites, and other planetary surfaces to construct an account of Earth's formation and early history.

HS-ESS2-6 Develop a quantitative model to describe the cycling of carbon among the hydrosphere, atmosphere, geosphere, and biosphere.

HS-ESS2-7 Construct an argument based on evidence about the simultaneous coevolution of Earth's systems and life on Earth.

HS-ESS3-6 Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity.

Instructional Objectives

Students will be able to:

Students will make links between photosynthesis and respiration in organisms and cycles of energy and matter in Earth systems. Students will create models to understand the molecules that form the basis of the living earth. They will discover how this knowledge can be applied to our world to connect the past, the present, and the future.

For a molecular focus, students can emphasize the various energy, nutrient and resource cycles and the molecular mechanisms that allow life on earth to proliferate. Students will also learn a deeper understanding of the properties of chemical reactions. This foundational understanding will be needed in order to use a molecular lens to more deeply understand intracellular biochemical reactions.

Suggested Activities

Scope 1: Cellular Energy and the Atmosphere

Assignment #1 Explore 1 - Inputs and Outputs: Cellular Energy

Students will model the chemical equations of photosynthesis and cellular respiration to see how energy and matter are transferred and flow from process to process. They will also explore which process stores and releases energy for use in organisms.

Assignment #2 Explore 2- Elodea and Cellular Energy Investigation

Students will conduct an investigation and will write a CER to explain that plants carry out photosynthesis and cellular respiration.

Assignment #3 Explore 3: Anaerobic Respiration Investigation

Students will design a lab to investigate which variable will produce the most energy in alcohol fermentation.

Scope 2: Carbon and the Earth

Assignment #1 Explore 1: The Carbon Cycle Game

Students model how a carbon atom moves through the carbon cycle. They will also create a storyboard to illustrate the journey their carbon atom took.

Assignment #2 Explore 3: Building Biomolecules

Students will model how lipids, proteins, and nucleic acids are formed from glucose and other substances from the surrounding environment. They will then write a scientific explanation that includes a claim, evidence, and reasoning (CER) to answer the question, "If you lived only on a diet of sugars, could you survive?"

Scope 3: Interaction of Organisms and Earth's Systems

Assignment #1 Explore 1: Making Calcium Carbonate From Carbon Dioxide

Students model the formation of calcium carbonate and make the connection of how feedback systems affect the amount of carbon dioxide in the atmosphere, the amount of carbon available to marine organisms for shell construction, and the acidity of the ocean.

Assignment #2 Explore 2: Origin of Atmospheric Oxygen

Students research the origin of atmospheric oxygen and prepare a group poster that highlights the dynamic changes in our atmosphere from the formation of Earth through today. Afterward, students display posters for a gallery walk and share responses.

Additional hands-on activities/labs and interactive demonstrations for increased student engagement:

- **For a molecular focus** - Activity: A day in the food life.
- **For a molecular focus** - Laboratory investigation: Do All Active Living Things Give Off the Same Substance and if so, what is it?
- **For a molecular focus** - Laboratory investigation: How do matter transformations involve energy?
- **Laboratory investigation (HS-LS1-5):** 1. How is CO₂ involved with Plants? A. Do plants use CO₂? B. Do they give off CO₂? C. Do they do both? D. What processes are going on in plants? 2. Does it matter whether they are in the light or in the dark?
- **Activity & reading (HS-LS1-6):** Chemical Evolution
- **Laboratory investigation for skills needed (Use of microscopes):** Using a compound & dissecting microscope & measuring with compound microscopes.
- **Laboratory investigation (HS-LS2-3):** How did organisms on early Earth get energy from food?
- **Demonstration for relationship between Cellular respiration and Photosynthesis (HS-LS2-5):** Ecosphere revisit (see Unit 1 for materials)

Suggested Assessments

Scope 1: Cellular Energy and the Atmosphere

1. Claim Evidence Reasoning (CER)

Prompt- A student is testing out different plant foods in the experiment above. Food A contains 70% glucose, while Food B contains 50% glucose. Based on the data, the student concluded that Food B was better, because the plant grew more. Was the student's conclusion accurate?

Scope 2: Carbon and the Earth

1. Claim Evidence Reasoning (CER)

Prompt- The diagram shows how carbon is cycled through the environment. What two processes are most important in maintaining this cycle? Make sure your claim is supported with evidence and reasoning. Include a rebuttal in your response.

2. Open-ended Response Assessment

Scope 3: Interaction of Organisms and Earth's Systems

1. Open-ended Response Assessment

Additional assessments for increased student engagement:

- Short essay response: Biggest Loser Challenge question
- Formative assessment: Four corner activity - Biggest Loser
- Formative assessment: Four corner activity - Light and Dark (see How is CO₂ involved with Plants? Lab)
- Short essay response: Sprout to tree Challenge question

End of Unit Assessment

Project Based Learning (PBL): All Systems Go!

UNIT III: Evidence of Evolution

Students will analyze the different types of evidence, such as rock layers, fossils, anatomical structures, DNA sequences and embryology, that scientists use to determine the common ancestry of different species. They will construct an explanation on the cause and effect relationship between natural selection and adaptation. Students will also compare and contrast the genetic and environmental conditions throughout Earth's history that leads to the creation or extinction of species. Students will learn about the environmental factors that can affect biodiversity. **For a molecular focus**, learning will emphasize molecular evolution (i.e. sequences of DNA/RNA, proteins)

Standards Addressed

HS-LS4-1 Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence.

HS-LS4-2 Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment.

HS-LS4-4 Construct an explanation based on evidence for how natural selection leads to adaptation of populations.

HS-LS4-5 Evaluate the evidence supporting claims that changes in environmental conditions may result in: (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species.

HS-ESS1-5 Evaluate evidence of the past and current movements of continental and oceanic crust and the theory of plate tectonics to explain the ages of crustal rocks.

HS-ESS2-5 Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes.

HS-ESS3-1 Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.

HS-ESS3-4 Evaluate or refine a technological solution that reduces impacts of human activities on natural systems.

Significant Connections to California’s Environmental Principles and Concepts:

- Principle I: The continuation and health of individual human lives and of human communities and societies depend on the health of the natural systems that provide essential goods and ecosystem services.
- Principle II: The long-term functioning and health of terrestrial, freshwater, coastal, and marine ecosystems are influenced by their relationships with human societies.
- Principle III: Natural systems proceed through cycles that humans depend upon, benefit from, and can alter.
- Principle V: Decisions affecting resources and natural systems are complex and involve many factors.

Instructional Objectives

Students will be able to:

Students will analyze the different types of evidence, such as rock layers, fossils, anatomical structures, DNA sequences and embryology, that scientists use to determine the common ancestry of different species. They will construct an explanation on the cause and effect relationship between natural selection and adaptation. Students will also compare and contrast the genetic and environmental conditions throughout Earth's history that leads to the creation or extinction of species. Students will learn about the environmental factors that can affect biodiversity. **For a molecular focus**, learning will emphasize molecular evolution (i.e. sequences of DNA/RNA, proteins)

Suggested Activities:

Scope 1: Evolution and Natural Selection

Assignment #1 Explore 1: Owl and Mouse. Differential survival activity. Students will roleplay a predator and hunt prey with different traits, collecting data about which traits become more common and which traits become less common over time.

Assignment #2 Explore 3: Environmental Influences and Natural Selection.

Students will read about specific changes in a species and are asked to explain the environmental influences that led to those traits changing.

Scope 2: Evidence of Common Ancestry

Assignment #1 Explore 1 Fossil Formation: Students will explore how fossils form and the importance of fossils in determining common ancestry. Students will model fossil formation with a lab activity and compare the anatomical structures of extinct and living organisms.

Assignment #2 Explore 2 Evidence of Common Ancestry Stations: Students will visit various stations to analyze evidence of common ancestry such as including biogeography, anatomical, developmental, and molecular homologies.

Assignment #3 Explore 4 Evidence of Ancestry: Students will research the different types of evidence used to explain an organism's evolutionary history and relatedness.

Scope 3: Biodiversity and the Environment

Assignment #1 Explore 1 Human Settlements: Students research the natural resources that influenced people to settle in certain areas, including some ancient cities and some of the largest cities in the United States.

Assignment #2 Explore 2 The Case of the Disappearing City Students will be given a scenario and data for a city that has suffered some loss of natural resources, change in climate, or natural hazards and will explain what happened to the city in terms of population size, distribution, and migration patterns. **Assignment #3 Math Connections** - Human Dependence on Earth: Students will be able to use basic mathematical and algebraic skills in order to evaluate a solution to a complex, real-world problem (water availability) based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts.

Additional hands-on activities/labs and interactive demonstrations for increased student engagement:

- Case study analysis & class discussion (HS-LS4-4 & HS-LS4-5): Finches of the Galapagos islands
- Case study analysis & class discussion (HS-LS4-4 & HS-LS4-5): Peppered moths in England
- Case study analysis & class discussion (HS-LS4-4 & HS-LS4-5): Bacteria and antibiotic resistance
- Laboratory investigation (HS-LS4-2): Is there variation within a species and if so, is there a pattern to the variation?
- Class activity (HS-LS4-2): Oh deer!
- Lab activity (HS-LS4-2): How might the variations that naturally exist within a population affect the survival of individuals?

Suggested Assessments

Scope 1- Natural Selection Assessment: Open Ended Response Students will explain how evolution and natural selection are linked, and what factors influence evolution

Scope 2- Evidence of Common Ancestry Assessment: Open Ended Response Students will explain how shared structures support common ancestry and interpret a simple phylogenetic tree

Scope 3- Biodiversity and the Environment Assessment: Claim Evidence Reasoning Students will make a claim about how natural hazards have shaped human history and migration using data.

End of Unit Assessment: Segment 3 Mission Statement: Building a Model - Students use information gathered in these activities to build a model for how the fossil

record forms and demonstrates evidence for evolution. They will use a claim-evidence-reasoning format to describe how their chosen fossil organism evolved and what common ancestors it shares with modern species.

Additional assessments for increased student engagement:

- Short essay response: Peppered moth explanation
- Card sort: Peppered moths
- Short essay response: Antibiotic resistant bacteria explanation
- Card sort: Antibiotic resistant bacteria

UNIT IV : Inheritance of Traits

Students develop explanations about the specific mechanisms that enable parents to pass traits on to their offspring. They make claims about which processes give rise to variation in deoxyribonucleic acid (DNA) codes and calculate the probability that offspring will inherit traits from their parents. Students will study the specific mechanisms that enable parents to pass traits on to their offspring and will discover how this knowledge can be applied to our world. **For a molecular focus,** learning should explore the role and implications of mutations in cellular DNA. Students should also learn the underlying foundation of gene expression using mendelian genetics in order to more fully

understand dominance, codominance, sex-linked inheritance, multiple alleles, and polygenic inheritance on a molecular level.

Standards Addressed

HS-LS3-1 Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.

HS-LS3-2 Make and defend a claim based on evidence that inheritable genetic variations may result from: (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, and/or (3) mutations caused by environmental factors.

HS-LS3-3 Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population.

HS-LS4-2 Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment.

HS-LS4-3 Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait.

HS-LS4-4 Construct an explanation based on evidence for how natural selection leads to adaptation of populations.

Instructional Objectives

Students will be able to:

Students develop explanations about the specific mechanisms that enable parents to pass traits on to their offspring. They make claims about which processes give rise to variation in deoxyribonucleic acid (DNA) codes and calculate the probability that offspring will inherit traits from their parents. Students will study the specific mechanisms that enable parents to pass traits on to their offspring and will discover how this knowledge can be applied to our world. **For a molecular focus**, learning should explore the role and implications of mutations in cellular DNA. Students should also learn the underlying foundation of gene expression using mendelian genetics in order to more fully

understand dominance, codominance, sex-linked inheritance, multiple alleles, and ploygenic inheritance on a molecular level.

Suggested Activities:

Scope #1: Inheritance of Traits

Assignment #1 - Explore 2: Gene Expression

Using an example of DNA, students will explore how gene expression dictates cell function and how expression can be influenced by environmental factors. Students will explain how genes are affected by environmental factors in different types of animals.

Assignment #2 - Elaborate: TUV A Data Literacy, Amylase Production (Part 1)

Students will use data collected by George Perry and his colleagues to test their hypothesis that production of amylase corresponds to the number of AMY1 gene copies and that a diet rich in starch can favor selection of individuals with increased capacity for producing amylase (i.e., more AMY1 gene copies).

Scope #2: Variations in Traits

Assignment #1 - Explore 1: Gamete Formation

Students will determine the relationship between parent cells and gametes by modeling how gametes have a reduced number of chromosomes.

Assignment #2 - Explore 2: The Big Mix-Up During Meiosis

Students will model how meiosis leads to new genetic combinations and increased genetic variation through crossing-over.

Assignment #3 - Math Connections: Variation in Traits

The students will create a Punnett square to figure out the genotype and phenotype of offspring and will calculate the genotypic and phenotypic ratios from the chart.

Scope #3: Natural Selection and Traits

Assignment #1 - Explore 1: Genetic Variation

Students will examine the process of natural selection by analyzing the peppered moth populations before and after the Industrial Revolution in England. **Assignment #2 -**

Explore 2: Sickle Cell and Malaria

In this investigation, students will explore how natural selection can change the allele frequencies of the distribution of the sickle cell trait in humans. Students will complete the investigation by analyzing how mutations such as the sickle cell mutation may contribute to evolution.

Assignment #3 - TUV A: Data Literacy - World Wildlife Populations

Students manipulate the TUV A data graphs to visualize the effect of natural selection on populations of wildlife around the world.

Additional hands-on activities/labs and interactive demonstrations for increased student engagement:

- **For a molecular focus - case study: Model families**
- **For a molecular focus - Genetics problems sets**

- For a molecular focus - individual or small group lab activity: Variations of the human face
- Individual or small group activity (HS-LS3-2): Meiosis kits
- Individual or small group activity (HS-LS3-2): Cross over activity
- Laboratory investigation (HS-LS3-3): Investigating the laws of probability
- Laboratory investigation (HS-LS3-3): Can the frequency of alleles in a gene pool be used to predict the chances of a particular genotype occurring? How does a gene pool behave from one generation to the next?
- Laboratory investigation (HS-LS3-3, HS-LS4-3, HS-LS4-4): What happens in a gene pool if all phenotypes do not have an equal chance of surviving? How does it affect the species?

Suggested Assessment

Scope #1: Inheritance of Traits

- **Open-Ended Response Assessment:** 3 Questions

Scope #2: Variation in Traits

- **Open-Ended Response Assessment:** 3 Questions

Scope #3: Natural Selection and Traits

- **Claim-Evidence-Reasoning (CER)**

Peter and Rosemary Grant finch data scenario for beak depth and rainfall

End of Unit Assessment:

- 3D Interactive Assessment - Inheritance of Traits

Additional assessments for increased student engagement:

- Short essay response: Twins explanation
- Short essay response: The McCann family (blood type inheritance)

UNIT V: Structure, Function and Growth

Students use models to create explanations of how cells use DNA to construct proteins, build biomass, reproduce, and create complex multicellular organisms. Students will be able to differentiate between DNA, genes and chromosomes and how each functions in an organism. Students will investigate cellular division, and how organisms maintain homeostasis through feedback systems. **For a molecular focus**, students place emphasis on the molecular process of protein synthesis (transcription and translation), cellular division, differentiation and feedback mechanisms. Students might also look closely at the properties of proteins and role in the proliferation of life. Students will discover how epigenetic changes can turn the expression of genes "on" or "off," the environmental factors that might influence epigenetics, and how epigenetic changes can be inherited from previous generations.

Standards Addressed:

HS-LS1-1 Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells.

HS-LS1-2 Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.

HS-LS1-3 Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.

HS-LS1-4 Use a model to illustrate the role of cellular division (mitosis) and differentiation in producing and maintaining complex organisms.

Instructional Objectives

Students will be able to:

Students use models to create explanations of how cells use DNA to construct proteins, build biomass, reproduce, and create complex multicellular organisms. Students will be able to differentiate between DNA, genes and chromosomes and how each functions in an organism. Students will investigate cellular division, and how organisms maintain homeostasis through feedback systems. **For a molecular focus**, students place emphasis on the molecular process of protein synthesis (transcription and translation), cellular division, differentiation and feedback mechanisms. Students might also look closely at the properties of proteins and role in the proliferation of life. Students will discover how epigenetic changes can turn the expression of genes "on" or "off," the environmental factors that might influence epigenetics, and how epigenetic changes can be inherited from previous generations.

Suggested Activities

Scope #1: Cell Division and Complex Organisms

Assignment #1 Engage: Accessing Prior Knowledge

Students will use a copy of cell division to differentiate between Meiosis and Mitosis using a Venn diagram.

Assignment #2 Explore: When is the Cell Dividing? Students will construct a line graph of the amount of DNA during the cell cycle. Next, using the graph they constructed, they will draw a comic strip illustrating what happens to a cell during the cell cycle. Then, they will write a scientific explanation that includes a claim, evidence, and reasoning (CER) to answer the question, "Which frame of your comic strip represents the cell dividing?"

Scope #2: DNA to Proteins:

Assignment #1 Explore 1: Components of DNA.

Students will construct a model of DNA using puzzle pieces and will identify the various components (sugar backbone, nucleotides (nitrogenous base pairs), phosphate group, and hydrogen bonds).

Assignment #2 Explore 2: Make Me a Sandwich.

Students will do an activity using the metaphor of sending a friend out to get a sandwich and relate it to how RNA codes and builds proteins.

Scope #3: Systems and Homeostasis**Assignment #1 Explore 1: 3-D Body System.**

Students will create a 3-D model of an organ system. This model will allow for the development and organization of the organ system from the macroscopic to the microscopic level, including structure and function.

Assignment #2 Explore 4: Homeostasis in Plants.

Students will use inquiry to investigate homeostasis in plants. They will design, plan and carry out an investigation with guidance from the instructor.

Additional hands-on activities/labs and interactive demonstrations for increased student engagement:

- Individual or small group activity (HS-LS1-1): DNA kits
- Group activity (HS-LS1-3): "I workout" heart rate activity.
- Laboratory investigation (HS-LS1-2): How do cells from different organisms compare in their structures? How are their structures related to their functions?
- Laboratory investigation (HS-LS1-2, HS-LS1-4): What happens to pieces of cut up planaria?
- Laboratory investigation (HS-LS1-2, HS-LS1-4): How do Japanese Medaka reproduce and develop? What strategies enable the species to be successful?
- **For a molecular focus - Laboratory investigation: What Determines a Plant's Ability to Produce Chlorophyll?**
- **For a molecular focus - Laboratory investigation: What do Living Cells Contain that Makes it Possible for the Chemical Activities of Life to Occur at Moderate Temperatures?**

Suggested Assessment**Scope #1: Cell Division and Complex Organisms****Claim Evidence Reasoning (CER)**

Students look at the data and write a claim as to how the changes illustrated above occur. Students should write a CER that begins with a claim like The original cell in this illustration goes through mitosis to create two identical daughter cells that, along with genetic instructions, differentiate into different specialized cells.

Scope #2: DNA to Proteins

Open ended Response: 3 questions

Scope #3: Systems and Homeostasis

Claim Evidence Reasoning

Students will look at two different scenarios and write a scientific explanation for each; explaining what the body needs to regulate to reach homeostasis.

End of Unit Assessment

Students use models to create explanations of how cells use DNA to construct proteins, build biomass, reproduce, and create complex multicellular organisms. They investigate how these organisms maintain stability.

Additional assessment for increased student engagement:

- Card sort: Protein Synthesis

UNIT VI: Ecosystem Stability & the Response to Climate Change

Students use computer models to investigate how Earth's systems respond to changes, including climate change. Students will analyze the effects that human activities have on the environment and biodiversity. They make specific forecasts and design solutions to mitigate the impacts of these changes on the biosphere. **For a molecular focus**, students will be given the opportunity to explore the impacts of climate change at a molecular scale. Learning will extend conceptual models to include more molecular characteristics and features of climate.

Standards Addressed

HS-LS2-6 Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem.

HS-LS2-7 Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.

HS-LS4-5 Evaluate the evidence supporting claims that changes in environmental conditions may result in: (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species.

HS-LS4-6 Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity.

HS-ESS3-5 Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth systems.

HS-ESS3-6 Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity.

Significant Connections to California’s Environmental Principles and Concepts:

- Principle I: The continuation and health of individual human lives and of human communities and societies depend on the health of the natural systems that provide essential goods and ecosystem services.
- Principle II: The long-term functioning and health of terrestrial, freshwater, coastal, and marine ecosystems are influenced by their relationships with human societies.
- Principle III: Natural systems proceed through cycles that humans depend upon, benefit from, and can alter.
- Principle V: Decisions affecting resources and natural systems are complex and involve many factors.

Instructional Objectives

Students will be able to:

Students use computer models to investigate how Earth’s systems respond to changes, including climate change. Students will analyze the effects that human activities have on the environment and biodiversity. They make specific forecasts and design solutions to mitigate the impacts of these changes on the biosphere. **For a molecular focus,** students will be given the opportunity to explore the impacts of climate change at a molecular scale. Learning will extend conceptual models to include more molecular characteristics and features of climate.

Suggested Activities

Scope 1: Human Impacts on Ecosystems

Assignment #1 Explore 1: Are We Destroying the Planet?

Students will be exploring ways humans are impacting Earth. They will create a PSA to share with the class.

Assignment #2 Explore 4: Modeling the Spheres

Working in pairs, students will use computer simulations to create a computational model of the effect of human-generated carbon dioxide on the relationships between Earth systems. Using mathematical representations, students will communicate the effects of melting permafrost, new vegetative growth, wildfires, and human emissions have on the Earth. The models and mathematical representations will be used to predict changes in Earth's global climate.

Assignment #3 Explore 5: Factors Affecting Biodiversity:

Students will research an assigned ecosystem to determine which factors affect biodiversity the greatest. They will gather and synthesize their research onto a poster board to then present in a gallery walk and take a stance about which factor has the greatest impact on a global scale.

Scope 2: Climate and Ecosystems

Assignment #1 Explore 1: My Climate Forecast

Students will research a chosen topic: greenhouse gases, weather and climate, oceans, snow and ice. They will summarize the geoscience data provided on the website to make predictions about our climate in the next 20 to 100 years. They will compare their predictions with other groups who researched the same topic and have a discourse with guidance from the instructor.

Assignment #2 Explore 2: Population Dynamics

In this activity, students will be given a scenario (addition of a new species to a community in an ecosystem), and asked to respond with a CER. Students will then be given a data set to evaluate. Using this data, students will then readdress the initial CER.

Assignment #3 Explore 4: What Does the Data Say?

Students will be presented with various types of data about the bee-colony population. They will analyze and interpret the data to make a claim about the causes of the population decline. Students will support their claim with the evidence that they have been provided. Students will share their claim and listen to the claim of other groups in order to make revisions.

Additional hands-on activities/labs and interactive demonstrations for increased student engagement:

- Small group activity (HS-LS2-7, HS-LS4-6): Biodiversity Jenga
- Individual or small group project (HS-LS2-6, HS-LS2-7, HS-LS4-5, HS-LS4-6): Extinction project

Suggested Assessment

Scope 1: Human Impacts on Ecosystem

Claim Evidence Reasoning essay about the impacts of farmland and how to mitigate its impact on biodiversity.

Scope 2: Climate and Ecosystems

Open ended response Assessment: 3 questions

End of Unit Assessment

3-D Interactive Assessment: Ecosystem Stability and the Response to Climate Change.

Additional assessment for increased student engagement:

- Extinction project (see above)



COURSE OF STUDY

FOR

Honors Chemistry in the Earth System QCS310, QCS311

Segment High School

Length of Course One Year

Developed by *SCUSD Teacher Committee
Aaron Pecho, Science Coordinator
Janna Cantwell, Training Specialist*

First Edition Fall 2020

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

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HONORS CHEMISTRY IN THE EARTH SYSTEM

SECTION ONE — GENERAL INFORMATION

COURSE DESCRIPTION

Chemistry in the Earth System is a two semester, lab-based course that addresses the Next Generation Science Standards and is guided by the California Science Framework's High School 3-Course Model. It is a hands-on, inquiry based course, where students will explore chemical and earth science concepts through rigorous investigations. The chemical and earth science performance expectations are taught in an integrated manner to help students build deeper comprehension and correlate how chemical processes and Earth processes are interdependent. This course starts with an introductory segment on lab safety, followed by five instructional segments that are each centered around a real world phenomenon. Students learn by asking and answering essential questions about these phenomena. Concepts build on each other and are revisited throughout the course to build a deeper understanding of chemistry and earth processes.

This course is designed as an alternative course to be taken in lieu of Chemistry in the Earth System. Lessons go deeper into the content, and ask students to analyze data and explain phenomena more independently and on a deeper level. Students learn by “doing chemistry” by developing questions and seeking answers through open-ended lab investigations, observations, and data analysis. Students are challenged to think abstractly while learning the Next Generation Science Standards. Students more fully develop their critical thinking, writing, and communication skills as they produce formal, written reports and collaborate in lab groups. This course will include a comprehensive final examination at the end of each semester and/or a substantive, culminating project. The purpose of the final exam/project is for students to exhibit depth of knowledge and sustained mastery of subject material.

This course meets the SCUSD high school graduation requirement for physical science and counts as a University of California A-G Lab Science course. It also gives students the opportunity to earn honors credit for their GPA on their high school transcript.

RATIONALE

Science is a continuing search for the truth in our highly developed and technologically advanced society. Any living organism must be considered to be a complex chemical system and part of our environment. To understand how life affects and is affected by our physical environment (the earth and its systems), we must have a basic understanding of Chemistry. Additionally, this course offers college preparatory students a more thorough treatment of many of the concepts taught in the non-honors chemistry/earth course and a more thorough application of the science and engineering practices associated with NGSS, as well as the opportunity to address additional topics not covered in that course.

COURSE GOALS

Upon completion of this course, students will be able to demonstrate mastery of the relevant Next Generation Science Standards and an increased depth of understanding of fundamentals and a reasonable competence in dealing with chemical problems. The course will contribute to the development of the students' abilities to think clearly and to express their ideas, orally and in writing, with clarity and logic.

COURSE STANDARDS

UNIT 1 - SEGMENT 1: COMBUSTION, HEAT AND ENERGY IN THE EARTH SYSTEM

HS-PS1-3. Plan and conduct an investigation to gather evidence to compare the structure of substances at the bulk scale to infer the strength of electrical forces between particles.

HS-PS1-4. Develop a model to illustrate that the release or absorption of energy from a chemical reaction system depends upon the changes in total bond energy.

HS-PS1-7. Use mathematical representations to support the claim that atoms, and therefore mass, are conserved during a chemical reaction.

HS-PS3-1. Create a computational model to calculate the change in the energy of one component in a system when the change in energy of the other component(s) and energy flows in and out of the system are known.

HS-PS3-2. Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as a combination of energy associated with the motions of particles (objects) and energy associated with the relative position of particles (objects).

HS-PS3-4. Plan and conduct an investigation to provide evidence that the transfer of thermal energy when two components of different temperature are combined within a closed system results in a more uniform energy distribution among the components in the system (second law of thermodynamics).

HS-ETS1-4. Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem.

HS-ESS2-3. Develop a model based on evidence of Earth's interior to describe the cycling of matter by thermal convection.

UNIT 2 - SEGMENT 2: ATOMS, ELEMENTS, AND MOLECULES

HS-PS1-1. Use the periodic table as a model to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms.

HS-PS1-2. Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties.

HS-PS1-3. Plan and conduct an investigation to gather evidence to compare the structure of substances at the bulk scale to infer the strength of electrical forces between particles.

HS-PS1-7. Use mathematical representations to support the claim that atoms, and therefore mass, are conserved during a chemical reaction.

HS-PS2-4. Use mathematical representations of Newton's Law of Gravitation and Coulomb's Law to describe and predict the gravitational and electrostatic forces between objects.

HS-PS3-5. Develop and use a model of two objects interacting through electric or magnetic fields to illustrate the forces between objects and the changes in energy of the objects due to the interaction.

UNIT 3 - SEGMENT 3: CHEMICAL REACTIONS

HS-PS1-2. Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties.

HS-PS1-3. Plan and conduct an investigation to gather evidence to compare the structure of substances at the bulk scale to infer the strength of electrical forces between particles.

HS-PS1-4. Develop a model to illustrate that the release or absorption of energy from a chemical reaction system depends upon the changes in total bond energy.

HS-PS1-5. Apply scientific principles and evidence to provide an explanation about the effects of changing the temperature or concentration of the reacting particles on the rate at which a reaction occurs.

HS-PS1-7. Use mathematical representations to support the claim that atoms, and therefore mass, are conserved during a chemical reaction.

HS-PS2-4. Use mathematical representations of Newton's Law of Gravitation and Coulomb's Law to describe and predict the gravitational and electrostatic forces between objects.

HS-PS3-5. Develop and use a model of two objects interacting through electric or magnetic fields to illustrate the forces between objects and the changes in energy of the objects due to the interaction.

UNIT 4 - SEGMENT 4: CHEMISTRY OF CLIMATE CHANGE

HS-ESS2-2. Analyze geoscience data to make the claim that one change to Earth's surface can create feedback that causes changes to other Earth systems.

HS-ESS2-4. Use a model to describe how variations in the flow of energy into and out of Earth's systems result in changes in climate.

HS-ESS2-6. Develop a quantitative model to describe the cycling of carbon among the hydrosphere, atmosphere, geosphere, and biosphere.

HS-ESS3-2. Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios *

HS-ESS3-5. Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth systems.

HS-ESS3-6. Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity

UNIT 5 - SEGMENT 5: THE DYNAMICS OF CHEMICAL REACTIONS AND OCEAN ACIDIFICATION

HS-PS1-5. Apply scientific principles and evidence to provide an explanation about the effects of changing the temperature or concentration of the reacting particles on the rate at which a reaction occurs.

HS-PS1-6. Refine the design of a chemical system by specifying a change in conditions that would produce increased amounts of products at equilibrium *

HS-PS1-7. Use mathematical representations to support the claim that atoms, and therefore mass, are conserved during a chemical reaction.

HS-ESS2-2. Analyze geoscience data to make the claim that one change to Earth's surface can create feedbacks that cause changes to other Earth systems

HS-ESS2-6. Develop a quantitative model to describe the cycling of carbon among the hydrosphere, atmosphere, geosphere, and biosphere

The science and engineering practices are what students DO to make sense of phenomena. They are both a set of skills and a set of knowledge to be internalized. These practices reflect the major practices that scientists and engineers use to investigate the world and design and build systems. They are to be used within each learning segment in order to ensure students can apply the chemistry content. The practices are summarized below.

- **Asking questions and defining problems** in 9–12 builds on grades K–8 experiences and progresses to formulating, refining, and evaluating empirically testable questions and design problems using models and simulations.

- **Developing and Using Models** in 9–12 builds on K–8 experiences and progresses to using, synthesizing, and developing models to predict and show relationships among variables between systems and their components in the natural and designed world(s).
- **Planning and carrying out investigations** in 9–12 builds on K–8 experiences and progresses to include investigations that provide evidence for and test conceptual, mathematical, physical, and empirical models.
- **Analyzing and interpreting data** in 9–12 builds on K–8 experiences and progresses to introducing more detailed statistical analysis, the comparison of data sets for consistency, and the use of models to generate and analyze data.
- **Using Mathematics and computational thinking** in 9–12 builds on K–8 experiences and progresses to using algebraic thinking and analysis, a range of linear and nonlinear functions including trigonometric functions, exponentials and logarithms, and computational tools for statistical analysis to analyze, represent, and model data. Simple computational simulations are created and used based on mathematical models of basic assumptions.
- **Constructing explanations and designing solutions** in 9–12 builds on K–8 experiences and progresses to explanations and designs that are supported by multiple and independent student-generated sources of evidence consistent with scientific ideas, principles, and theories.
- **Engaging in argument from evidence** in 9–12 builds on K–8 experiences and progresses to using appropriate and sufficient evidence and scientific reasoning to defend and critique claims and explanations about the natural and designed world(s). Arguments may also come from current scientific or historical episodes in science.
- **Obtaining, evaluating, and communicating information** in 9–12 builds on K–8 experiences and progresses to evaluating the validity and reliability of the claims,

INSTRUCTIONAL MATERIALS

Moore, Christopher, Wyssession, Michael, Lutes, Bryn. *Experience Chemistry in the Earth System*. Boston, MA; Pearson. 2021.

SUGGESTED AVERAGE TIME FOR COVERING MAJOR UNITS

- UNIT 0: CHEMICAL SAFETY (~4 class periods*)
- UNIT 1 - SEGMENT 1: COMBUSTION and HEAT AND ENERGY IN THE EARTH SYSTEM (~23 class periods total)
- UNIT 2 - SEGMENT 2: ATOMS, ELEMENTS, AND MOLECULES (~33 class periods)
- UNIT 3 - SEGMENT 3: CHEMICAL REACTIONS (~54 class periods)
- UNIT 4 - SEGMENT 4: CHEMISTRY OF CLIMATE CHANGE (~32 class periods)
- UNIT 5 - SEGMENT 5: THE DYNAMICS OF CHEMICAL REACTIONS AND OCEAN ACIDIFICATION (~32 class periods)

* Assuming 178 class periods of 55 minutes each class.

TEACHER RESOURCES

Teacher guide for *Chemistry in the Earth System Volume 1* (covers *Instructional Segments 1, 2, and 3*). *Volume 2* (covers *Instructional Segments 4 and 5*)

California Science Safety Handbook

English Language Development Standards NGSS Correlation (pages T98-T105)

FLINN SCIENTIFIC ([HTTPS://WWW.FLINNSCI.COM/](https://www.flinnsci.com/))

<https://thewonderofscience.com/>

California Education and Environment Initiative Science Curriculum Bank - “E” Units

California Department of Education NGSS Resources and Instructional Materials

CA Science Framework Description (Chemistry in the Earth System)

California Science Framework Chapter 7 Chemistry in the Earth System

Brown, Theodore L., et al. *Chemistry: The Central Science*. 14th edition, AP© edition. Pearson. New York, NY. 2018. (AP© is a registered trademark of the College Board, which was not involved in the production of, and does not endorse, this product.)

Tro, Nivaldo J. *Chemistry: A Molecular Approach*. 5th edition. Pearson. USA. 2020.

RECOMMENDED STUDENT RESOURCES

BOZEMAN SCIENCE ([HTTP://WWW.BOZEMANSCIENCE.COM/](http://www.bozemanscience.com/))

BRIGHTSTORM SCIENCE ([HTTPS://WWW.BRIGHTSTORM.COM/SCIENCE/CHEMISTRY/](https://www.brightstorm.com/science/chemistry/))

CRASH COURSE CHEMISTRY

([HTTPS://WWW.YOUTUBE.COM/PLAYLIST?LIST=PL8DPuUALJXtPHzzYUWY6fYEAX9Mqq8oGR](https://www.youtube.com/playlist?list=PL8DPuUALJXtPHzzYUWY6fYEAX9Mqq8oGR))

FLINN SCIENTIFIC ([HTTPS://WWW.FLINNSCI.COM/](https://www.flinnsci.com/))

ISAACS TEACH ([HTTPS://WWW.YOUTUBE.COM/USER/ISAACSTEACH](https://www.youtube.com/user/isaacsTeach))

PHET SIMULATIONS: [HTTPS://PHET.COLORADO.EDU/](https://phet.colorado.edu/)

SECTION TWO — COURSE UNITS

UNIT 0: Safety in the chemical laboratory

The students enrolled in this course will, by necessity, be handling dangerous chemicals as they conduct the various laboratory activities/experiments in this course. It is necessary that all safety precautions involved in using such chemicals be observed. It is essential, therefore, that the class size not exceed the number of laboratory stations available to the students. Each laboratory must be equipped with a proper fire extinguisher; fire blankets, safety shower, and eye wash stations. Each laboratory must have a fume hood and be so ventilated that the students will not be exposed to noxious gases that are generated in some of the laboratory experiments. All students should be equipped with OSHA approved eye protection, aprons and gloves when necessary for the various experiments. Each laboratory classroom should have a goggle sterilization cabinet to sterilize goggles in between class periods of students.

Teachers should be cautious not to exceed the suggested capacity of the room if laboratory activities are to be a regular part of the science courses to be taught there. Should overcrowding result from errors in scheduling, or due to administrative oversight, it is important that the teacher notify the principal, in writing, of the safety hazard that has been created. If the room is seriously overcrowded, the teacher should suspend laboratory activities until the problem has been corrected.

Additional recommendations with regards to laboratory safety:

1. All facilities should conform to federal, state, and local laws and guidelines as they pertain to the safety of students and instructors. Instructors should consult the California Science Safety Handbook for any questions regarding safety.
2. Chemistry students should not carry out laboratory experiments and demonstrations if they could expose the students to risks or hazards that are inappropriate for learning in the instructional sequence (e.g., explosion experiments that do not have any learning objective).
3. Students should be fully informed of potential laboratory hazards relating to chemicals and apparatus before performing specific experiments. Students themselves should research needed safety information in advance by using an SDS (Safety Data Sheet) database (*FLINNSCI.COM/SDS*). A hard copy of all SDS should be kept in the classroom for student and instructor use. SDS health and safety information should be a mandatory part of each student's lab write-up.
4. Storage and disposal of hazardous chemicals must always be done in accordance with local regulations and policies. As far as possible, the students as well as the instructor should know what these regulations are. An annual chemical inventory should be completed by the chemistry instructors at each site; a copy of which should be provided to the plant manager, the science department, school administration, and the district safety/chemical hygiene officer. The district and site chemical hygiene officer should keep in regular contact with all classroom chemistry instructors to keep them abreast of hazardous chemical pick-up and disposal *information*.

A successful Chemistry laboratory program will instill in each student a true, lifelong "safety sense" that will ensure their safe transition into more advanced laboratory work in college or university laboratories or into the industrial workplace environment.

Students will be knowledgeable about and be able to carry out the following safety procedures:

- simple first aid for cuts, thermal and chemical burns;
- use of safety goggles, eye washes, safety showers, fire blankets, and fire extinguishers;
- safe handling of glassware, hot plates, burners and other heating devices, and electrical equipment;
- proper interpretation of SDS and hazard warning labels; and
- proper use and reuse practices (including proper labeling of interim containers) for reagent bottles.

Standards addressed

The American Chemical Society

<https://www.acs.org/content/acs/en/education/policies/safety.html>

- Chemical Safety for Teachers and Their Supervisors

- Guidelines and Recommendations for the Teaching of High School Chemistry
- Chemical Health & Safety Resources

California Science Safety Handbook

OSHA: <https://www.osha.gov/laws-regs/regulations/standardnumber>

Instructional Objectives

Students will be able to determine which safety procedures are relevant for each laboratory activity and successfully implement their use to maintain the health and safety of themselves, their peers and their instructor.

Suggested Activities

- Safety lab - rotating stations demonstrating various safety techniques, procedures and “dangers”
- Students and their parents/guardians will be required to sign a safety contract before being allowed to participate in laboratory activities.
- Watch safety videos: Pearson Realize has a series of 8 Flinn safety videos provided in the Lab Resource Center available online.
 1. [Introduction to Laboratory Safety](#)
 2. [Prelab Safety](#)
 3. [Safety equipment](#)
 4. [Personal Protective Equipment](#)
 5. [Chemical Labels and Safety Data Sheets](#)
 6. [Responsible Chemical Disposal](#)
 7. [Common Lab Procedures](#)
 8. [Exposure Response](#)

Flinn Scientific Safety video for physical sciences is available on youtube:

<https://www.youtube.com/watch?v=HLaOJKD9iDg&t=187s>

A “fun” safety video is “The Accident at Jefferson High” (18:28) available on youtube.

<https://youtu.be/S0QnsJV2d3E>

Other safety videos made by Flinn scientific are available at this link:

https://www.youtube.com/results?search_query=flinn+scientific+safety+video

Teachers should visit <https://labsafety.flinnsci.com/> and create an account to be able to access safety contracts, safety tests and other safety reference materials.

To accommodate students with disabilities please refer to state, local and district guidelines. A useful reference is *Teaching Chemistry to Students with Disabilities* Thomas J. Kucera; Editor published by the American Chemical Society. August 1993 (3rd edition). ISBN 0-8412-2734-9

Suggested Assessment

Students will be required to take a laboratory safety test. Students should be given the opportunity to retake the test as many times as necessary to achieve a perfect score; safety is not optional. The assessment should also include a “map of the laboratory classroom” requiring students to pinpoint the location of all safety equipment to include eye washes, safety showers, goggle sterilization cabinet(s), safety blanket, first aid kit, fire extinguisher(s), chemical waste containers and all exits.

UNIT 1 - Segment 1: Combustion, Heat, and Energy in the Earth System

In this instructional segment, students are introduced to the concept of energy as it relates to chemistry and earth science. They explore energy in its different forms, how it can be measured and how it can be converted from one form to another. They investigate combustion reactions, geothermal energy as a way to produce electricity and heat transfer as it relates to processes at work in the earth's atmosphere, surface and interior.

Standards Addressed

HS-PS1-3
HS-PS1-4
HS-PS1-7
HS-PS3-1
HS-PS3-2
HS-PS3-4
HS-ETS1-4
HS-ESS2-3

Instructional Objectives

Students will be able to answer the following **essential questions** via the corresponding *competencies*:

Why are wildfires so difficult to extinguish?

1. *Students will identify factors that sustain a combustion reaction.*
2. *Students will identify products of combustion reactions and how mass is conserved even when it does not appear to be.*
3. *Students will draw connections between wildfires and natural gas fires.*
4. *Students will make a connection between the chemical energy stored in fuel and in food.*

How does California get electricity from geothermal energy?

5. *Students will identify the various forms that energy can take including kinetic, potential, chemical, thermal, electromagnetic, electrical and mechanical.*
6. *Students will describe the sequence of energy transformations that take place as thermal energy into electrical energy*

Why are there so many volcanoes in California?

7. *Students will use the principles of plate tectonics and understanding of the layers of the Earth's interior to explain the phenomena of volcanoes.*
8. *Students will identify and describe methods of heat transfer including conduction, convection and radiation*

Suggested Activities

For the purposes of designating useful information about the assignments, a coded label system is used. This system will be used throughout all of the different units.

[+] - This activity is designated by the Pearson teacher's manual as an additional, more in depth, optional assignment. ***For Honors Chemistry as many of these additional activities that can be incorporated into the course should be.***

[★]- This activity is part of the core experiences set of labs kit or the performance assessments kit where Flinn lab materials are provided by the district.

[#] - This activity is not provided as part of the core experiences but utilizes materials that are commonly found or easily accessible in most chemistry lab classrooms.

Some labs have specific information pertaining to teaching students with special needs, struggling students, ELD students, and advanced students. These will be noted with the following numbers:

[1] - This activity provides support for teaching students with special needs.

[2] - This activity provides support for teaching students who are struggling.

[3] - This activity provides support for teaching students who are advanced.

[4] - This activity provides support for teaching students who are developing their English skills.

Key Assignments may include:

Problem Based Learning/Web Research

- Coal Fire at the Seam +

Authentic Readings/Worksheets

- Learn More About Wildfires Reading/Learn More About Wildfires Worksheet +
- Supercharged geothermal energy could power the planet/Worksheet +

Labs

For all Honors Chemistry students it is recommended that all lab activities from Pearson/Savvas Realize be used in their open-ended or advanced inquiry versions.

- Energy Densities of Organic Fuels ★
- Measure Energy Flow in Chemical Reactions ★
- Matter Transformation in Combustion #
- Introduction to Electromagnetism
- Thermal Energy and Heat Transfer ★,[4]
- Evaluate the Thermal Equilibrium of Metals #
- Observe Convection Currents #
- Rise and Fall of Pangaea ★

Computer Simulations

- Virtual Lab: Conservation of Mass During Combustion +
- Virtual Lab: Measuring Energy in Food +
- PhET Interactive Simulation: Energy Forms and Changes
- Virtual Lab: Measuring Heat Conduction +

Analyzing Data

- Analyze Food Labels for Energy Content +
- Pendulums and the Conservations of Energy +,[2],[3]
- Assess California's Energy Supply +,[2],[3]
- Compare the Efficiency of Light Bulbs +
- Compare Heat Capacities +,[2],[3],[4]
- Evidence from Earthquakes [2],[3]
- Tracking Plate Movement +

Modeling Activities

- Model Chemical Potential Energy [4]
- Model Examples of Energy Flow [4]
- Model Energy Transfer and Conservation (Geysers)
- Modeling Energy in Different Forms [1],[2]
- Model Environmental Convection
- Convection in the Mantle [2],[3],[4]

Engineering Design Challenge

- Energy Efficient Cookware +,[4]
- Conservation of Mass in Chemical Reactions +
- Build a Basic Generator +

CERs

- Discuss Changes in a Burning Log [1],[3]
- How to Boil Water
- Pitch Drop Experiment [2],[3],[4]

Writing About Science/Other Activities

- Physical Properties as Design Criteria +
- Modes of Heat Transfer
- Why do rocks melt under the ocean? [1],[2],[3]

Suggested Assessments

- 3D Assessment: Combustion-Matter, Energy, and Change
- Performance Based Assessment - Measuring the Energy in Combustion Reactions ★,[2],[3]
- 3D Assessment: Energy Transfer and Conservation
- Performance Based Assessment - Electricity and Wind Energy ★,[1],[3]
- 3D Assessment: Earth's Interior
- Performance Based Assessment - Investigate the Rock Cycle ★,[1],[2],[3]
- Pencil and paper teacher generated assessments

UNIT 2 - Segment 2: Atoms, Elements and Molecules

In this instructional segment, students explore electron energy levels, atomic orbitals, and electron configurations. They discover patterns in the periodic table and connect that to properties of the elements in the table. Students investigate different types of chemical bonds. They explore intermolecular forces and attractions between molecules.

Standards Addressed

HS-PS1-1
HS-PS1-2
HS-PS1-3
HS-PS1-7
HS-PS2-4
HS-PS3-5

Instructional Objectives

Students will be able to answer the following **essential questions** via the corresponding *competencies*:

What causes the colors in a fireworks display?

1. *Students relate the properties of atoms to the differences in mineral properties, and the atomic emission spectra of elements to light emitted by fireworks.*

Why are elements in pure form so rare?

2. *Students explain periodic trends of elements in relation to the differences in minerals.*

Why do gems have different properties than metals?

3. *Students explain how differences in bonding produce differences in properties of gems and metals and apply the knowledge to explain how minerals are distinguished from one another.*

Suggested Activities

Key Assignments may include:

Problem Based Learning/We Research

- Minerals, Crystals and Gemstones +,[1],[2]

Authentic Readings/Worksheets

- Firework Color Chemistry
- Meet 115: The Newest Element on the Periodic Table +

Labs

- Flame Lab
- Bean Bag Isotopes
- Evaluate Atomic Spectra (Atomic Spectra Lab)
- Evaluate the Bohr model of the atom
- Model Electron Configuration ★
- Develop a Periodic Table ★
- Elements, Metals, Nonmetals and Metalloids
- Periodic Trends and Properties [1],[3]

- Characteristics of Ionic Bonds★,[4]
- Investigate Metallic Bonds
- Investigate Covalent Bonds★
- Intermolecular Forces
- Chemical Names and Formulas★
- Dehydrate Copper Sulfate Pentahydrate
- Comparing and contrasting mineral families (gem variations)

Computer Simulations

- Build an Atom - PhET Simulation
- Isotopes and Atomic Mass - PhET Simulation
- Rutherford Scattering - PhET Simulation
- The Quantum Mechanical Model and Atomic Orbitals +
- Ions and Electroplating +
- Predict Reactivity Using Periodic Trends +,[2],[3]
- Coulomb's Law - PhET Simulation
- Molecule Polarity - PhET Simulation
- Molecule Shapes - PhET Simulation
- Intermolecular Forces in Liquids +
- Atomic Interactions - PhET Simulation

Analyzing Data

- Explore Atomic Particles +
- Intensive and Extensive Properties +
- Explore Bohr Model Patterns +
- Patterns in Electron Configurations +
- Graphing Periodic Properties +,[1],[4]
- Size, Trends and Shielding Effect +,[2],[3]
- Patterns in Melting Points of Metals +
- Calculate Bond Polarity +
- Investigate Molecule Polarity +,[2],[3]
- Infer Rules for Naming Compounds +,[1],[2]
- Infer Rules for Naming Acids +

Modeling Activities

- Model Isotopes [2],[3],[4]
- Modeling Atomic Structure
- Modeling Electron Configurations [1],[2]
- Electron Dot Structures for Ionic Compounds [2],[3]
- Electron Dot Structures for Molecular Substances

Engineering Design Challenge

- Build a spectroscope from household materials +,[1]
- Growing Crystals in Gels +,[1],[2]
- Evaluate Metals for a Commercial Application +, [1],[2],[3]

CERs

- Emission Spectra of Elements [2],[3],[4]
- The Periodic Table
- Evaluate Atomic Models [1],[3]
- Periodic Trends [1],[2],[3]
- Electron Configuration and Element Properties [2],[3],[4]
- Effective Nuclear Charge and Electron Shielding [4]
- Chemical Bonding
- Compare Metallic and Ionic Substances [1],[2],[3],[4]
- Compare Molecular Compound Properties [1],[3],[4]
- Comparing Compound Nomenclatures

Writing about Science/Other Activities

- The History of Atomic Models +
- Properties of Atoms: Size vs Mass +
- Reflect on Periodic Trends +
- Describe Ionic Bonding and Properties +
- Water's Behavior on Earth +,[2],[3]

Suggested Assessments

- 3D Assessment Atomic Spectra
- *Performance Based Assessment* Evaluate Atomic Structure with Flame Tests ★,[1]
- 3D Assessment The Periodic Table
- *Performance Based Assessment* Gravimetric Analysis of Periodic Trends ★,+,[1],[3]
- 3D Assessment Chemical Bonding
- *Performance Based Assessment* Qualitative Analysis and Chemical Bonding ★,[3]
- Pencil and paper teacher generated assessments

UNIT 3 - Segment 3: Understanding Chemical Reactions

In this instructional segment, students explore states of matter and phase changes. They investigate molar relationships and calculate percent composition of compounds. Students analyze different types of chemical reactions as they balance chemical equations. They complete chemical calculations on moles, mass, and volume. They explore energy in chemical bonds and analyze enthalpy in changes of state.

Standards Addressed

HS-PS1-2

HS-PS1-3

HS-PS1-4

HS-PS1-5

HS-PS1-7

HS-PS2-4

HS-PS3-5

Instructional Objectives

Students will be able to answer the following **essential questions** via the corresponding *competencies*:

How do we design materials for a specific function?

1. *Students identify properties of different states of matter and use this to better produce materials and foods.*

Why do we quantify matter in different ways?

2. *Students use their knowledge of molar and mass relationships to explain how to quantify different types of matter and to apply these calculations to producing better foods.*

How is energy obtained from chemical reactions?

3. *Students explain how energy is obtained from chemical reactions using knowledge of the different types of reactions. They apply this knowledge while explaining chemical reactions in food and how to produce better foods.*

What can make a recipe fail?

4. *Students apply knowledge of limiting and excess reagents to explain why a recipe fails. They also explain limiting and excess ingredients in foods.*

Why do you get hot when you exercise?

5. *Students use knowledge of system enthalpy to explain why we get hot when we exercise. They further apply this to enthalpy of foods and how to change it.*

Suggested Activities

Problem Based Learning/We Research

- The Chemistry of cooking and the properties of baked goods +

Authentic Readings/Worksheets

- Charging Ahead the Future of Batteries +
- Antarctica's Blood Red Waterfall +

Labs

- Correlate Material Properties and Bond Type
- Measure the Energy of a Phase Change ★
- Melt Ionic and Covalent Compounds ★
- Modeling Metals, Ceramics and Polymers
- Investigate Surface Tension
- Aqueous Solutions ★
- Describe Small Scale Matter Using the Mole ★
- Mole Ratios ★
- Determine an Empirical Formula ★
- Preparation of Solutions
- Evaluate Chemical Reactions ★
- Types of Chemical Reactions ★
- Predict Chemical Reactions [1]
- Identify Unknowns Through Stoichiometry
- Determination of Reaction Output ★
- Formation of Barium Iodate
- The Thermodynamics of Hand warmers ★,[2],[3]
- Hess's Law and the Combustion of Metal ★,[3]
- The Heat of Melting Ice

Computer Simulations

- States of Matter +
- States of Matter Basics – PhET Simulation
- Tough Tools +
- Mole Road Map +
- Making Dilutions +
- Concentrations – PhET Simulation
- Molarity – PhET Simulation
- Reactivity of Metals +
- Cation Meets Anion +
- Balancing Chemical Equations – PhET Simulation
- Limiting Reagent +
- Reactants, Products and Leftovers - PhET Simulation
- Temperature Changes in Chemical Reactions +
- Heat of Fusion +

Analyzing Data

- Analyze Phase Diagrams +
- Phase Change Graphs +
- Metals and Nonmetals: Data about their properties +
- The Density of Freezing Salt Water +

- Compare Intermolecular Forces in Fresh and Salt Water +
- Counting Atoms in One Gram +
- Identify an Element from its Molar Mass +
- Assess the Percent Composition in DNA +
- Solubility and Percent by Mass +,[1],[2],[3]
- Analyzing Chemical Reactions +
- Balancing Combustion Equations +
- Proportional Relationships in Chemical Reactions +,[1],[2],[3]
- Energy in Reactions +

Modeling Activities

- Phase Changes and Intermolecular Forces [4]
- Surface Tension and Polarity [1],[2],[3]
- Chemical Quantities
- Model Concentration's Effect on Conductivity [1],[2],[3]
- Model Molar Mass and Molar Volume [1],[2],[3]
- Model Percent Composition
- Model Measures of Concentration
- Chemical Reactions
- Modeling Chemical Reactions
- Thermochemistry
- Put it Together
- Chose a Practical Unit
- Energy Changes in Chemical Reactions
- Enthalpy Diagrams for Phase Changes [2]

Engineering Design Challenge

- Abrasive Compounds +
- Building a Better Bike +
- An Empirical Formula Challenge +
- Water Purification +
- Build a Film Canister Rocket +
- Flameless Heating Systems +

CERs

- Physical Properties of Materials +
- Relate Intermolecular Forces to States of Matter
- Discuss Melting Materials [2],[3]
- Make a Claim about Extruded Materials
- Discuss the Masses of one Mole [2],[3]
- Reaction Reasoning
- Predict Whether a Precipitate Will Form
- Stoichiometry
- A Measure of Success
- Compare Heats of Formation

Writing about Science/Other Activities

- States of Water +, [1],[2]

- Solubility and Temperature +
- Counting Tiny Objects [1],[2],[3]
- Track the Mass of Reactants and Products +
- Parts and the Whole +,[2],[3]
- A Scale that Reads Moles +
- Energy Input for the Rusting of Iron +
- Enthalpy of Reaction vs Phase Change +

Suggested Assessments

- 3D Assessment Physical Properties of Materials
- Performance Based Assessment: Road Deicers ★[2],[3]
- 3D Assessment Chemical Quantities
- Performance Based Assessment: Analysis of Basic Copper Carbonate ★[1]
- 3D Assessment Chemical Reactions
- Performance Based Assessment: Identify Evidence of a Chemical Reaction ★[2],[3]
- 3D Assessment Stoichiometry
- Performance Based Assessment: The Stoichiometry of Filling a Balloon ★[2],[3]
- 3D Assessment Thermochemistry
- Performance Based Assessment: Enthalpy of a Neutralization Reaction ★,[2],[3]
- Pencil and paper teacher generated assessments

UNIT 4 - Segment 4: Chemistry of Climate Change

Students develop models of energy flow in Earth's climate. They revisit combustion reactions from IS1 to focus on emissions from fossil fuel energy sources. They apply models of the structures of molecules to explain how different molecules trap heat in the atmosphere. Students evaluate different chemical engineering solutions that can reduce the impacts of climate change.

Standards Addressed

HS-ESS2-2.

HS-ESS2-4.

HS-ESS2-6.

HS-ESS3-2.

HS-ESS3-5.

HS-ESS3-6.

Instructional Objectives

Students will be able to answer the following **essential questions** via the corresponding *competencies*:

What is causing drought in California?

1. *Students identify severe weather and evaporation feedback and use this to explain the cause of drought. They then apply this to why there is an increase in extreme weather events.*
2. *Students explain why the complete disappearance of a glacier is an example of a nonlinear tipping point and relate that to what causes drought in California.*
3. *Students explain why most of the world's deserts are located at the poles and relate that to the phenomenon of what causes drought in California.*
4. *Students analyze evaporation feedback and use this to refine explanations on what causes drought in California.*
5. *Students use their knowledge of climate zones to refine explanations on what causes drought in California.*
6. *Students apply knowledge of how humans have impacted climate to refine explanations on what causes droughts in California.*

What is causing an increase in floods?

1. *Students use the greenhouse effect and climate models to explain the cause of an increase in floods. They apply this knowledge to an increase in other extreme weather events.*
2. *Students construct an explanation of how surface water might contribute to the greenhouse effect and relate that to the phenomenon of what is causing an increase in floods.*
3. *Students describe how melting ice could affect the frequency and intensity of flooding events.*

4. *Students describe how greenhouse gas emissions affect the frequency and intensity of flooding events.*
5. *Students explain what CESM projections predict about the likelihood of flooding in the future.*
6. *Students use knowledge of coastal flooding, droughts, and floods to refine explanations on what is causing an increase in floods.*
7. *Students describe engineering solutions to flooding and use this to refine explanations on what is causing an increase in floods.*

Suggested Activities

Problem Based Learning/We Research

- Water as a Greenhouse Gas +

Authentic Readings/Worksheets

- An Unexpected Side-Effect of Drought +
- Geoengineering and Climate Change +

Labs

1. Feedback and Climate Change
2. Energy in the Atmosphere
3. Albedo and Composition of Earth's Surface
4. How Melting Ice Affects Sea Level ★
5. Observe Air Pollution
6. Carbon Dioxide and its Role in Climate
7. How Nature Records Changes in the Environment [1],[2]
8. Human Activity and Carbon Emissions ★
9. Model Climate Change with Melting Ice
10. Climate Change and Keeping Cool
11. Solar Cell Technology ★

Computer Simulations

- The Carbon Cycle +
- Sampling the Past +
- Molecules and Light – PhET Simulation
- Flow of Energy and Greenhouse Gases +
- Glaciers on Rainier +
- Climate Change and Fire +
- Energy Forms and Changes – PhET Simulation
- Wetlands and the Carbon Cycle +

Analyzing Data

- Influence of Dams on Coastal Erosion +, [2]
- Balance the Energy Budget +
- Energy In and Out of the Earth's Atmosphere +, [1]

- Historical Carbon Dioxide Levels +,[1],[2]
- Solar Output +
- Earth's Energy Equilibrium +,[1],[2]
- Volcanic Emissions and Climate Over Time +
- Tree Rings and Climate Change +
- Keeling Curve +
- Carbon Absorption +,[2]
- Climate Change and Drought +
- Climate Change and the Biosphere +,[1],[3]
- Ecological Footprint +

Modeling Activities

- Milankovitch Cycles [1],[2],[3]
- Carbon and the Atmosphere
- Interfering with the Carbon Cycle
- Graph Climate Change [1],[2],[3]
- Model Your Carbon Footprint

Engineering Design Challenge

- Design a Green Roof +

CERs

- Discuss the phenomenon: Drought Descriptors
- Feedback and Melting Glaciers
- Drought Causes [2],[3]
- Discuss the Wetland Effect
- Heat Expansion
- Drought Descriptors
- Ice Core: Records of Climate Change
- Sea Levels Rising [2],[3]
- Global Climate Change

Writing about Science/Other Activities

- Draft a Proposal to Reduce CO₂ Emissions +, [3]
- Snowball Earth +, [1]
- Reduce the Car Industry's Footprint +

****Additional and updated data and resources related to global climate change can be found with the following resources suggested by the California Framework:**

- Relevant CDE Resources
- Relevant EEI Resources

Suggested Assessments

- 3D Assessment Weather and Climate
- Performance Based Assessment: Microhabitat in a bottle ★
- 3D Assessment Global Climate Change
- Performance Based Assessment: Climate Change and the Carbon Cycle ★,[1],[3]
- Benchmark 3-D Assessment: Instructional Segments 4 and 5
- Pencil and paper teacher generated assessments

UNIT 5 - Segment 5 : Dynamics of Chemical Reactions and Ocean Acidification

Students investigate the effects of fossil fuel combustion on ocean chemistry. They develop models of equilibrium in chemical reactions and design systems that can shift the equilibrium between the air, water and carbonate shells of ocean creatures. Students conduct research on the interaction between ocean water and shell-building organisms.

Standards Addressed

HS-PS1-5.
HS-PS1-6.
HS-PS1-7.
HS-ESS2-2.
HS-ESS2-6.

Instructional Objectives

Students will be able to answer the following **essential questions** via the corresponding *competencies*:

How can you alter chemical equilibrium and reaction rates?

1. *Students use mathematics to calculate and explain reaction rates. They develop models of collision theory*
2. *Students develop a model of activation energy.*
3. *They design a solution for alternatives to the use of enzymes. Students use models to explain multistep mechanisms of reaction rates*
4. *Students relate chemical equilibrium to everyday examples. They explore Le Châtelier's principle. Students describe patterns in how temperature and pressure affect equilibrium.*

How can you predict the relative quantities of products in a chemical reaction?

5. *Students will utilize knowledge of Le Chatelier's principle to explain how increasing acidity of precipitation affects the processes that form limestone caves.*

How do limestone caves form?

6. *Students use reaction rates and energy diagrams to explain how limestone caves form.*
7. *They apply this toward explaining reactions that cause ocean acidification*

How does acid rain impact the environment?

8. *Students use acid-base reactions to explain how acid rain impacts the environment. They apply this knowledge towards explaining ocean acidification.*

What is happening to the world's coral reefs?

9. *Students use knowledge on ocean factors, such as pH and alkalinity, to explain what is happening to coral reefs and how humans contribute to ocean acidification*

Suggested Activities

Problem Based Learning/Web Research

- [Reducing carbon footprints](#) +

Authentic Readings/Worksheets

- [Boring Sponges](#) +

Labs

- [Reaction rates: Iodine clock](#) ★,[1],[2] or other comparable phenomenon
- [Factors affecting rates of reaction](#) #
- [Collision theory](#)
- [Explore chemical equilibrium](#)
- [Equilibrium shifting](#) +,[1],[3]
- [Measure acid strength](#)
- [Titrations-The Study of Acid-Base Chemistry](#) ★
- [Analysis of Buffer Solutions and Ranges](#)
- [Quantitative Analysis of Acid Rain](#)
- [the pH of Seawater](#) ★
- [Carbon dioxide Levels in Water](#)
- [The Fate of Carbonate in Acidifying Oceans](#) ★
- [Ocean currents](#)

Computer simulations

- [Explore the relationship between collisions and activation energy](#) +
- [Reaction rates and activation energy](#) +,[2],[3]
- [Collisions and activation energy](#) +
- [Exploring Acid Strength and Concentration](#) +
- [acid and base solutions](#)
- [pH scale](#) [2],[3]
- [Explore buffer Systems](#) +,[1],[2]
- [Ocean pH simulation](#) +
- [El Niño, La Niña, and Heat Storage](#) - (animation) +
- [The Effect of Ocean acidification on shells](#) +

Analyzing Data

- [Factors that Affect Reaction Rate](#) +
- [Interpret Energy Diagrams](#) +,[1],[2]
- [Stoichiometric Analysis of Vinegar](#) +
- [Salt Hydrolysis](#) +
- [Pacific Ocean pH Changes](#) +
- [Greenhouse Gas Emissions and Climate Change](#) +
- [The Changing Ocean and the Biosphere](#) +
- [Correlating Flu outbreaks and La Niña weather patterns](#) +,[1],[3]

Modeling Activities

- [Model factors that affect reaction rate](#)
- [Reaction rate and molecular collisions](#) +

- Compare equilibrium positions of weak acids
- Conductivity of strong and weak acids +
- Model an Acid-Base Titration [2],[3]
- Modeling Carbon Flow in the Ocean

Engineering Design Challenge

- Use Equilibrium for a commercial application +
- Design a natural pH indicator +
- Design a model of Ocean acidification +

CERs

- Discuss the Phenomenon of “A drop at a Time”
- The concept of activation energy
- Optimize a Reversible Reaction
- Discuss the phenomenon of Fishless lake in Adirondacks +
- Acid Rain Tolerance
- The Changing Ocean and Coral Reefs
- Ocean Acidity [2],[3]
- Hurricanes and the Carbon Cycle
- Changing Climate and Ocean Ecosystems

Writing About Science/Other Activities

- Glow sticks and Reaction rate +
- Compare acid-base models +
- CO₂ Scrubbing +
- Earth’s Position in Space Affects the Climate [2],[3]
- CO₂, Ocean acidification, and shell formation +

Problem-Based Learning Experience

- Reducing Carbon Footprints +

Suggested Assessment

- Performance based assessment relating reaction rates and equilibrium ★,[2],[3]
- Performance based assessment Quantitative analysis of acid rain ★,[1],[2]
- Performance based assessment Calcium carbonate and shell production ★,[1],[3]
- Interactive online quizzes provided by the publisher
- 3-D Assessment: Reaction Rates and Equilibrium
- 3-D Assessment: Acid-Base Equilibria
- 3-D Assessment: Ocean Acidification
- Benchmark 3-D Assessment: Instructional Segments 4 and 5
- Interactive ExamView 3-D assessment
- Pencil and paper teacher generated assessments



COURSE OF STUDY

FOR

ELD Physics in the Universe ***QPS260/ QPS261***

Segment	High School
Length of Course	One Year
Developed by	Melanie Bean
First Edition	2020

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

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“The Sacramento City Unified School District is committed in all of its activities, policies, programs, and procedures to provide equal opportunity for all to avoid discrimination against any person regardless of ethnicity, gender, religion, national origin, disability, marital status, or age.”

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ELD Physics in the Universe

SECTION ONE — GENERAL INFORMATION

COURSE DESCRIPTION

The purpose of ELD Physics in the Universe is for English Learners to learn and apply interdisciplinary academic and literacy skills through the meaningful use of language, using the California English Language Development Standards; Next Generation Science Standards; California Standards for Literacy in History-Social Studies, Science, and Technical Subject 6-12; and California Standards for Career Ready Practice. This course focuses on language and literacy development through the lens of the science and engineering practices and the cross-cutting practices identified in the California NGSS. ELD Physics in the Universe integrates earth science into Physics through the lens of language acquisition. It is aimed at building a solid foundation in physical science, integrating an intensive laboratory component the consists of literacy strategies, classroom labs, and practical field studies, as well as building student competency in academic language, discourse, science practices, and cross cutting concepts. This course devotes at least 40% of the class time to student-centered laboratory activities that emphasize language, inquiry, and critical thinking. Throughout this course, students will progressively grow in their language development and physics knowledge and use this collective knowledge to explore and design and efficient means of producing renewable energy.

RATIONALE

ELD Physics in the Universe will provide access to core content within the English Learner newcomer pathway (English Learner: overall ELPAC score of 1 or 2 and enrolled in U.S. schools for fewer than three years). This course will fulfill the Physical Sciences with lab requirement for A-G and graduation within Sacramento City Unified School District while supporting English Language Development.

COURSE GOALS

Upon completion of this course, students will be able to:

- Demonstrate proficiency in meeting the Next Generation Science Standards recommendations for physical science;
- Demonstrate proficiency in meeting the California English Language Development high school grade-level standards;
- Demonstrate proficiency in meeting the English Language Arts Literacy Standards for Technical Subjects and College and Career Readiness Standards high school grade-level standards.

COURSE STANDARDS

Next Generation Science Standards for High School: Physical Sciences; Earth and Space Sciences; Engineering, Technology, and Applications of Science

INSTRUCTIONAL MATERIALS

Physics in the Universe; Accelerate Learning 2019

SUPPLEMENTARY MATERIALS:

Lab Activities
Translation devices

SUGGESTED AVERAGE TIME FOR COVERING MAJOR UNITS

ELD Physics in the Universe will devote no less than 40% of instructional time to hands-on laboratory investigations that support instruction. Each of the six units will approximately take 30 instructional days.

TEACHER RESOURCES

Physics in the Universe; Accelerate Learning 2019

RECOMMENDED STUDENT RESOURCES

Student Text (Physics in the Universe), Digital Curriculum Access
Translation devices/ apps
Bilingual dictionaries

SECTION TWO — COURSE UNITS

All units are designed using the California English Language Development Standards for Grades 9-12 to deliver Next Generation Science Standards

UNIT I: Forces and Motion of Objects in the Universe

Newton's Laws provide a basis of understanding forces and motion, and therefore, serve as a foundation for a study of physics. Students will need to collaboratively construct a device in order to address an engineering design challenge built on the background of Newton's Laws and momentum. In order to meet this challenge, students will develop models of the challenge, and design and revise their design based on data and their knowledge of physics. Students will begin by investigating collisions, and by dissecting a collision and describing the motion of objects. They will do this by developing models of motion and forces, conducting experiments, gathering data, and revising their models. To support this learning, students will interpret tables and graphs of position and velocity as a function of time for objects subjected to a constant, net unbalanced force and compare their observations to predictions from mathematical models. Students will develop models of motion of falling objects, and gather data to improve their models, and explain the concept of acceleration due to the gravitational force by means of data analysis. Students will use data to prove that technological advancements such as airbags and crumple zones reduce the force of an impact by analyzing videos of collisions and by measuring impact time and impact forces for different collisions. Students will apply their knowledge in order to complete the engineering design challenge. Students will engage with grade-level, intellectually-rich scientific content while building a rich language repertoire through reading, writing, speaking, listening, and research based upon the California English Language Development Standards.

Sample Guiding Questions:

- How can Newton's Laws be used to explain how and why things move?
- How can mathematical models of Newton's Laws be used to test and improve engineering designs?
- How can you minimize the force on a macroscopic object during a collision?

NGSS Standards Addressed

HS-PS2. Motion and Stability: Forces and Interactions
HS-ETA1. Engineering Design

Instructional Objectives

Students will be able to:

- Students will analyze the motion of balls on different inclined planes.
- Students will use kinematic equations in order to measure the height of buildings.
- Students will qualitatively and quantitatively analyze a cart stopping with varying impact times based on different structural materials.
- Students will choose a problem and engineer a solution to the problem using their knowledge of Newton's Law and momentum. Possible problems could consist of football helmet collisions, crumple zones for cars, dropping cargo from airplanes, etc.

Suggested Activities

Summary of Sample Assignment: Students will read articles and watch video clips of scenarios involving change in momentum including car collisions, bungee jumps, a man falling onto the top of a car, objects being dropped from a plane, etc. Students will then draw visual models to describe how these collisions affect impact force and impact time.

- Per the California English Language Development Standards and Next Generation Science Standards, assignments will support science and language for English language learners through the use of (1) literacy strategies for all students, (2) language support strategies with English language learners, (3) discourse strategies with English language learners, (4) home language support, and (5) home culture connections.

Suggested Assessment

Two car manufacturers are claiming their cars are the fastest. In this activity, students will receive a data table that includes each car's make and model, its horsepower, the force of its engine, and the time each car takes to travel a given distance. Students need to prove which manufacturer has the fastest car, using the concepts of Newton's second law.

Per the California English Language Development Standards and the Next Generation Science Standards, lab activities will support science and language for English language learners through the use of (1) literacy strategies for all students, (2) language support strategies with English language learners, (3) discourse strategies with English language learners, (4) home language support, and (5) home culture connections.

UNIT II: Forces at a Distance

In this unit the foundation of forces and motion are used to predict and explain gravitational and electromagnetic interactions that occur at a distance. Students investigate gravitational and electromagnetic forces through a series of small experiments and describe them conceptually and mathematically. They predict the motion of orbiting objects in the solar system. They link the macroscopic properties of materials to microscopic electromagnetic attractions (charge, Coulomb's law). Students will use mathematical models to explore Newton's Law of Gravitation to describe and predict the gravitational attraction between two objects, then compare the Law of Gravitation to Coulomb's Law to conclude that gravitational and electrostatic forces share a common geometry, radiating out as spherical shapes from their point of origin. Students will engage with grade-level, intellectually-rich scientific content while building a rich language repertoire through reading, writing, speaking, listening, and research based upon the California English Language Development Standards.

Sample Guiding Questions:

- How can different objects interact when they are not touching?
- How do interactions between charges at the microscopic scale affect the macroscopic properties of matter that we observe?
- How do satellites stay in orbit?

NGSS Standards Addressed

HS-PS-3. Energy

HS-PS-4. Waves and their Applications in technologies for Information Transfer

Instructional Objectives

Students will be able to:

- Students will develop a visual model to better understand what is happening within charged materials, and then use this as a basis for better understanding the physics of electric charges. They will also demonstrate and explain the process of charge polarization.
- Students will construct a simple DC motor.

Suggested Activities

Summary of Sample Assignment: Students will construct a model for satellite motion by analyzing data from PHeT Gravity and Orbits simulation. The changes of mass and distance are modeled and applies to the Universal Gravitation equation.

- Per the California English Language Development Standards and Next Generation Science Standards, assignments will support science and language for English language learners through the use of (1) literacy strategies for all students, (2) language support strategies with English language learners, (3) discourse strategies with English language learners, (4) home language support, and (5) home culture connections.

Suggested Assessment

Students will create different ellipses to simulate planetary orbits and discover the mathematical relationships that led Kepler to formulate his first law of planetary motion. Students will use solar system-object data to calculate eccentricities of the objects for comparison and then write a scientific explanation for why average distance is used for planets. Students will use algebraic thinking to examine scientific data and predict the effect of a change in one variable on another.

Per the California English Language Development Standards and the Next Generation Science Standards, lab activities will support science and language for English language learners through the use of (1) literacy strategies for all students, (2) language support strategies with English language learners, (3) discourse strategies with English language learners, (4) home language support, and (5) home culture connections.

UNIT III: Energy Conversion & Conservation Laws

Students will differentiate between kinetic, potential, and thermal energy and be able to calculate the change in the energy of a system from one form to another showing that energy is conserved. Students investigate different methods of energy production and energy transfer. During this unit students will track energy transfer and conversion through different stages of commercial and residential power sources. They will also evaluate different power source technologies. This may include investigations with electromagnetism and solar photovoltaic systems to create models of how power generation works. They also may include the design and testing of their own energy conversion devices. Students will engage with grade-level, intellectually-rich scientific content while building a rich language repertoire through reading, writing, speaking, listening, and research based upon the California English Language Development Standards.

Sample Guiding Questions:

- How can electricity be generated?
- How can energy be harnessed to perform useful tasks?
- What engineering designs can help increase energy efficiency?
- What happens to energy after it has been used to perform a task?

NGSS Standards Addressed

HS-PS-3. Energy

HS-PS-4. Waves and their Applications in technologies for Information Transfer

Instructional Objectives

Students will be able to:

- Students will build a windmill.
- Student teams research and develop unique models of the various ways electricity is produced. Teams analyze the various models (fossil fuels, nuclear, geothermal, tidal, wind, and solar) to find patterns in the flow of energy and determine the efficiency of each energy source.

Suggested Activities

Summary of Sample Assignment: Students will design and construct a windmill. Students will be given a mock budget and have limited resources that they can purchase. Each group will also be given a small DC motor which will double as the generator. The students will research different windmill designs and will draw blueprints of their final design plan. After the windmills have been constructed the class will measure the amount of current each

windmill produces. The class will have a discussion about what made designs successful and unsuccessful.

Per the California English Language Development Standards and Next Generation Science Standards, assignments will support science and language for English language learners through the use of (1) literacy strategies for all students, (2) language support strategies with English language learners, (3) discourse strategies with English language learners, (4) home language support, and (5) home culture connections.

Suggested Assessment

Students will use an online simulation to observe how changing magnetic fields can produce an electric current. Then, they will draw two diagrams, one that shows how electric currents produce magnetic fields and another that shows how changing magnetic fields produces electric current.

Per the California English Language Development Standards and the Next Generation Science Standards, lab activities will support science and language for English language learners through the use of (1) literacy strategies for all students, (2) language support strategies with English language learners, (3) discourse strategies with English language learners, (4) home language support, and (5) home culture connections.

UNIT IV: Nuclear Processes and Earth History

Students develop a model of the internal structure of atoms and then extend it to include the processes of fission, fusion, and radioactive decay. They apply this model to understanding nuclear power and radiometric dating. They use evidence from rock ages to reconstruct the history of the Earth and processes that shape its surface. Students will engage with grade-level, intellectually-rich scientific content while building a rich language repertoire through reading, writing, speaking, listening, and research based upon the California English Language Development Standards.

Sample Guiding Questions:

- How do nuclear reactions illustrate conservation of energy and mass?
- Why are some materials dangerous, emitting harmful radiation?
- How do we determine the age of rocks and other geologic features?
- How can we determine the age of the earth?

NGSS Standards Addressed

HS-PS1. Matter and its Interactions

HS-PS2. Motion and Stability: Forces and Interactions

Instructional Objectives

Students will be able to:

- Students will use a model to explain the changes in the makeup of the nucleus of an atom and explain the release of the energy. Groups pick fission, fusion, alpha, beta, gamma – explain model to class.
- Students will develop models of seafloor spreading.

Suggested Activities

Disciplinary Core Ideas:

- **C:** Nuclear Processes
- **C:** The History of Planet Earth
- **A:** Earth Materials and Systems
- **B:** Plate Tectonics and Large-Scale System Interactions

Summary of Sample Assignment: Students will draw a visual model of how convection currents work in the core of the earth. In order for students to draw this model the students will fill a transparent, rectangular tub with water. Two hot cups of water are placed underneath the two ends of the tub and one cold cup of water is placed underneath the middle of the tub. A few drops of red dye are placed inside the tub just above the hot cups and a few drops of blue dye are placed inside the tub just above the cold cup. Students will then observe the convection currents. After drawing their models the students will make claims on how they think convection currents impact the theory of plate tectonics.

Per the California English Language Development Standards and Next Generation Science Standards, assignments will support science and language for English language learners through the use of (1) literacy strategies for all students, (2) language support strategies with English language learners, (3) discourse strategies with English language learners, (4) home language support, and (5) home culture connections.

Suggested Assessment

Students will be working within expert groups to research one topic within the solar nebula theory. Students will present their research to the class and obtain data on topics that they did not research as they listen to other presentations. They will be regrouped and use this collected data to create a complete account of how Earth and the solar system were formed and create a timeline of events.

Per the California English Language Development Standards and the Next Generation Science Standards, lab activities will support science and language for English language learners through the use of (1) literacy strategies for all students, (2) language support strategies with English language learners, (3) discourse strategies with English language learners, (4) home language support, and (5) home culture connections.

UNIT V: Waves and Electromagnetic Radiation

Students make mathematical models of waves and apply them to seismic waves traveling through the Earth. They obtain and communicate information about other interactions between waves and matter with a particular focus on electromagnetic waves. They obtain, evaluate, and communicate information about health hazards associated with electromagnetic waves. They use models of wave behavior to explain information transfer using waves and the wave-particle duality. Students look at data sets from various satellites and telescopes to demonstrate how knowledge of electromagnetic radiation helps humans to understand their surroundings, whether it be weather patterns on Earth, the temperature of the Earth, the ages of stars in distant galaxies, or the atmospheric composition of planets in our solar system and beyond. Students will engage with grade-level, intellectually-rich scientific content while building a rich language repertoire through reading, writing, speaking, listening, and research based upon the California English Language Development Standards.

Sample Guiding Questions:

- How do we know what is inside the Earth?
- Why do people get sunburned by UV light?
- How can we transmit information over wires and wirelessly?
- How is music created and transmitted?

Standards Addressed

HS-PS-3. Energy

HS-PS-4. Waves and their Applications in technologies for Information Transfer

Instructional Objectives

Students will be able to:

- Students will observe wave properties of transverse and longitudinal in different mediums.
- Students will design a musical instrument and determine how wave properties change the output (frequency, amplitude, wavelength) and tune the instrument to a specified frequency so that an orchestra of peers can play a simple 4 note song.
- Students will research past natural disasters, work with materials to understand stress and faulting, test ocean waves vs tsunami wave properties, learn about seismic waves, how they affect us, test seismic engineering solutions, and learn about and test mitigation efforts for tsunamis.

Suggested Activities

Summary of Sample Assignment: Students will use long slinkys to observe wave pulses, wave interference, transverse waves, longitudinal waves, wave speed, and standing waves. Each group will have to present to the class a minimum of three claims based on their observations using the claim, evidence, reasoning structure.

Per the California English Language Development Standards and Next Generation Science Standards, assignments will support science and language for English language learners through the use of (1) literacy strategies for all students, (2) language support strategies with English language learners, (3) discourse strategies with English language learners, (4) home language support, and (5) home culture connections.

Suggested Assessment

In this activity, students will use a Slinky to model the structure and function of seismic waves (S-waves and P-waves) to visualize how they can be used to investigate the layers of Earth.

Per the California English Language Development Standards and the Next Generation Science Standards, lab activities will support science and language for English language learners through the use of (1) literacy strategies for all students, (2) language support strategies with English language learners, (3) discourse strategies with English language learners, (4) home language support, and (5) home culture connections.

UNIT VI: Stars and the Origin of the Universe

Students apply their model of nuclear fusion to trace the flow of energy from the Sun's core to Earth. Students will apply their knowledge of the doppler effect to the concept of redshift and blueshift in astronomy in order to defend a claim about the expansion of our universe. They will use evidence from the spectra of stars and galaxies to determine the composition of stars and construct an explanation of the origin of the Universe. Students will engage with grade-level, intellectually-rich scientific content while building a rich language repertoire through reading, writing, speaking, listening, and research based upon the California English Language Development Standards.

Sample Guiding Questions:

- How do we know what stars are made of?
- What fuels our Sun? Will it ever run out of fuel?
- Do other stars work the same way as our Sun?
- How do patterns in motion of the stars tell us about the origin of our Universe?

Standards Addressed

HS-ESS-1. Earth Place in the Universe

Instructional Objectives

Students will be able to:

- Students will develop visual models of how energy is transformed and transferred from the core of the earth to the earth's surface.
- Students will research the life cycles of different stars and how the mass of a star and its current stage of life determines what elements are created.

Suggested Activities

Summary of Sample Assignment:

Students will work in small groups discussing, researching and collaborating to develop and design a model that follows the thermodynamic principles to explain and demonstrate how heat flows in a system and the concept of entropy. Their model will be applied to explain nuclear processes and heat transfer in a closed system. Students will then demonstrate how energy is transferred and transformed specifically as it pertains to the earth's internal nuclear processes. Students will further develop this model and explain how fusion processes work in the formation and life of a star. Students will work collectively on computers to create a presentation on a star of their choice. They will research the life cycles of that star and how the mass and its current stage of life determines what elements

are created. They will be required defend their reasoning based on evidence and valid scientific research, citing valid sources if the information is not obtained in class.

Per the California English Language Development Standards and Next Generation Science Standards, assignments will support science and language for English language learners through the use of (1) literacy strategies for all students, (2) language support strategies with English language learners, (3) discourse strategies with English language learners, (4) home language support, and (5) home culture connections.

Suggested Assessment

Students will perform a kinesthetic model to illustrate the changes that occur in a star during its life cycle. This will be done for both a low- to medium-mass star and a high-mass or a massive star. Students will learn that the lifespan of stars is based primarily on initial mass and that the Sun is a low- to medium-mass star with a 10 billion-year life span. Students will also learn about the hydrogen-to-helium product and how that predicts a star's age.

Per the California English Language Development Standards and the Next Generation Science Standards, lab activities will support science and language for English language learners through the use of (1) literacy strategies for all students, (2) language support strategies with English language learners, (3) discourse strategies with English language learners, (4) home language support, and (5) home culture connections.



COURSE OF STUDY

FOR

ELD Biology: The Living Earth
QBS273/ QBS274

Segment	High School
Length of Course	One Year
Developed by	Melanie Bean
First Edition	2020-2021

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

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“The Sacramento City Unified School District is committed in all of its activities, policies, programs, and procedures to provide equal opportunity for all to avoid discrimination against any person regardless of ethnicity, gender, religion, national origin, disability, marital status, or age.”

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ELD Biology: The Living Earth

SECTION ONE — GENERAL INFORMATION

COURSE DESCRIPTION

The purpose of ELD Biology: The Living Earth is for English Learners to learn and apply interdisciplinary academic and literacy skills through the meaningful use of language, using the California English Language Development Standards; Next Generation Science Standards; California Standards for Literacy in History-Social Studies, Science, and Technical Subject 6-12; and California Standards for Career Ready Practice. This course focuses on language and literacy development through the lens of the science and engineering practices and the cross-cutting practices identified in the California NGSS. Students will study the biological concepts of ecosystems, genetics, evolution and cells to organisms. Standards of Earth and space science such as Earth's history and global climate change will also be used to deepen student understanding of the concepts that are being learned. Students will spend a minimum of 20% of classroom time engaged in hands-on laboratory investigations that support science and language instruction.

RATIONALE

ELD Biology: The Living Earth will provide access to core content within the English Learner newcomer pathway (English Learner: overall ELPAC score of 1 or 2 and enrolled in U.S. schools for fewer than three years). This course will fulfill the Life Science with lab requirement for A-G and graduation within Sacramento City Unified School District while supporting English Language Development.

COURSE GOALS

Upon completion of this course, students will be able to:

- Demonstrate proficiency in meeting the Next Generation Science Standards recommendations for life science;
- Demonstrate proficiency in meeting the California English Language Development high school grade-level standards;
- Demonstrate proficiency in meeting the English Language Arts Literacy Standards for Technical Subjects and College and Career Readiness Standards high school grade-level standards.

COURSE STANDARDS

Next Generation Science Standards for High School: Life Sciences; Earth and Space Sciences; Engineering, Technology, and Applications of Science

INSTRUCTIONAL MATERIALS

STEMscopes by Accelerate Learning 2019

SUPPLEMENTARY MATERIALS:

Lab Activities
Translation devices

SUGGESTED AVERAGE TIME FOR COVERING MAJOR UNITS

ELD Biology: The Living Earth will devote no less than 20% of instructional time to hands-on laboratory investigations that support instruction. Each of the six units will approximately take 30 instructional days.

TEACHER RESOURCES

STEMscopes instructional materials and online platform

RECOMMENDED STUDENT RESOURCES

Student Text (STEMScopedia), Digital Curriculum Access
Translation devices/ apps
Bilingual dictionaries

SECTION TWO — COURSE UNITS

All units are designed using the California English Language Development Standards for Grades 9-12 to deliver Next Generation Science Standards

UNIT I: Ecosystem Interactions and Energy

In this unit, students will use mathematical and computer models to determine the factors that affect the size and diversity of populations in ecosystems, including the availability of resources and interactions between organisms. Individual and group behavior will be analyzed in order to determine the benefits to individual members of a population. Students will apply their knowledge of carrying capacity, animal behavior and processes that enable matter to cycle and energy to flow in an ecosystem to determine what a species needs for survival. Students will engage with grade-level, intellectually-rich scientific content while building a rich language repertoire through reading, writing, speaking, listening, and research based upon the California English Language Development Standards.

NGSS Standards Addressed

HS. Ecosystems: Interactions, Energy, and Dynamics
HS. Interdependent Relationships in Ecosystems
HS. Matter and Energy in Organisms and Ecosystems

Instructional Objectives

Students will be able to:

- Use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales.
- Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales.
- Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions.
- Use mathematical representations to support claims for the cycling of matter and flow of energy among organisms in an ecosystem.
- Develop a model to illustrate the role of photosynthesis and cellular respiration in the cycling of carbon among the biosphere, atmosphere, hydrosphere, and geosphere.

- Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem.
- Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.

Suggested Activities

Assignment #1: Students will use a simulation tool to analyze data in order to explain the predator-prey relationship between a lynx and a hare. Students will be able to manipulate various factors such as the year and count of each organism in order to graph the relationship between the two.

Assignment #2: Students will model the effects of a parasitic disturbance on a population to explore how diversity and size can affect the resilience of an ecosystem. Cards representing various organisms will be spread out in a small and large ecosystem. Students will then calculate the abundance of each organism in both ecosystems. A parasite will be introduced to both ecosystems resulting in the death of a predetermined number of individuals from each population. Students will graph the abundance of organisms before and after the disturbance and use the data to explain factors that can affect biodiversity.

Assignment #3: Students will be provided with a animal behavior that they will have to research in order to make a claim with evidence and reasoning to evaluate how that behavior is beneficial for an organism or groups behavior.

Per the California English Language Development Standards and the Next Generation Science Standards, assignments will support science and language for English language learners through the use of (1) literacy strategies for all students, (2) language support strategies with English language learners, (3) discourse strategies with English language learners, (4) home language support, and (5) home culture connections.

Suggested Assessment

Students will be analyzing real world data to explain the predator-and-prey relationship between the hare and the lynx, identify the carrying capacity, and explain how changes in factors would affect the population graph and carrying capacity.

Per the California English Language Development Standards and the Next Generation Science Standards, lab activities will support science and language for English language learners through the use of (1) literacy strategies for all students, (2) language support strategies with English language learners, (3) discourse strategies with English language learners, (4) home language support, and (5) home culture connections.

UNIT II: History of Earth's Atmosphere

Students will make links between photosynthesis and respiration in organisms and cycles of energy and matter in Earth systems. Students will create models to understand the molecules that form the basis of the living earth. They will discover how this knowledge can be applied to our world to connect the past, the present, and the future. Students will engage with grade-level, intellectually-rich scientific content while building a rich language repertoire through reading, writing, speaking, listening, and research based upon the California English Language Development Standards.

NGSS Standards Addressed

HS. Ecosystems: Interactions, Energy, and Dynamics
HS. Interdependent Relationships in Ecosystems
HS. Matter and Energy in Organisms and Ecosystems
HS. From Molecules to Organisms: Structures and Processes

Instructional Objectives

Students will be able to:

- Use a model to illustrate how photosynthesis transforms light energy into stored chemical energy.
- Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon-based molecules.
- Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales.
- Use mathematical representations to support claims for the cycling of matter and flow of energy among organisms in an ecosystem.
- Develop a model to illustrate the role of photosynthesis and cellular respiration in the cycling of carbon among the biosphere, atmosphere, hydrosphere, and geosphere.

Suggested Activities

Assignment #1: Students will model the chemical equations of photosynthesis and cellular respiration to see how energy and matter are transferred and flow from process to process. They will also explore which process stores and releases energy for use in organisms.

Assignment #2: Students will model how lipids, proteins, and nucleic acids are formed from glucose and other substances from the surrounding environment. They will then write a

scientific explanation that includes a claim, evidence, and reasoning (CER) to answer the question, “If you lived only on a diet of sugars, could you survive?”

Assignment #3: Students research the origin of atmospheric oxygen and prepare a group poster that highlights the dynamic changes in our atmosphere from the formation of Earth through today. Afterward, students display posters for a gallery walk and share responses.

Per the California English Language Development Standards and the Next Generation Science Standards, assignments will support science and language for English language learners through the use of (1) literacy strategies for all students, (2) language support strategies with English language learners, (3) discourse strategies with English language learners, (4) home language support, and (5) home culture connections.

Suggested Assessment

Students will model the chemical equations of photosynthesis and cellular respiration to see how energy and matter are transferred and flow from process to process. They will also explore which process stores and releases energy for use in organisms.

Per the California English Language Development Standards and the Next Generation Science Standards, lab activities will support science and language for English language learners through the use of (1) literacy strategies for all students, (2) language support strategies with English language learners, (3) discourse strategies with English language learners, (4) home language support, and (5) home culture connection

UNIT III: Evidence of Evolution

Students will analyze the different types of evidence, such as rock layers, fossils, anatomical structures, DNA sequences and embryology, that scientists use to determine the common ancestry of different species. They will construct an explanation on the cause and effect relationship between natural selection and adaptation. Students will also compare and contrast the genetic and environmental conditions throughout Earth's history that leads to the creation or extinction of species. Students will learn about the environmental factors that can affect biodiversity. Students will engage with grade-level, intellectually-rich scientific content while building a rich language repertoire through reading, writing, speaking, listening, and research based upon the California English Language Development Standards.

NGSS Standards Addressed

HS. Earth and Human Activity
HS. Biological Evolution: Unity and Diversity
HS. Natural Selection and Evolution

Instructional Objectives

Students will be able to:

- Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.
- Create a computational simulation to illustrate the relationships among management of natural resources, the sustainability of human populations, and biodiversity.
- Evaluate or refine a technological solution that reduces impacts of human activities on natural systems.
- Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth systems.
- Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity.

- Evaluate the evidence supporting claims that changes in environmental conditions may result in (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species.
- Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity.

Suggested Activities

Assignment #1: Students will visit various stations to analyze evidence of common ancestry such as including biogeography, anatomical, developmental, and molecular homologies. Students will look at the evidence of fossils on different continents, compare and contrast analogous and homologous structures, compare the DNA sequences of various organisms and look at different 3 stages of embryological development in order to compare the development of different animals.

Assignment #2: Students will research the different types of evidence used to explain an organism's evolutionary history and relatedness. The information will then be presented to the class.

Assignment #3: Students will learn about factors that influence evolution and then apply those factors to different scenarios in which evolution is occurring. Students will write a scientific claim about which factor they believe has the most influence on the evolution of a species.

Per the California English Language Development Standards and Next Generation Science Standards, assignments will support science and language for English language learners through the use of (1) literacy strategies for all students, (2) language support strategies with English language learners, (3) discourse strategies with English language learners, (4) home language support, and (5) home culture connections.

Suggested Assessment

Students will be given a scenario and data for a city that has suffered some loss of natural resources, change in climate, or natural hazards and will explain what happened to the city in terms of population size, distribution, and migration patterns. Students will address technology's role in each scenario and how it has mitigated effects on human activity, caused human dependence to acquire natural resources and modify physical settings, and changed the cause and effect in the relationship. Students will use evidence to distinguish between causal and correlation relationships between environmental factors and human activity.

Per the California English Language Development Standards and the Next Generation Science Standards, lab activities will support science and language for English language learners through the use of (1) literacy strategies for all students, (2) language support strategies with English language learners, (3) discourse strategies with English language learners, (4) home language support, and (5) home culture connections.

UNIT IV: Inheritance of Traits

Students develop explanations about the specific mechanisms that enable parents to pass traits on to their offspring. They make claims about which processes give rise to variation in deoxyribonucleic acid (DNA) codes and calculate the probability that offspring will inherit traits from their parents. Students will study the specific mechanisms that enable parents to pass traits on to their offspring and will discover how this knowledge can be applied to our world. Students will engage with grade-level, intellectually-rich scientific content while building a rich language repertoire through reading, writing, speaking, listening, and research based upon the California English Language Development Standards.

NGSS Standards Addressed

HS. Heredity: Inheritance and Variation of Traits
HS. Biological Evolution: Unity and Diversity
HS. Natural Selection and Evolution

Instructional Objectives

Students will be able to:

- Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.
- Make and defend a claim based on evidence that inheritable genetic variations may result from (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, and/or (3) mutations caused by environmental factors.

- Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population.
- Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence.
- Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment.
- Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait.
- Construct an explanation based on evidence for how natural selection leads to adaptation of populations.

Suggested Activities

Assignment #1: Using an example of DNA, students will explore how gene expression dictates cell function and how expression can be influenced by environmental factors. Students will explain how genes are affected by environmental factors in different types of animals.

Assignment #2: Students will examine the process of natural selection by analyzing the peppered moth populations before and after the Industrial Revolution in England. Students will also examine the scientific process by analyzing this study and its flaws as well as the follow-up studies of the peppered moth population.

Assignment #3: Students will research and take notes on the factors that cause skin cancer. Using their research, students will engage in a debate on whether skin cancer is more frequently caused by genetic or environmental factors.

Per the California English Language Development Standards and the Next Generation Science Standards, assignments will support science and language for English language learners through the use of (1) literacy strategies for all students, (2) language support strategies with English language learners, (3) discourse strategies with English language learners, (4) home language support, and (5) home culture connections.

Suggested Assessment

Using an example of DNA, students will explore how gene expression dictates cell function and how expression can be influenced by environmental factors. Students will look at a diagram that shows a segment of DNA found in four different types of cells: heart, skin, liver, and eye. The genes are shaded in different colors and have the words “ON” and “OFF” underneath them. Students will use the diagram to analyze data and make predictions.

Per the California English Language Development Standards and the Next Generation Science Standards, lab activities will support science and language for English language learners through the use of (1) literacy strategies for all students, (2) language support strategies with English language learners, (3) discourse strategies with English language learners, (4) home language support, and (5) home culture connections.

UNIT V: Structure, Function and Growth (from cells to organisms)

Students use models to create explanations of how cells use DNA to construct proteins, build biomass, reproduce, and create complex multicellular organisms. Students will be able differentiate between DNA, genes and chromosome and how each functions in an organism. Students will investigate cellular division, and how organisms maintain homeostasis through feedback systems. Students will engage with grade-level, intellectually-rich scientific content while building a rich language repertoire through reading, writing, speaking, listening, and research based upon the California English Language Development Standards.

NGSS Standards Addressed

HS. From Molecules to Organisms: Structures and Processes

HS. Ecosystems: Interactions, Energy, and Dynamics

Instructional Objectives

Students will be able to:

- Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells.
- Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.
- Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.

Suggested Activities

Assignment #1: Students will construct a line graph of the amount of DNA during the cell cycle. Next, using the graph they constructed, they will draw a comic strip illustrating what happens to a cell during the cell cycle. Then, they will write a scientific explanation that includes a claim, evidence, and reasoning (CER) to answer the question, "Which frame of your comic strip represents the cell dividing?"

Assignment #2: Students will build a model of DNA using puzzle pieces.

Assignment #3: Students will use various indicators to test for the presence of macromolecules such as proteins, lipids and carbohydrates in different foods. When given an unknown food sample, students will have to test and identify the macromolecules that can be found in the unknown sample.

Per the California English Language Development Standards and the Next Generation Science Standards, assignments will support science and language for English language learners through the use of (1) literacy strategies for all students, (2) language support strategies with English language learners, (3) discourse strategies with English language learners, (4) home language support, and (5) home culture connections.

Suggested Assessment

Students will construct a line graph of the amount of DNA during the cell cycle. Next, using the graph they constructed, they will draw a comic strip illustrating what happens to a cell during the cell cycle. Then, they will write a scientific explanation that includes a claim, evidence, and reasoning (CER) to answer the question, "Which frame of your comic strip represents the cell dividing?"

Per the California English Language Development Standards and the Next Generation Science Standards, lab activities will support science and language for English language learners through the use of (1) literacy strategies for all students, (2) language support strategies with English language learners, (3) discourse strategies with English language learners, (4) home language support, and (5) home culture connections.

UNIT VI: Ecosystem Stability & the Response to Climate Change

Students use computer models to investigate how Earth's systems respond to changes, including climate change. Students will analyze the effects that human activities have on the environment and biodiversity. They make specific forecasts and design solutions to mitigate the impacts of these changes on the biosphere. Students will engage with grade-level, intellectually-rich scientific content while building a rich language repertoire through reading, writing, speaking, listening, and research based upon the California English Language Development Standards.

NGSS Standards Addressed

HS. Matter and Interactions
HS. Energy
HS. Ecosystems: Interactions, Energy, and Dynamics
HS. Biological Evolution: Unity and Diversity
HS. Earth and Human Activity
HS. Weather and Climate
HS. Human Sustainability
HS. Engineering Design

Instructional Objectives

Students will be able to:

- Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.
- Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity.
- Analyze geoscience data to make the claim that one change to Earth's surface can create feedbacks that cause changes to other Earth systems.
- Use a model to describe how variations in the flow of energy into and out of Earth's systems result in changes in climate.
- Create a computational simulation to illustrate the relationships among management of natural resources, the sustainability of human populations, and biodiversity.
- Evaluate or refine a technological solution that reduces impacts of human activities on natural systems.*
- forecast of the current rate of global or regional climate change and associated future impacts to Earth systems.
- Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity.
- Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.
- Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.
- Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics as well as possible social, cultural, and environmental impacts.
- Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem.

Suggested Activities

Assignment #1: Working in pairs, students will use computer simulations to create a computational model of the effect of human-generated carbon dioxide on the relationships between Earth systems. Using mathematical representations, students will communicate the effects of melting permafrost, new vegetative growth, wildfires, and human emissions have on the Earth. The models and mathematical representations will be used to predict changes in Earth's global climate.

Assignment #2: Students will research an assigned ecosystem to determine which factors affect biodiversity the greatest. They will gather and synthesize their research onto a poster board to then present in a gallery walk and take a stance about which factor has the greatest impact on a global scale.

Assignment #3: Students will be presented with various types of data about the bee-colony population. They will analyze and interpret the data to make a claim about the causes of the population decline. Students will support their claim with the evidence that they have been provided. Students will share their claim and listen to the claim of other groups in order to make revisions.

Per the the California English Language Development Standards and the Next Generation Science Standards, assignments will support science and language for English language learners through the use of (1) literacy strategies for all students, (2) language support strategies with English language learners, (3) discourse strategies with English language learners, (4) home language support, and (5) home culture connections.

Suggested Assessment

As part of the Engineering Design Process (EDP), students are presented with a challenge to “attend the Ocean Conference as a presenter on the human impacts on the acidification of the ocean, with a focus on the cause and possible solutions to these impacts.

Per the California English Language Development Standards and the Next Generation Science Standards, lab activities will support science and language for English language learners through the use of (1) literacy strategies for all students, (2) language support strategies with English language learners, (3) discourse strategies with English language learners, (4) home language support, and (5) home culture connections.



COURSE OF STUDY

FOR

ELD Chemistry in the Earth System ***QCS302/ QCS303***

Segment	High School
Length of Course	One Year
Developed by	Melanie Bean
First Edition	2020

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

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ELD Chemistry in the Earth System

SECTION ONE — GENERAL INFORMATION

COURSE DESCRIPTION

The purpose of ELD Chemistry in the Earth System is for English Learners to learn and apply interdisciplinary academic and literacy skills through the meaningful use of language, using the California English Language Development Standards; Next Generation Science Standards; California Standards for Literacy in History-Social Studies, Science, and Technical Subject 6-12; and California Standards for Career Ready Practice. This course focuses on language and literacy development through the lens of the science and engineering practices and the cross-cutting practices identified in the California NGSS. In this inquiry-based course, students explore chemical and earth science concepts that build language and comprehension using vigorous investigations. Using the direction of the California Science Framework's High School 3-Course Model, ELD Chemistry in the Earth System will integrate chemistry, Earth science, space science, and the California ELD Standards to deepen students' understanding of how chemical processes help drive the Earth.

RATIONALE

ELD Chemistry in the Earth System will provide access to core content within the English Learner newcomer pathway (English Learner: overall ELPAC score of 1 or 2 and enrolled in U.S. schools for fewer than three years). This course will fulfill the Life Science with lab requirement for A-G and graduation within Sacramento City Unified School District while supporting English Language Development.

COURSE GOALS

Upon completion of this course, students will be able to:

- Demonstrate proficiency in meeting the Next Generation Science Standards recommendations for physical science;
- Demonstrate proficiency in meeting the California English Language Development high school grade-level standards;
- Demonstrate proficiency in meeting the English Language Arts Literacy Standards for Technical Subjects and College and Career Readiness Standards high school grade-level standards.

COURSE STANDARDS

Next Generation Science Standards for High School: Physical Sciences; Earth and Space Sciences; Engineering, Technology, and Applications of Science

INSTRUCTIONAL MATERIALS

Experience Chemistry; Pearson 2019

SUPPLEMENTARY MATERIALS:

Lab Activities

SUGGESTED AVERAGE TIME FOR COVERING MAJOR UNITS

ELD Chemistry in the Earth System will devote time to hands-on laboratory investigations that support instruction. Each of the six units will approximately take 30 instructional days.

TEACHER RESOURCES

Experience Chemistry; Pearson 2019

RECOMMENDED STUDENT RESOURCES

Pearson Experience Chemistry online platform

Bilingual Dictionaries

Translation devices/ apps

SECTION TWO — COURSE UNITS

All units are designed using the California English Language Development Standards for Grades 9-12 to deliver Next Generation Science Standards

UNIT I: Combustion

In this brief introductory unit, students investigate the amount of stored chemical potential energy in food. They make observations of material properties at the bulk scale that they will later explain at the atomic scale. The themes of combustion and CO₂ tie together several of the instructional segments.

Essential Question(s):

- What is energy, how is it measured, and how does it flow within a system?
- What mechanisms allow us to utilize the energy of our foods and fuels?

NGSS Standards Addressed

- HS-PS1. Matter and its Interactions
- HS-PS3. Energy

Instructional Objectives

Students will be able to:

Plan and conduct an investigation to gather evidence to compare the structure of substances at the bulk scale to infer the strength of electrical forces between particles.

Develop a model to illustrate that the release or absorption of energy from a chemical reaction system depends upon the changes in total bond energy.

Use mathematical representations to support the claim that atoms, and therefore mass, are conserved during a chemical reaction.

Create a computational model to calculate the change in the energy of one component in a system when the change in energy of the other component(s) and energy flows in and out of the system are known.

Science and Engineering Practices:

- Planning and carry out investigations
- Develop and using models
- Using mathematics and computational thinking

Suggested Activities

Key Assignments may include:

Students work through math problems involving specific heat capacity, solving for heat or temperature change.

Per the California English Language Development Standards and the Next Generation Science Standards, assignments will support science and language for English language learners through the use of (1) literacy strategies for all students, (2) language support strategies with English language learners, (3) discourse strategies with English language learners, (4) home language support, and (5) home culture connections.

Suggested Assessment

Students carry out an investigation using food calorimetry to prove that matter cannot be created or destroyed via chemical reactions, only converted from one form to another despite visual evidence that they might interpret as contrary to the Law of Conservation of Mass.

Per the California English Language Development Standards and the Next Generation Science Standards, lab activities will support science and language for English language learners through the use of (1) literacy strategies for all students, (2) language support strategies with English language learners, (3) discourse strategies with English language learners, (4) home language support, and (5) home culture connections.

UNIT II: Heat and Energy in the Earth System

Heat and Energy in the Earth System Students develop models of energy conservation within systems and the mechanisms of heat flow. They relate macroscopic heat transport to atomic scale interactions of particles, which they will apply in later units to construct models of interactions between atoms. They use evidence from Earth's surface to infer the heat transport processes at work in the planet's interior.

Essential Question(s):

- How is energy transferred and conserved?
- How can energy be harnessed to perform useful tasks?

NGSS Standards Addressed

- HS-PS3. Energy
- HS-ESS2-3. Earth's Place in the Universe
- HS-ETS1-4. Engineering Design

Instructional Objectives

Students will be able to:

Create a computational model to calculate the change in the energy of one component in a system when the change in energy of the other component(s) and energy flows in and out of the system are known.

Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as a combination of energy associated with the motions of particles (objects) and energy associated with the relative position of particles (objects).

Plan and conduct an investigation to provide evidence that the transfer of thermal energy when two components of different temperature are combined within a closed system results in a more uniform energy distribution among the components in the system (second law of thermodynamics).

Develop a model based on evidence of Earth's interior to describe the cycling of matter by thermal convection.

Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem.

Science and Engineering Practices:

- Planning and carry out investigations
- Develop and using models
- Using mathematics and computational thinking

Suggested Activities

Key Assignments may include:

Each student receives a handout of data showing depth and temperature of the Earth's interior. They construct three-line graphs of the data on one graph, plotting temperature versus depth. Students learn the temperatures of the surface of the Earth vary greatly compared to the mantle and the core due to different densities, varying distances from the core and differing rock composition.

Per the California English Language Development Standards and the Next Generation Science Standards, assignments will support science and language for English language learners through the use of (1) literacy strategies for all students, (2) language support strategies with English language learners, (3) discourse strategies with English language learners, (4) home language support, and (5) home culture connections.

Suggested Assessment

Students carry out an investigation to model the process of convection. Students connect their learning to their understanding and model of the Earth's Interior.

Per the California English Language Development Standards and the Next Generation Science Standards, lab activities will support science and language for English language learners through the use of (1) literacy strategies for all students, (2) language support strategies with English language learners, (3) discourse strategies with English language learners, (4) home language support, and (5) home culture connections.

UNIT III: Atoms, Elements, and Molecules

Students recognize patterns in the properties and behavior of elements, as illustrated on the periodic table. They use these patterns to develop a model of the interior structure of atoms and to predict how different atoms will interact based on their electron configurations. They use chemical equations to represent these interactions and begin to make simple stoichiometric calculations.

Essential Question(s):

- What is inside atoms and how does this affect how they interact?

NGSS Standards Addressed

- HS-PS1-1. Matter and Interactions

Instructional Objectives

Students will be able to:

Use the periodic table as a model to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms.

Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties.

Use mathematical representations to support the claim that atoms, and therefore mass, are conserved during a chemical reaction.

Science and Engineering Practices:

- Constructing Explanations and designing solutions
- Developing and using models
- Using mathematics and computational thinking

Suggested Activities

Key Assignments may include:

Students may design models to show their understanding of atomic structure. They use this information to predict how atoms of different elements will interact based on their electron configurations. They will do a number of activities to show the patterns and trends on the periodic table with regard to atomic and ionic radius, ionization energy, and electronegativity.

Students will learn how to write names and formulas for both ionic compounds and binary molecular compounds. Ionic compounds may include polyatomic ions. Students will learn how to predict whether compounds are ionic or molecular, based on the position of the elements from Group A on the periodic table.

Per the California English Language Development Standards and the Next Generation Science Standards, assignments will support science and language for English language learners through the use of (1) literacy strategies for all students, (2) language support strategies with English language learners, (3) discourse strategies with English language learners, (4) home language support, and (5) home culture connections.

Suggested Assessment

Students carry out an investigation to identify the compounds with the strongest interparticle forces in a group of compounds, based on observations of physical properties.

Per the California English Language Development Standards and the Next Generation Science Standards, lab activities will support science and language for English language learners through the use of (1) literacy strategies for all students, (2) language support strategies with English language learners, (3) discourse strategies with English language learners, (4) home language support, and (5) home culture connections.

UNIT IV: Chemical Reactions

Chemical Reactions Students refine their models of chemical bonds and chemical reactions. They compare the strength of different types of bonds and attractions and develop models of how energy is stored and released in chemical reactions.

Essential Question(s):

- What holds atoms together in molecules?
- How do chemical reactions absorb and release energy?

NGSS Standards Addressed

- HS-PS1-7. Matter and Interactions
- HS-PS2-4. Motion and Stability: Forces and Interactions
- HS-PS3-5. Energy

Instructional Objectives

Students will be able to:

Plan and conduct an investigation to gather evidence to compare the structure of substances at the bulk scale to infer the strength of electrical forces between particles.

Develop a model to illustrate that the release or absorption of energy from a chemical reaction system depends upon the changes in total bond energy.

Apply scientific principles and evidence to provide an explanation about the effects of changing the temperature or concentration of the reacting particles on the rate at which a reaction occurs.

Use mathematical representations to support the claim that atoms, and therefore mass, are conserved during a chemical reaction.

Use mathematical representations of Newton's Law of Gravitation and Coulomb's Law to describe and predict the gravitational and electrostatic forces between objects.

Develop and use a model of two objects interacting through electric or magnetic fields to illustrate the forces between objects and the changes in energy of the objects due to the interaction.

Science and Engineering Practices:

- Planning and carry out investigations
- Developing and using models
- Science and engineering practice

Suggested Activities

Key Assignments may include:

Students will carry out mathematical procedures involving the mole concept, percent composition, empirical and molecular formulas. Students will balance chemical equations and learn the types of chemical reactions. They will carry out stoichiometric calculations relating to mass of product, theoretical yield, and limiting reactant. Students may do a research project about a specific career they are interested in, and how that involves chemistry and chemical reactions.

Per the California English Language Development Standards and the Next Generation Science Standards, assignments will support science and language for English language learners through the use of (1) literacy strategies for all students, (2) language support strategies with English language learners, (3) discourse strategies with English language learners, (4) home language support, and (5) home culture connections.

Suggested Assessment

Students use stoichiometry calculations to predict the mass of product in a reaction, then run the reaction to see how accurate they were.

Per the California English Language Development Standards and the Next Generation Science Standards, lab activities will support science and language for English language learners through the use of (1) literacy strategies for all students, (2) language support strategies with English language learners, (3) discourse strategies with English language learners, (4) home language support, and (5) home culture connections.

UNIT V: Chemistry of Climate Change

Students develop models of energy flow in Earth's climate. They revisit combustion reactions from IS1 to focus on emissions from fossil fuel energy sources. They apply models of the structures of molecules to explain how different molecules trap heat in the atmosphere. Students evaluate different chemical engineering solutions that can reduce the impacts of climate change.

Essential Question(s):

- What regulates weather and climate?
- What effects are humans having on the climate?

NGSS Standards Addressed

- HS-ESS2. Earth's Systems
- HS-ESS3. Earth and Human Activity

Instructional Objectives

Students will be able to:

Analyze geoscience data to make the claim that one change to Earth's surface can create feedbacks that cause changes to other Earth systems.

Use a model to describe how variations in the flow of energy into and out of Earth's systems result in changes in climate.

Develop a quantitative model to describe the cycling of carbon among the hydrosphere, atmosphere, geosphere, and biosphere.

Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios.

Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth systems.

Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity.

Science and Engineering Practices:

- Developing and Using Models
- Analyzing and Interpreting Data
- Using Mathematics and Computational Thinking
- Engaging in Argument from Evidence

Suggested Activities

Key Investigations may include:

Students will carry out volume calculations involving a balloon; they may also carry out a computer simulation demonstrating the gas laws. In a lab experiment, students place thermometers in two separate beakers, each heated by a 150-watt light bulb. One jar contains a candle which is lit and then extinguished. This represents a CO₂-enhanced atmosphere. The students allow the beakers to reach thermal equilibrium, then turn off the lights, and measure temperature over a 15-minute period. The data is plotted as time versus temperature for both beakers, and draw conclusions about the effect of CO₂ on global warming.

Per the California English Language Development Standards and the Next Generation Science Standards, assignments will support science and language for English language learners through the use of (1) literacy strategies for all students, (2) language support strategies with English language learners, (3) discourse strategies with English language learners, (4) home language support, and (5) home culture connections.

Suggested Assessment

Students explore and observe the connection between the increase in greenhouse gases in the atmosphere and the reduction in both sea ice and glacial ice. Using a direct heat source, students compare the amount of ice that is melted as temperature increases in two bottles with different amounts of carbon dioxide in them. Antacid effervescent tablets are added to release additional carbon dioxide in the bottles.

Per the California English Language Development Standards and the Next Generation Science Standards, lab activities will support science and language for English language learners through the use of (1) literacy strategies for all students, (2) language support strategies with English language learners, (3) discourse strategies with English language learners, (4) home language support, and (5) home culture connections.

UNIT VI: Dynamics of Chemical Reactions and Ocean Acidification

Students investigate the effects of fossil fuel combustion on ocean chemistry. They develop models of equilibrium in chemical reactions and design systems that can shift the equilibrium. Students conduct research on the interaction between ocean water and shell-building organisms.

Essential Question(s):

- How can you alter chemical equilibrium and reaction rates?
- How can you predict the relative quantities of products in a chemical reaction?

NGSS Standards Addressed

- HS-PS1-7. Matter and Interactions
- HS-ESS2-6. Earth's Systems

Instructional Objectives

Students will be able to:

Apply scientific principles and evidence to provide an explanation about the effects of changing the temperature or concentration of the reacting particles on the rate at which a reaction occurs.

Refine the design of a chemical system by specifying a change in conditions that would produce increased amounts of products at equilibrium.

Use mathematical representations to support the claim that atoms, and therefore mass, are conserved during a chemical reaction.

Analyze geoscience data to make the claim that one change to Earth's surface can create feedbacks that cause changes to other Earth systems.

Develop a quantitative model to describe the cycling of carbon among the hydrosphere, atmosphere, geosphere, and biosphere.

Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes.

Science and Engineering Practices:

- Constructing Explanations and designing solutions
- Using mathematics and computational thinking
- Develop and using models

Suggested Activities

Students will study the properties and structure of water, including hydrogen bonding and how that affects its vapor pressure and other characteristics. They will also study solutions and solubility, including common units of concentration such as molarity and percent. Finally, students will study phase changes such as melting and vaporization, noting that such phase changes can be endothermic or exothermic. Students will study reaction rates and the factors that influence them, such as temperature, reactant concentration, surface area, and presence of a catalyst. Collision theory and activation energy are key concepts. Students may compare catalyzed and uncatalyzed energy profiles with regard to reaction rate. Students will study chemical equilibrium, including Le Châtelier's principle. They use Le Châtelier's principle to predict how changes in pressure, temperature, and concentration affect a system at equilibrium. Students will study acids and bases, as well as neutralization reactions. Students will study ocean acidification.

Per the California English Language Development Standards and the Next Generation Science Standards, assignments will support science and language for English language learners through the use of (1) literacy strategies for all students, (2) language support strategies with English language learners, (3) discourse strategies with English language learners, (4) home language support, and (5) home culture connections.

Suggested Assessment

Students will explore the chemistry of calcium carbonate formation in saline solutions resembling seawater. They will investigate how the acidity of the solution and the presence of carbonate or bicarbonate ions affects the formation of calcium carbonate. Finally, students will establish relationships between experimental models, the process of ocean acidification, and the formation of calcium carbonate structures by marine organisms.

Per the California English Language Development Standards and the Next Generation Science Standards, lab activities will support science and language for English language learners through the use of (1) literacy strategies for all students, (2) language support strategies with English language learners, (3) discourse strategies with English language learners, (4) home language support, and (5) home culture connections.



COURSE OF STUDY

FOR

ELD American Government SGS230

Segment:	High School
Length of Course	One Semester
Developed by	Melanie Bean
First Edition	2020

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

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ELD American Government

SECTION ONE — GENERAL INFORMATION

COURSE DESCRIPTION

The purpose of ELD American Government is for English Learners to learn and apply interdisciplinary academic and literacy skills through the meaningful use of language, using the California English Language Development Standards, History/ Social Science Framework, Literacy Standards for History-Social Studies, and California Standards for Career Ready Practice. This course focuses on language and literacy development using content to explore the fundamental principles of American democracy, the rights and responsibilities of an American citizen, and how the United States government works.

RATIONALE

ELD American Government will provide access to core content within the English Learner newcomer pathway. This course will fulfill the Government requirement for A-G and graduation within Sacramento City Unified School District while supporting English Language Development.

COURSE GOALS

Upon completion of this course, students will be able to:

- Demonstrate proficiency in meeting the California History/ Social Science standards and framework recommendations for 12th grade Economics;
- Demonstrate proficiency in meeting the California English Language Development 12th grade standards.

COURSE STANDARDS

California History/ Social Science standards and framework recommendations for 12th grade Economics

California English Language Development Standards for Grades 11-12

California English Language Arts Literacy Standards for History- Social Studies for Grades 11-12

California Standards for Career Ready Practice

INSTRUCTIONAL MATERIALS

Prentice Hall Magruder's American Government Pearson-Prentice Hall, c. 2005

SUPPLEMENTARY MATERIALS:

Tocqueville, Alexis de, 1805-1859. *Democracy In America*. New York: G. Dearborn & Co., 1838.

"Tribal Nations & the United States: An Introduction." *NCAI*, www.ncai.org/about-tribes.

Primary Source Documents:

Constitution

Declaration of Independence

Federalist Papers

Supreme Court cases

Universal Declaration of Human Rights

SUGGESTED AVERAGE TIME FOR COVERING MAJOR UNITS: ONE SEMESTER

First Quarter

Unit I Fundamental Principles of American Democracy: 2 weeks

Unit II Rights and Responsibilities of Citizens in a Democracy: 2 weeks

Unit III Fundamental Principles of Civil Society: 2 weeks

Unit IV The Three Branches of Government as Established by the U.S. Constitution: 3 weeks

Second Quarter

Unit V The Electoral Process: 2 weeks

Unit VI Federalism: Different Levels of Government: 2 weeks

Unit VII The Role of the Media in American Public Life: 2 weeks

Unit VIII Challenges of Democracy: 3 weeks

TEACHER RESOURCES

Teachers Edition and laptop

RECOMMENDED STUDENT RESOURCES

Student textbooks

Translation devices, laptop, internet access, and bilingual dictionaries

SECTION TWO — COURSE UNITS

All units are designed using the California English Language Development Standards for Grades 11-12 to deliver History/ Social Science Standards

UNIT I: Fundamental Principles of American Democracy

ELD American Government begins with an examination of the ideas that shaped the American democratic system. Students start their studies by reviewing early experiments in democracy, such as the contributions of Greek philosophers, the limited democracy in ancient Athens, and the representative democracy in the Roman republic (and why it eventually failed). They explore the influence of Enlightenment ideas upon the Constitutional framers' support of republicanism, focusing on the key ideas such as John Locke's social contract and his concept of liberty and Charles-Louis Montesquieu's separation of powers. Students engage with grade-level, intellectually-rich historical content while building a rich language repertoire through reading, writing, speaking, listening, and research based upon the California English Language Development Standards for Grades 11-12.

History-Social Science (Government) Content Standards Addressed

12.1 Students explain the fundamental principles and moral values of American democracy as expressed in the U.S. Constitution and other essential documents of American democracy.

1. Analyze the influence of ancient Greek, Roman, English, and leading European political thinkers such as John Locke, Charles-Louis Montesquieu, Niccolò Machiavelli, and William Blackstone on the development of American government.
2. Discuss the character of American democracy and its promise and perils as articulated by Alexis de Tocqueville.
3. Explain how the U.S. Constitution reflects a balance between the classical republican concern with promotion of the public good and the classical liberal concern with protecting individual rights; and discuss how the basic premises of liberal constitutionalism and democracy are joined in the Declaration of Independence as "self-evident truths."
4. Explain how the Founding Fathers' realistic view of human nature led directly to the establishment of a constitutional system that limited the power of the governors and the governed as articulated in the Federalist Papers.
5. Describe the systems of separated and shared powers, the role of organized interests (Federalist Paper Number 10), checks and balances (Federalist Paper Number 51), the importance of an independent judiciary (Federalist Paper Number 78), enumerated powers, rule of law,

federalism, and civilian control of the military. 6. Understand that the Bill of Rights limits the powers of the federal government and state governments.

Instructional Objectives

Students will be able to:

Identify and cite primary and secondary source documents;

Close read, annotate, and respond through speaking and writing using a claim, evidence, and reasoning;

Engage in expository/ informational text structures (compare/ contrast; cause/ effect; sequence);

Participate in structured group discussions, simulations, and debates;

Learn and use content, academic, and social interaction vocabulary;

Develop claim, evidence, reasoning, and counterarguments.

Suggested Activities

Students focus on responding to the following essential questions for this unit: Why do we need a government? How much power should government have over its citizens? What do the terms liberty and equality mean, and how do they relate to each other? What are the dangers of a democratic system?

A. Students close read, annotate, and analyze primary source documents, such as: Declaration of Independence, the Federalist Papers and the anti-Federalist response, the Constitution, the Bill of Rights, and the observations of Alexis de Tocqueville.

B. Students participate in mock ratification debates; construct writings or classroom presentations articulating arguments, claims, and evidence from multiple sources; or make classroom presentations demonstrating their understanding and interpretation of primary source documents in response to the essential questions.

Suggested Assessment

Students demonstrate proficiency of grade level history and ELD standards through initial goal-setting, formative and summative assessments, personal reflection, debates, and argument writing.

UNIT II: Rights and Responsibilities of Citizens in a Democracy

Students examine the individual liberties outlined in the Bill of Rights: the origins of individual freedoms, as well as how certain liberties have been restricted in the American democratic system. In addition to political liberties, students explore individual and societal economic, social, and cultural freedoms (including property rights, labor rights, children's rights), as well as the rights necessary to the basic well-being of all people within a democracy, such as rights to sustenance, education, and health. They consider the path to citizenship and its obligations, such as serving on a jury, paying taxes, obeying the law, voting, and serving in the military. Students engage with grade-level, intellectually-rich historical content while building a rich language repertoire through reading, writing, speaking, listening, and research based upon the California English Language Development Standards for Grades 11-12.

History-Social Science (Government) Content Standards Addressed

12.2 Students evaluate and take and defend positions on the scope and limits of rights and obligations as democratic citizens, the relationships among them, and how they are secured.

1. Discuss the meaning and importance of each of the rights guaranteed under the Bill of Rights and how each is secured (e.g., freedom of religion, speech, press, assembly, petition, privacy).
2. Explain how economic rights are secured and their importance to the individual and to society (e.g., the right to acquire, use, transfer, and dispose of property; right to choose one's work; right to join or not join labor unions; copyright and patent).
3. Discuss the individual's legal obligations to obey the law, serve as a juror, and pay taxes.
4. Understand the obligations of civic-mindedness, including voting, being informed on civic issues, volunteering and performing public service, and serving in the military or alternative service.
5. Describe the reciprocity between rights and obligations; that is, why enjoyment of one's rights entails respect for the rights of others.
6. Explain how one becomes a citizen of the United States, including the process of naturalization (e.g., literacy, language, and other requirements).

Instructional Objectives

Students will be able to:

Identify and cite primary and secondary source documents;

Close read, annotate, and respond through speaking and writing using a claim, evidence, and reasoning;

Participate in structured group discussions;

Learn and use content, academic, and social interaction vocabulary;

Develop a proposal, based upon research and data analysis, that serves their community;

Reflect upon effectiveness of a project and personal growth as a learner.

Suggested Activities

Students focus on responding to the following essential questions for this unit: What rights and responsibilities does a citizen have in a democracy? What does it mean to be a citizen? How can citizens improve a democracy?

A. Students close read, annotate, and analyze the primary source documents: the Bill of Rights and the Constitution.

B. Students participate in a civic-based learning activity by creating research questions, doing research and community interviews, developing and writing a proposal with cited evidence, engaging in a project, gathering and analyzing data of effectiveness, and reflecting.

Suggested Assessment

Students demonstrate proficiency of grade level history and ELD standards through initial goal-setting, formative and summative assessments, personal reflection, and a service learning research project.

UNIT III: Fundamental Principles of Civil Society

Students explore the core principles and values of a civil society by asking: what is a civil society, and why do we want to have one? They understand and analyze the tension between majority rules and individual freedom. Students consider the limits of individual freedom and dangers of majority rules. Students review the historical relationship between religion and government, seeking connections between the free exercise of religion outlined in the First Amendment and how that has fostered diversity. They explore the responsibility of the government to protect its citizens and promote social order. Students engage with grade-level, intellectually-rich historical content while building a rich language repertoire through reading, writing, speaking, listening, and research based upon the California English Language Development Standards for Grades 11-12.

History-Social Science (Government) Content Standards Addressed

12.3 Students evaluate and take and defend positions on what the fundamental values and principles of civil society are (i.e., the autonomous sphere of voluntary personal, social, and economic relations that are not part of government), their interdependence, and the meaning and importance of those values and principles for a free society.

1. Explain how civil society provides opportunities for individuals to associate for social, cultural, religious, economic, and political purposes.
2. Explain how civil society makes it possible for people, individually or in association with others, to bring their influence to bear on government in ways other than voting and elections.
3. Discuss the historical role of religion and religious diversity.
4. Compare the relationship of government and civil society in constitutional democracies to the relationship of government and civil society in authoritarian and totalitarian regimes.

12.10 Students formulate questions about and defend their analyses of tensions within our constitutional democracy and the importance of maintaining a balance between the following concepts: majority rule and individual rights; liberty and equality; state and national authority in a federal system; civil disobedience and the rule of law; freedom of the press and the right to a fair trial; the relationship of religion and government.

Instructional Objectives

Students will be able to:

Identify and cite primary and secondary source documents;

Close read, annotate, and respond through speaking and writing using a claim, evidence, and reasoning;

Engage in the writing process, edit, and revise;

Participate in structured group discussions, simulations, and debates;

Learn and use content, academic, and social interaction vocabulary;

Develop claim, evidence, reasoning, and counterarguments.

Suggested Activities

Students focus on responding to the following essential questions for this unit: What is a civil society, and why do we want to have one? What are the limits of individual liberty? What are the dangers of majority rule? What is the role of religion in a democracy? How do government actions impact civil society?

A. Students close read, annotate, and analyze the primary source documents: the Bill of Rights and the Constitution.

B. Students identify, research, and write an argument essay on current events that exemplify majority rule, individual liberty, and/or the separation of government and religion.

Suggested Assessment

Students demonstrate proficiency of grade level history and ELD standards through initial goal-setting, formative and summative assessments, personal reflection, and an argument essay.

UNIT IV: The Three Branches of Government as Established by the U.S. Constitution

Students learn about how the U.S. Constitution delineates the unique roles and responsibilities of the three branches of the federal government and the relationship between the federal government and the states. Students focus on Articles I, II, and III of the Constitution to both clarify the individual responsibilities of each branch and detail the connections between branches and the system of separation of powers and checks and balances. Students highlight the Constitution's dual purpose: enumerate power and limit the abuse of power. Students engage with grade-level, intellectually-rich historical content while building a rich language repertoire through reading, writing, speaking, listening, and research based upon the California English Language Development Standards for Grades 11-12.

History-Social Science (Government) Content Standards Addressed

12.4 Students analyze the unique roles and responsibilities of the three branches of government as established by the U.S. Constitution.

1. Discuss Article I of the Constitution as it relates to the legislative branch, including eligibility for office and lengths of terms of representatives and senators; election to office; the roles of the House and Senate in impeachment proceedings; the role of the vice president; the enumerated legislative powers; and the process by which a bill becomes a law.
2. Explain the process through which the Constitution can be amended.
3. Identify their current representatives in the legislative branch of the national government.
4. Discuss Article II of the Constitution as it relates to the executive branch, including eligibility for office and length of term, election to and removal from office, the oath of office, and the enumerated executive powers.
5. Discuss Article III of the Constitution as it relates to judicial power, including the length of terms of judges and the jurisdiction of the Supreme Court.
6. Explain the processes of selection and confirmation of Supreme Court justices.

Instructional Objectives

Students will be able to:

Identify and cite primary and secondary source documents;

Close read, annotate, and respond through speaking and writing using a claim, evidence, and reasoning;

Engage in the writing process, edit, and revise;

Participate in structured group discussions, simulations, and debates;

Learn and use content, academic, and social interaction vocabulary.

Suggested Activities

Students focus on responding to the following essential questions for this unit: Why does the Constitution both grant power and take it away? What is the most powerful branch of government? Why does it take so long for government to act?

A. Students study the legislative, executive, and judicial branches by considering the question: Why does the Constitution both grant power and take it away? As students investigate the individual powers of each branch (and the checks upon those powers), they develop their own answer to the question: What is the most powerful branch of government?

B. Students create a presentation by using both historical and current evidence to support their interpretation. Students also work with in groups to debate the topic.

Suggested Assessment

Students demonstrate proficiency of grade level history and ELD standards through initial goal-setting, formative and summative assessments, personal reflection, debates, and argument writing.

UNIT V: The Electoral Process

Students study the role of political parties, the nomination process for presidential candidates, including the primary system, and the role of polls, campaign advertising and financing, the Electoral College, and methods of direct democracy utilized in California and various states. Students also learn about how citizens participate in the political process through voting, campaigning, lobbying, filing legal challenges, demonstrating, petitioning, picketing, and running for office. Students engage with grade-level, intellectually-rich historical content while building a rich language repertoire through reading, writing, speaking, listening, and research based upon the California English Language Development Standards for Grades 11-12.

History-Social Science (Government) Content Standards Addressed

12.6 Students evaluate issues regarding campaigns for national, state, and local elective offices.

1. Analyze the origin, development, and role of political parties, noting those occasional periods in which there was only one major party or were more than two major parties.
2. Discuss the history of the nomination process for presidential candidates and the increasing importance of primaries in general elections.
3. Evaluate the roles of polls, campaign advertising, and the controversies over campaign funding.
4. Describe the means that citizens use to participate in the political process (e.g., voting, campaigning, lobbying, filing a legal challenge, demonstrating, petitioning, picketing, running for political office).
5. Discuss the features of direct democracy in numerous states (e.g., the process of referendums, recall elections).
6. Analyze trends in voter turnout; the causes and effects of reapportionment and redistricting, with special attention to spatial districting and the rights of minorities; and the function of the Electoral College.

Instructional Objectives

Students will be able to:

Identify and cite primary and secondary source documents;

Analyze case studies;

Close read, annotate, and respond through speaking and writing using a claim, evidence, and reasoning;

Engage in the writing process, edit, and revise;

Participate in structured group discussions, simulations, and presentations;

Learn and use content, academic, and social interaction vocabulary.

Suggested Activities

Students focus on responding to the following essential questions for this unit: How do you get elected? Who gets elected, and who does not? What impact do polls, political parties, and PACs have upon elections? How can I get involved in a campaign? Why should I vote?

A. Students utilize real-world examples, case studies, and debates. Students study current elections and campaigns and analyze proposed initiatives, controversial issues surrounding campaign financing, voter identification laws, redistricting, and negative campaign ads.

B. Students create a public-service announcement or commercial: possible topics include the importance of voting, how to register to vote (in-person and absentee), and how to be an informed voter; the pros and cons of ballot measures; reasons to support a candidate.

Suggested Assessment

Students demonstrate proficiency of grade level history and ELD standards through initial goal-setting, formative and summative assessments, personal reflection, debates, and an informational public service announcement.

UNIT VI: Federalism: Different Levels of Government

Students analyze the principles of federalism and identify key provisions of the U.S. Constitution that established the federal system. Students discover how power and responsibilities are divided among national, state, local, and tribal governments by constitutional provisions and federal law. They compare how regulatory departments, agencies, and courts function at the local, state, and federal level. Students engage with grade-level, intellectually-rich historical content while building a rich language repertoire through reading, writing, speaking, listening, and research based upon the California English Language Development Standards for Grades 11-12.

History-Social Science (Government) Content Standards Addressed

12.7 Students analyze and compare the powers and procedures of the national, state, tribal, and local governments.

1. Explain how conflicts between levels of government and branches of government are resolved.
2. Identify the major responsibilities and sources of revenue for state and local governments.
3. Discuss reserved powers and concurrent powers of state governments.
4. Discuss the Ninth and Tenth Amendments and interpretations of the extent of the federal government's power.
5. Explain how public policy is formed, including the setting of the public agenda and implementation of it through regulations and executive orders.
6. Compare the processes of lawmaking at each of the three levels of government, including the role of lobbying and the media.
7. Identify the organization and jurisdiction of federal, state, and local (e.g., California) courts and the interrelationships among them.
8. Understand the scope of presidential power and decision making through examination of case studies such as the Cuban Missile Crisis, passage of Great Society legislation, War Powers Act, Gulf War, and Bosnia.

Instructional Objectives

Students will be able to:

Identify and cite primary and secondary source documents;

Close read, annotate, and respond through speaking and writing using a claim, evidence, and reasoning;

Engage in the writing process, edit, and revise;

Participate in structured group discussions, simulations, and debates;

Learn and use content, academic, and social interaction vocabulary;

Develop claim, evidence, reasoning, and counterarguments.

Suggested Activities

Students focus on responding to the following essential questions for this unit: Why are powers divided among different levels of government? What level of government is the most important to me: local, state, tribal, or federal? What level of government is the most powerful: local, state, tribal, or federal?

A. Students examine real-world examples, court cases, and ballot measures. Students identify and analyze a community problem in terms of its causes, effects, and policy implications.

B. Students write to a government body regarding a community problem. Students use choice in deciding the audience. Possibilities include a school board presentation, a letter to a government representative, or a ballot measure for a new law.

Suggested Assessment

Students demonstrate proficiency of grade level history and ELD standards through initial goal-setting, formative and summative assessments, personal reflection, debates, and argument writing.

UNIT VII: The Role of the Media in American Public Life

Students scrutinize the current role of the press in American democracy. Students review the First Amendment's freedom of speech and key U.S. Supreme Court press cases such as *Near v. Minnesota* (1931), *New York Times Co. v. Sullivan* (1964) and *Hazelwood v. Kuhlmeier* (1988). Students discuss the responsibility of citizens to be informed about public issues by using the various media wisely. Students engage with grade-level, intellectually-rich historical content while building a rich language repertoire through reading, writing, speaking, listening, and research based upon the California English Language Development Standards for Grades 11-12.

History-Social Science (Government) Content Standards Addressed

12.5 Students summarize landmark U.S. Supreme Court interpretations of the Constitution and its amendments.

1. Understand the changing interpretations of the Bill of Rights over time, including interpretations of the basic freedoms (religion, speech, press, petition, and assembly) articulated in the First Amendment and the due process and equal-protection-of-the law clauses of the Fourteenth Amendment.
2. Analyze judicial activism and judicial restraint and the effects of each policy over the decades (e.g., the Warren and Rehnquist courts).
3. Evaluate the effects of the Court's interpretations of the Constitution in *Marbury v. Madison*, *McCulloch v. Maryland*, and *United States v. Nixon*, with emphasis on the arguments espoused by each side in these cases.
4. Explain the controversies that have resulted over changing interpretations of civil rights, including those in *Plessy v. Ferguson*, *Brown v. Board of Education*, *Miranda v. Arizona*, *Regents of the University of California v. Bakke*, *Adarand Constructors, Inc. v. Peña*, and *United States v. Virginia (VMI)*.

12.8 Students evaluate and take and defend positions on the influence of the media on American political life.

1. Discuss the meaning and importance of a free and responsible press.
2. Describe the roles of broadcast, print, and electronic media, including the Internet, as means of communication in American politics.
3. Explain how public officials use the media to communicate with the citizenry and to shape public opinion.

Instructional Objectives

Students will be able to:

Identify and cite primary and secondary source documents;

Close read, annotate, and respond through speaking and writing using a claim, evidence, and reasoning;

Identify reliable sources and bias;

Engage in the writing process, edit, and revise;

Participate in structured group discussions, simulations, and debates;

Learn and use content, academic, and social interaction vocabulary;

Develop claim, evidence, reasoning, and counterarguments.

Suggested Activities

Students focus on responding to the following essential questions for this unit: To what extent are the press and the media fulfilling a watchdog role? Do media outlets provide enough relevant information about government and politics to allow citizens to vote and participate in a well-informed way? How has the Internet revolution impacted journalism, and what are its effects on the coverage of public affairs and current issues?

A. Students examine primary source documents and analyze Supreme Court cases. Students develop media literacy and skills for identifying bias.

B. Students identify a current event/ issue and look at the event through multiple print or media sources. They analyze factual differences, bias, point of view, and conclusions of each source. Students use their evidence to write an opinion editorial on "fake news."

Suggested Assessment

Students demonstrate proficiency of grade level history and ELD standards through initial goal-setting, formative and summative assessments, personal reflection, debates, and argument/ op-ed writing.

UNIT VIII: Challenges of Democracy

Students review, compare, and contrast the philosophies of major political and economic systems in order to understand the historical context for both democratic and autocratic systems: feudalism, mercantilism, socialism, fascism, communism, capitalism, monarchy, and parliamentary and constitutional liberal democracies. Students discuss the advantages and disadvantages of federal, co-federal, and unitary systems of government. Students then examine, compare, and contrast non-democratic and tyrannical forms of government and the conditions that gave rise to them in certain historical contexts. Students engage with grade-level, intellectually-rich historical content while building a rich language repertoire through reading, writing, speaking, listening, and research based upon the California English Language Development Standards for Grades 11-12.

History-Social Science (Government) Content Standards Addressed

12.9 Students analyze the origins, characteristics, and development of different political systems across time, with emphasis on the quest for political democracy, its advances, and its obstacles.

1. Explain how the different philosophies and structures of feudalism, mercantilism, socialism, fascism, communism, monarchies, parliamentary systems, and constitutional liberal democracies influence economic policies, social welfare policies, and human rights practices.
2. Compare the various ways in which power is distributed, shared, and limited in systems of shared powers and in parliamentary systems, including the influence and role of parliamentary leaders (e.g., William Gladstone, Margaret Thatcher).
3. Discuss the advantages and disadvantages of federal, confederal, and unitary systems of government.
4. Describe for at least two countries the consequences of conditions that gave rise to tyrannies during certain periods (e.g., Italy, Japan, Haiti, Nigeria, Cambodia).
5. Identify the forms of illegitimate power that twentieth-century African, Asian, and Latin American dictators used to gain and hold office and the conditions and interests that supported them.
6. Identify the ideologies, causes, stages, and outcomes of major Mexican, Central American, and South American revolutions in the nineteenth and twentieth centuries.
7. Describe the ideologies that give rise to Communism, methods of maintaining control, and the movements to overthrow such governments in Czechoslovakia, Hungary, and Poland, including the roles of individuals (e.g., Alexander Solzhenitsyn, Pope John Paul II, Lech Walesa, Vaclav Havel).
8. Identify the successes of relatively new democracies in Africa, Asia, and Latin America and the ideas, leaders, and general societal conditions that have launched and sustained, or failed to sustain, them.

Instructional Objectives

Students will be able to:

Identify and cite primary and secondary source documents;

Analyze case studies and personal narratives;

Close read, annotate, and respond through speaking and writing using a claim, evidence, and reasoning;

Engage in the writing process, edit, and revise;

Participate in structured group discussions, simulations, and presentations;

Learn and use content, academic, and social interaction vocabulary.

Suggested Activities

Students focus on responding to the following essential questions for this unit: Do citizens have rights that the state must respect; if so, what are they? What is the role of civil dissent and when is it necessary? Why have some revolutions been followed by purges of dissidents, mass arrests of political opponents, murder of “class enemies,” suppression of free speech, abolition of private property, and attacks on religious groups? Why do authoritarian governments spy on their citizens and prevent them from emigrating? Why do they jail or harass critics of their government? Why is only one party allowed in an authoritarian state? Why do ordinary people risk their lives to flee or transform authoritarian states? How do individual countries combat terrorist organizations that do not recognize international norms or boundaries? How can individual citizens or nongovernmental organizations improve civil society? How can multinational alliances work together to combat climate change?

A. Students examine, compare, contrast, and determine the conclusions of primary source documents, personal narratives, and multiple print and media sources documenting historical events.

B. Students prepare a visual presentation and speech using the Universal Declaration of Human Rights. Students detail the background of the Universal Declaration of Human Rights, select a human right in the document, explain its importance, and how it has been and is currently being addressed globally. Lastly, students propose what changes need to occur so that all people receive this right.

C. Students learn close reading skills; examine, compare, and contrast government philosophies; write and give an informational speech according to

rubric criteria; learn and use content, academic, and social interaction vocabulary.

Suggested Assessment

Students demonstrate proficiency of grade level history and ELD standards through initial goal-setting, formative and summative assessments, personal reflection, debates, and informational writing and speaking.



COURSE OF STUDY

FOR

ELD Modern Economics
SXS230

Segment	High School
Length of Course	One Semester
Developed by	Melanie Bean
First Edition	2020

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

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Multilingual Literacy Office

“The Sacramento City Unified School District is committed in all of its activities, policies, programs, and procedures to provide equal opportunity for all to avoid discrimination against any person regardless of ethnicity, gender, religion, national origin, disability, marital status, or age.”

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ELD Modern Economics

SECTION ONE — GENERAL INFORMATION

COURSE DESCRIPTION

The purpose of ELD (English Language Development) Modern Economics is for English Learners to learn and apply interdisciplinary academic and literacy skills through the meaningful use of language, using the California English Language Development Standards, History/ Social Science Framework, Literacy Standards for History-Social Studies, and California Standards for Career Ready Practice. This course focuses on language and literacy development using content to explore the fundamental principles of economics through the lens of scarcity, investment, growth, employment, competition, protection, entrepreneurship, and markets.

RATIONALE

ELD Modern Economics will provide access to core content within the English Learner newcomer pathway. This course will fulfill the Economics requirement for A-G and graduation within Sacramento City Unified School District while supporting English Language Development.

COURSE GOALS

Upon completion of this course, students will be able to:

- Demonstrate proficiency in meeting the California History/ Social Science standards and framework recommendations for 12th grade Economics;
- Demonstrate proficiency in meeting the California English Language Development 12th grade standards.

COURSE STANDARDS

California History/ Social Science standards and framework recommendations for 12th grade Economics

California English Language Development Standards for Grades 11-12

California English Language Arts Literacy Standards for History- Social Studies for Grades 11-12

California Standards for Career Ready Practice

INSTRUCTIONAL MATERIALS

O'Sullivan, Arthur. **Economics: Principles in Action** / Arthur O'Sullivan, Steven M. Sheffrin. Needham, Mass.: Prentice Hall, 2003.

SUPPLEMENTARY MATERIALS:

Council on Economic Education: <https://www.councilforeconed.org/>

National Endowment for Financial Education: <https://www.hsfpp.org/>

SUGGESTED AVERAGE TIME FOR COVERING MAJOR UNITS

Unit 1 Fundamental Economic Concepts and Reasoning: 2-4 weeks

Unit 2 The American Market Economy: 4-6 weeks

Unit 3 Government Influence upon the American Economy: 4-6 weeks

Unit 4 Labor Markets: 2-4 weeks

Unit 5 Aggregate Economic Behavior: 2-4 weeks

Unit 6 The Global Economy: 6-8 weeks

TEACHER RESOURCES

Teachers Edition: Economics Principles in Action

RECOMMENDED STUDENT RESOURCES

Student textbooks

Translation devices and bilingual dictionaries

SECTION TWO — COURSE UNITS

All units are designed using the California English Language Development Standards for Grades 11-12 to deliver History/ Social Science Standards

UNIT I: Fundamental Economic Concepts and Reasoning

ELD Modern Economics frames economics through a personal perspective; in other words, students get invested in their study of economics by seeing their place in it, starting with personal budgeting and moving outward to identify their economic place in the world through a multitude of layers. The unit begins by focusing on different kinds of debt, ways of accumulating personal wealth and options for saving money, and budgeting as an example of scarcity. Next, students consider the potential for dynamic growth in a capitalist system, through the reinvestment of profit for future earnings. Students engage with grade-level, intellectually-rich content while building a rich language repertoire through reading, writing, speaking, and listening based upon the California English Language Development Standards for Grades 11-12.

History-Social Science (Economics) Content Standards Addressed

12.1: Students understand common economic terms and concepts and economic reasoning.

1. Examine the casual relationship between scarcity and the need for choices.
2. Explain opportunity cost and marginal benefit and marginal cost.
3. Identify the difference between monetary incentives and how changes in incentives cause changes in behavior.
4. Evaluate the role of private property as an incentive in conserving and improving scarce resources, including renewable and nonrenewable natural resources.
5. Analyze the role of a market economy in establishing and preserving political and personal liberty (e.g., through the work of Adam Smith).

Instructional Objectives

Students will be able to:

- Describe and define economic concepts and vocabulary terms outlined in the unit.
- Read and interpret graphs.
- Explain the basic economic question of scarcity in an essay.

- List the types of economic resources and how they are paid—land, labor, capital, and entrepreneur.
- Draw the production possibilities curve from the production possibilities chart, and explain the variety of production choices.
- Explain the meaning of values, goals, and the decision-making process, both personal and economic, and describe their relationship to each other in an essay.
- Examine one's wants and needs and how they change during a lifetime.
- Solve a given problem by using the step-by-step decision-making process or the decision-making grid.
- Investigate some of the personal economic choices that individuals make.

Suggested Activities

Students focus on answering the following essential questions for this unit: How are resources allocated? What is a market economy?

A. Students define and describe economic concepts, such as scarcity, capitalism, and market economy; read, interpret, and create graphs and charts; list types of economic resources and how they are paid; develop a personal budget; develop a claim, cited evidence, and reasoning for a formal argument essay.

B. Students create a personal budget from an assigned unique economic identity; manage credit, loan, and mortgage debt; build helpful credit; invest and extrapolate accumulated wealth over different time periods; and consider the potential benefits of earning a higher salary by attending educational or vocational institutions. Using this data as evidence, students respond in an argument essay to Adam Smith's assertion that individuals pursuing their own self-interest can also improve society as a whole.

C. Students demonstrate understanding of economic concepts and vocabulary in class and structured, small groups; analyze and interpret data to develop a claim, cited evidence, and reasoning; write an argument essay; learn and use content, academic, and social interaction vocabulary.

Suggested Assessment

Students demonstrate proficiency of grade level history and ELD standards through initial goal-setting, formative and summative assessments, personal reflection, and an argument essay.

UNIT II: The American Market Economy

This unit focuses on comparative economic systems, with a market system characterized by decentralized decision-making on the part of households and individuals. Students learn about incentives, supply and demand, allocation of resources, and open competition. Lastly, students investigate how banks and free markets interact within this system. Students engage with grade-level, intellectually-rich content while building a rich language repertoire through reading, writing, speaking, and listening based upon the California English Language Development Standards for Grades 11-12.

History-Social Science (Economics) Content Standards Addressed

12.2 Students analyze the elements of America's market economy in a global setting.

1. Understand the relationship of the concept of incentives to the law of supply and the relationship of the concept of incentives and substitutes to the law of demand.
2. Discuss the effects of changes in supply and/or demand on the relative scarcity, price, and quantity of particular products.

Instructional Objectives

Students will be able to:

- Describe and define economic concepts and vocabulary terms outlined in the unit.
- Read and interpret graphs.
- Explain the basic economic question of scarcity in an essay.
- List the types of economic resources and how they are paid—land, labor, capital, and entrepreneur.
- Draw the production possibilities curve from the production possibilities chart, and explain the variety of production choices.
- Explain the meaning of values, goals, and the decision-making process, both personal and economic, and describe their relationship to each other in an essay.
- Examine one's wants and needs and how they change during a lifetime.
- Solve a given problem by using the step-by-step decision-making process or the decision-making grid.
- Investigate some of the personal economic choices that individuals make.

Suggested Activities

Students focus on answering the following essential questions for this unit: What are key components of the American economic system? How are prices determined? Who determines prices? How do banks and markets function?

A. Students research, compare, and contrast the basic types of economic systems (traditional, command, and market) in terms of what to produce, how to produce, and who shares; advantages and disadvantages; through writing, debates, and visual representation.

B. Students use economic data (for example, figures on unemployment, housing foreclosures, income distribution, or losses in the stock market) to present a case for or against the statement that the American economy has a free financial system through writing, visual representations, and a class debate.

C. Students demonstrate understanding of economic concepts and vocabulary in class and structured, small groups; analyze and interpret data to develop a claim, cited evidence, and reasoning; write an argument essay; prepare evidence for and engage in a debate; learn and use content, academic, and social interaction vocabulary.

Suggested Assessment

Students demonstrate proficiency of grade level history and ELD standards through initial goal-setting, formative and summative assessments, personal reflection, and an argument essay/ debate.

UNIT III: Government Influence upon the American Economy

This unit addresses how the American government is involved in the economy. Students learn to identify the benefits and costs of government influence in the economy in different industries and for different groups of people; consider the legacy of governmental involvement in a mixed economy; analyze and evaluate the extent and impact of government research into energy efficiency, space, medicine, and other investments, examining the distribution of benefits and costs of these investments among different groups; and examine federal budget spending priorities and trace how federal tax dollars are collected and spent. Students engage with grade-level, intellectually-rich content while building a rich language repertoire through reading, writing, speaking, and listening based upon the California English Language Development Standards for Grades 11-12.

History-Social Science (Economics) Content Standards Addressed

12.3: Students analyze the influence of the federal government on the American economy.

1. Understand how the role of government in a market economy often includes providing for national defense, addressing environmental concerns, defining and enforcing property rights, attempting to make markets more competitive, and protecting consumers' rights.
2. Identify the factors that may cause the costs of our government actions to outweigh the benefits.
2. Describe the aims of government fiscal policies (taxation, borrowing, spending) and their influence on production, employment, and price levels.
3. Understand the aims and tools of monetary policy and their influence on economic activity (e.g., the Federal Reserve).

Instructional Objectives

Students will be able to:

- Describe major aims of a market economy.
- Explain ways in which people can balance economic rights with economic responsibilities.
- Illustrate the concept of demand in graph form.
- Explain the meaning and concept of demand and supply.
- Understand the relationship between the demand curve and diminishing marginal utility.
- Analyze the three determinants of demand elasticity.
- Understand the purpose of the demand schedule.

- Explain how a free-enterprise economy answers the three economic questions.
- Discuss five major features of free enterprise.
- Explain qualities or characteristics of ethical economic system.
- Demonstrate how price acts as a rationing device.
- Explain how the combination of supply and demand determine price
- Describe and evaluate the role of government in the free enterprise system.
- Show the relationship between government and business.
- Analyze the relationship between the federal budget deficit and the national debt.

Suggested Activities

Students focus on answering the following essential questions for this unit: How is the American government involved in the economy? How has the American government been involved in the economy in the past? How does the federal budget affect ordinary people? What does it mean to pay taxes? What does it mean to run a deficit? Why is there a Federal Reserve Bank? How does it function?

A. Students understand the role of government in a market economy, identify the aims of fiscal policies and tools, and examine federal budget spending priorities and trace how federal tax dollars are collected and spent through writing, visual representations, and panel discussions.

B. Students research, gather cited evidence and reasoning, and engage in a panel discussion regarding economic regulation proposed by legislators that impact their community (e.g., minimum wage, tax refunds, auto-emission standards). Using data and cost-benefit analysis, students argue both for and against the regulation to better understand the potential economic consequences.

C. Students demonstrate understanding of economic concepts and vocabulary in class and structured, small panels; analyze and interpret data to develop a claim, cited evidence, and reasoning; research and prepare evidence for and engage in a panel discussion; learn and use content, academic, and social interaction vocabulary.

Suggested Assessment

Students demonstrate proficiency of grade level history and ELD standards through initial goal-setting, formative and summative assessments, personal reflection, and an informational research essay.

UNIT IV: Labor Markets

Students apply their understanding of product markets to analyze labor markets, identifying the skills that are in demand and projections of the growth of future jobs and their educational requirements, and the ways in which they can use their school and training to develop their human capital to meet those skill demands. Students engage with grade-level, intellectually-rich content while building a rich language repertoire through reading, writing, speaking, and listening based upon the California English Language Development Standards for Grades 11-12.

History-Social Science (Economics) Content Standards Addressed

12.4: Students analyze the elements of the U.S. labor market in a global setting.

1. Understand the operations of the labor market, including the circumstances surrounding the establishment of principal American labor unions, procedures that unions use to gain benefits for their members, the effects of unionization, the minimum wage, and unemployment insurance.
2. Describe the current economy and labor market, including the types of goods and services produced, the types of skills workers need, the effect of rapid technological change, and the impact of international competition.
3. Explain the effects of international mobility of capital and labor on the U.S. economy.

Instructional Objectives

Suggested Activities

Students focus on answering the following essential questions for this unit: What does it mean to work? How does one compete in the labor market? How are wages determined? How and why do workers organize?

A. Students demonstrate understanding of human capital; research labor markets; develop an argument with a claim, cited evidence, reasoning, and counterarguments; and engage in writing, visual representations, and debate.

B. Students research, gather cited evidence and reasoning and participate in a collective bargaining simulation to better understand the competing interests of workers and employers. Students examine the struggles of workers to increase their pay and improve their working conditions, as well as consider the challenges that employers face to

improve productivity, limit costs, and, in the case of for-profit businesses, increase profitability.

C. Students demonstrate understanding of economic concepts and vocabulary in class and structured, small groups; analyze and interpret data to develop a claim, cited evidence, and reasoning; research and prepare evidence for and engage in a simulation; learn and use content, academic, and social interaction vocabulary.

Suggested Assessment

Students demonstrate proficiency of grade level history and ELD standards through initial goal-setting, formative and summative assessments, personal reflection, and an argument essay/ debate.

UNIT V: Aggregate Economic Behavior

Students define gross domestic product (GDP), consumption, investment, savings, unemployment, and inflation to learn that economic growth is a sustained increase in incomes and output over time. Students engage with grade-level, intellectually-rich content while building a rich language repertoire through reading, writing, speaking, and listening based upon the California English Language Development Standards for Grades 11-12.

History-Social Science (Economics) Content Standards Addressed

12.5 Students analyze the aggregate economic behavior of the U.S. economy.

1. Distinguish between nominal and real data.
2. Define, calculate, and explain the significance of an unemployment rate, the number of new jobs created monthly, an inflation or deflation rate, and a rate of economic growth.
3. Distinguish between short-term and long-term interest rates and explain their relative significance.

Instructional Objectives

Student will be able to:

- Define the Gross Domestic Product and differentiate between real GDP and money GDP.
- Demonstrate the relationship between GDP and other economic indicators including Standard of Living and Consumer Price Index utilizing charts from newspapers and the textbook.
- In an essay, analyze the cause of unemployment (frictional, structural, or business cycle).
- Explain the difference between M1 and M2.
- Explain how the Federal Reserve uses monetary policies to influence the money supply.
- Define inflation and deflation, and how they are measured.
- Distinguish between demand-pull inflation and cost-push inflation.
- Discuss the effect of inflation and analyze various ways of controlling it.
- Describe how fiscal policy can be used to stabilize the economy.
- Distinguish between expansionary and restrictive fiscal policies.
- Give example of automatic stabilizers and discretionary fiscal policy.
- Explain why taxes are necessary in a market economy.
- Compare the ability to pay principle of taxation.

- Explain the effects of progressive, regressive, and proportional taxes.

Suggested Activities

Students focus on answering the following essential questions for this unit: What is macroeconomics and what does it reveal about the economy? How do data help to tell the story of the economy? How does a cyclical economy function?

A. Students demonstrate understanding of macroeconomics concepts through structured discussions, informational writing, and visual representations.

B. Students research, gather data, and create a visual representation with summary on how a shelter-in-place order effects local, state, and federal economics.

C. Students demonstrate understanding of economic concepts and vocabulary in class and structured, small groups; analyze and interpret data to engage in informational writing and visual representations; learn and use content, academic, and social interaction vocabulary.

Suggested Assessment

Students demonstrate proficiency of grade level history and ELD standards through initial goal-setting, formative and summative assessments, personal reflection, and an informational research essay.

UNIT VI: The Global Economy

Students explore how changes in government policy, technology, information, and the rise of global markets contributed to globalization. Students understand that globalization refers to the faster and freer flow of goods and services, inputs, money, and ideas around the world, as well as the emergence of a global production system used by multinational corporations. Students engage with grade-level, intellectually-rich content while building a rich language repertoire through reading, writing, speaking, and listening based upon the California English Language Development Standards for Grades 11-12.

History-Social Science (Economics) Content Standards Addressed

12.2: Students analyze the elements of America's market economy in a global setting.

1. Analyze how domestic and international competition in a market economy affects goods and services produced, and the quality, quantity, and price of those products.
2. Discuss the economic principles that guide the location of agricultural production and industry, and the spatial distribution of transportation and retail facilities.

12.4: Students analyze the elements of the U.S. labor market in a global setting.

1. Explain the effects of international mobility of capital and labor on the U.S. economy.

12.6: Students analyze issues of international trade and explain how the U.S. economy affects, and is affected by, economic forces beyond United States borders.

1. Identify the gains in consumption and production efficiency from trade, with emphasis on the main products and changing geographic patterns of twentieth-century trade among countries in the Western Hemisphere.
2. Compare the reasons for and the effects of trade restrictions during the Great Depression compared with present-day arguments among labor, business, and political leaders over the effects of free trade on the economic and social interests of various groups of Americans.
3. Understand the changing role of international political borders and Territorial sovereignty in a global economy.
4. Explain foreign exchange, the manner in which exchange rates are determined, and the effects of the dollar's gaining (or losing) value relative to other currencies.

Instructional Objectives

Student will be able to:

- Explain the importance of international trade.
- Describe the meaning of absolute and comparative language.
- Relate the importance of comparative advantage to international trade policies.
- Define the balance of trade and explain the barriers to trade and their effects in the U.S. economy.
- Describe fixed and flexible exchange rate systems.
- Explain why more advanced countries provide foreign aid to less developed countries.
- Describe the barriers to economic development in developing countries.
- Discuss the origins, organizations, and the role of the World Bank.
- Compare the effects of the various barriers to trade, such as tariffs, quotas, subsidies, and monopoly or cartels.
- Compare and contrast the relationship between a change in the balances of trade and a change in the exchange rate.

Suggested Activities

Students focus on answering the following essential questions for this unit: What is globalization? How does globalization affect international and national economies and individuals? Why are there critics of globalization?

- A. Students demonstrate understanding of globalization through collaborative group activities, informational writing, visual representations, and speeches.
- B. Students create a slide presentation to trace how that one consumer item has participated in the global economy: origins of the item's raw materials, where it was assembled, the headquarters of the company that produced the item, all the countries that item has passed through, and then its sale in the U.S. Students individually give an oral presentation to the class.
- C. Students demonstrate understanding of economic concepts and vocabulary in class, structured, small groups, and individually; research and use cited evidence to create a media slide presentation; give an oral presentation using appropriate public speaking techniques; learn and use content, academic, and social interaction vocabulary.

Suggested Assessment

Students demonstrate proficiency of grade level history and ELD standards through initial goal-setting, formative and summative assessments, personal reflection, and an informational visual presentation.



COURSE OF STUDY

FOR

Latin IV
GLS009 / GLS010

Segment	High School
Length of Course	One Year
Developed by	<i>Damian Harmony</i>
First Edition	2020

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

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LATIN, LEVEL IV

SECTION ONE — GENERAL INFORMATION

COURSE DESCRIPTION

Students will continue exploring Latin at the advanced level. This course is designed for the students who have completed 3rd Level Latin with a grade of “C” or better. Students will no longer be directly taught grammar, but use what they have learned through practice in various translations. This program provides a few opportunities to learn very specific periphrastic phrases, but on the whole, they have completed the totality of their grammar in Latin 3. Projects will emphasize student creations utilizing proper Latin grammar, and exploring the use of high-frequency vocabulary for their translations. The projects include writing a graphic novel based on Livy’s *Ab Urbe Condita*, a fashion magazine using Ovid’s *Ars Amatoria*, and developing playing cards (akin to Magic the Gathering/Pokémon) using Caesar’s *De Bello Gallico*, to explore specific people, places, events, and tribes written about in Caesar’s account. Students will explore thematic use of grammar and vocabulary, and political considerations in Caesar’s writings. In Livy’s works, they will explore the historiography of Rome through the discussions Livy has regarding peace, war, virtue, and cunning. In Ovid, they will learn about youth culture in Rome, and how said culture investigates its own customs when they go courting. In Plautus, students will analyze the themes of property rights, a slave’s rights and expectations of safety, and how socially-mobile society was in early Rome; they will also learn about the various uses of humor in a slave republic. Students will learn to translate these writings at sight, instead of with a vocabulary list or commentary. Through these writings, students will develop a greater understanding about Roman provincial history, as well as the ancient mythology that Romans took as fact, and the culture and distractions one might find in Rome proper. They will familiarize themselves with important historical figures, including Caesar, Ariovistus, Ambiorix, Pullo, Aeneas, Numitor, Romulus, Numa, and Tullus Hostilius. This course will help students contribute to preserving the integrity of the language and encourage studies in the classics at the college level. Students will learn that Latin is a subtle, elegant, and powerful language that will enrich their abilities in English.

RATIONALE

Until recently, Latin was a staple of any Western curriculum. From medieval times to America’s founding, no education was considered complete without it. Instruction usually began at a young age; by graduation, students could recite Virgil or Cicero with ease. Latin is frequently credited for generic benefits that come with learning any second language.

Instead of instructing language merely as a vehicle to convey meaning or intent, Latin compels students to dive deeper into the architecture of language itself. Words have an abstract character comparable to mathematical symbols, but through Latin they have anatomy.

Latin brought forth the Romantic (i.e., “Roman”) languages: French, Spanish, Italian, Portuguese, Romanian, etc. English is like a step-child, claiming her Latin heritage through French. However, the resemblance is striking: roughly 40 percent of the English vocabulary is comprised of Latin-based words. This percentage increases the more syllables you add. The structural similarities are also considerable.

COURSE GOALS

Upon completion of this course, students will be able to:

This Latin IV course is designed to give students the experiences needed to do advanced-Latin translations at the college level. The course’s goals are to develop the students’ abilities to translate the required passages from Caesar’s *De Bello Gallico*, Ovid’s *Ars Amatoria*, Vergil’s *Aeneid*, Plautus’ *Pseudolus*, and Livy’s *Ab Urbe Condita* into English as literally as possible, to help them understand the context of the written passages (including the political, historical, literary, and cultural background of each author and text), and to help them understand the reasons behind the particular style of writing and the rhetorical devices employed. The course should also help students to be successful in analyzing Latin passages to understand how and why the author uses the language in a particular way and the effects he is hoping to produce. Students will learn to analyze the text and draw their own logical conclusions. This course should give students tools to read Latin prose and poetry aloud and with accurate comprehension and appreciation. For the Vergil text, students will learn dactylic hexameter and how it is used to enhance the text and create effect, and students will learn to scan and read the poetry using dactylic hexameter to further understand the use of rhetoric.

Students will literally translate the assigned texts (Caesar and Vergil), additional weekly sight-translations (in addition to Caesar and Vergil, prose and poetry consisting of Horace, Juvenal, Persius Flaccus, Catullus, Ovid, Martial, Livy, Cicero, and Pliny the Younger), and answer questions about those translations on a nearly-daily basis. This will be the main focus of the course; it’s why we are here.

Students will write one essay per unit (typically once a month), analyzing themes in each book such as War and Roman Conceptions of Masculinity (Caesar), Historiography and Mass Appeal (Caesar), Humans and the Gods (Vergil), Roman Values (Vergil and

Caesar), Views of Non-Romans (Vergil and Caesar), Leadership (Caesar and Vergil), and Literary Style (Caesar and Vergil).

Students will also be required, once per semester, to produce a presentation (one for Caesar, one for Vergil). They will use their knowledge of the text and the authors to create a multimedia class presentation on some historical event or cultural theme related to the readings.

COURSE STANDARDS

This course will adhere to all the national standards set forth for classics learning, per the American Classical League classical language learning standards.

COMMUNICATION Goal 1 Communicate in a Classical Language

Standard 1.1 Students read, understand, and interpret Latin or Greek.

Standard 1.2 Students use orally, listen to, and write Latin or Greek as part of the language learning process.

CULTURE Goal 2 Gain Knowledge and Understanding of Greco-Roman Culture

Standard 2.1 Students demonstrate an understanding of the perspectives of Greek or Roman culture as revealed in the practices of the Greeks or Romans.

Standard 2.2 Students demonstrate an understanding of the perspectives of Greek or Roman culture as revealed in the products of the Greeks or Romans.

Goal 3 CONNECTIONS Connect with Other Disciplines and Expand Knowledge

Standard 3.1 Students reinforce and further their knowledge of other disciplines through their study of classical languages.

Standard 3.2 Students expand their knowledge through the reading of Latin or Greek and the study of ancient culture.

Goal 4 COMPARISONS Develop Insight into Own Language and Culture

Standard 4.1 Students recognize and use elements of the Latin or Greek language to increase knowledge of their own language.

Standard 4.2 Students compare and contrast their own culture with that of the Greco-Roman world.

Goal 5 COMMUNITIES Participate in Wider Communities of Language and Culture

Standard 5.1 Students use their knowledge of Latin or Greek in a multilingual world.

Standard 5.2 Students use their knowledge of Greco-Roman culture in a world of diverse cultures.

INSTRUCTIONAL MATERIALS

Students will read *De Bello Gallico*, *Ars Amatoria*, *Ab Urbe Condita*, and *Aeneid* in English, and demonstrate knowledge of the major themes, events, characters, and relevant historical background. Students will also receive handouts and articles that complement their reading, and which are designed to enrich their understanding of the primary sources. Each quiz and the comprehensive final exam will include questions concerning the texts in English as well as in Latin, and all essays must include analysis drawn from the readings in English.

TEXTBOOKS

Caesar – Mueller, Hans-Freidrich. Sprague, Donald, ed. *Caesar: Selections from his Comentariorum De Bello Gallico*. 2012.

Vergil – Weiden, Barbara. Buchholz, Bridget, ed. *Vergil's Aeneid: Selected Readings from Books 1, 2, 4, and 6*. 2012.

SUPPLEMENTARY MATERIALS:

Other materials which the district has not offered to pay for that will include the same level of notes and scaffolding as the above publications. Luckily, Latin texts are largely public domain. Livy, Catullus, Ovid, Plautus, Caesar, Vergil, Horatius, Lucretius, Augustus, and Martial, can all be used in this course.

SUGGESTED AVERAGE TIME FOR COVERING MAJOR UNITS

4 weeks: Read Plautus' *Pseudolus* Act 1

Explore concepts of slaves' expectations, social norms, and humor, through this play.

8 weeks: Read Caesar's *De Bello Gallico* Books 1, 4, 5, and 6.

Explore concepts of virtue, heroism, prudence, duty, and trust through these books

12 weeks: Read selected books from 1-45 of Livy's *Ab Urbe Condita*

Explore concepts of cunning, virtue, ambition, peace, religion, and agriculture through these books

4 weeks: Read excerpts from Ovid's *Ars Amatoria*

Explore concepts of romantic love, marriage, courtship, and attraction through these books

Remaining and intercallory Time: Discuss *Aeneid* in its entirety and the historical context for the *Aeneid*, Vergil, and Epic writing.

Translate *Aeneid* Book 1.1-209, 1.418-440, 1.494-578, Read *Aeneid* Book 1.

Discuss Livy's version of Aeneas' wanderings, and the different goals of each writer. Discuss specific rhetorical terms used in the *Aeneid*, including specific metrical devices.

Translate *Aeneid* Book 2.40-56, 2.201-249, 2.268-297, 2.559-620, Read *Aeneid* Book 2.

Review and Test Book 2

Examine the map of Aeneas' wanderings, discuss psychology of Dido, continue weekly scansion exercises, continue work with other verse and meter exercises.

Translate *Aeneid* Book 4.160-218, 4.259-361, 4.659-705, Read *Aeneid* Book 4.

Review and Test Book 4

Examine Roman and Greek ideas of the underworld and afterlife, continue weekly scansion exercises, continue work with other verse and meter exercises.

Translate *Aeneid* Book 6.295-332, 6.384-425, 6.450-476, 6.847-899. Read Book 6.

TEACHER RESOURCES

As above: Other materials which the district has not offered to pay for that will include the same level of notes and scaffolding as the above publications. Luckily, Latin texts are largely public domain. Livy, Catullus, Ovid, Plautus, Caesar, Vergil, Horatius, Lucretius, Augustus, and Martial, can all be used in this course

RECOMMENDED STUDENT RESOURCES

As above: Other materials which the district has not offered to pay for that will include the same level of notes and scaffolding as the above publications. Luckily, Latin texts are largely public domain. Livy, Catullus, Ovid, Plautus, Caesar, Vergil, Horatius, Lucretius, Augustus, and Martial, can all be used in this course. The links to these sources sometimes change, as people change domains. However, thelatinlibrary.com often has some of the best, clearest, versions of the actual primary sources.

SECTION TWO — COURSE UNITS

All units may be broken up into smaller chunks, and moved around to better aid students in comparing literatures and literary usage

CAESAR UNIT: From the Rhine, to the Gauls, 'til the Roman Republic Falls

Discuss important background information on Caesar and the Gallic Wars; Translate *De bello Gallico* 1.1-1.7, Read Book 1 of *De bello Gallico*

Discuss important background information on Caesar's reasons for staying in Gaul, Gallic culture, Briton culture, and the Roman navy.

Read *De bello Gallico* 4.1-4.23, Translate *De bello Gallico* 4.24 - 4.36.1, Read Book 4 of *De bello Gallico*

Discuss important background information on Gallic tribes, Ambiorix, Roman camps, and the Roman army.

Read *De bello Gallico* 5.1-5.23, Translate *De bello Gallico* 5.24-5.48

Discuss important background information on Bronze Age religion, cultural assumptions in the ancient world, and the Druids

Read *De bello Gallico* 6.1-12, Translate *De bello Gallico* 6.13-6.20, Read Book 6 of *De bello Gallico*

Standards Addressed

Standard Goals 1-4

Instructional Objectives

Students will be able to:

Students read, understand, and interpret Latin or Greek

Students use orally, listen to, and write Latin or Greek as part of the language learning process

Students demonstrate an understanding of the perspectives of Greek or Roman culture as revealed in the practices of the Greeks or Romans.

Students demonstrate an understanding of the perspectives of Greek or Roman culture as revealed in the products of the Greeks or Romans.

Students reinforce and further their knowledge of other disciplines through their study of classical languages.

Students expand their knowledge through the reading of Latin or Greek and the study of ancient culture.

Students recognize and use elements of the Latin or Greek language to increase knowledge of their own language.
Students compare and contrast their own culture with that of the Greco-Roman world.

Suggested Activities

There will be a tremendous focus on translation and understanding the contexts of what we translate.

Students will be required to translate at home daily, in addition to daily translations in class.
Parsing will continue in class as well.

Most translations in class will be in cohorts – as groups do better than individuals when trying to understand the meanings behind the meanings. Tuesdays are reserved for weekly quizzes, which will include scansion, parsing, and text analysis. Further practice of these aspects will be done at the first fifteen minutes of each class. Mondays will be scansion, Wednesdays will be short-answer text/theme analysis, Thursdays will be parsing, and Fridays will be sight-translating and reading both prose and poetry aloud

Suggested Assessment

Weekly Quizzes: a blend of grammar, high-frequency vocabulary, and Roman culture assessments based on material presented in the class and translations

Latin Action Cards Project: Artistic project designed to engage the students' learning and combine their understanding of Latin grammar, vocabulary, and Roman culture to create a set of unique playing cards about various leaders, personalities, tribes, divisions, locations, events in the Gallic Wars.

Graphic Novel Project: Artistic project designed to engage the students' knowledge of prose composition, grammar, vocabulary, and Roman historiography.

For *De Bello Gallico* and *Aeneid* – write a 10-12 page formal essay comparing and contrasting themes of either propaganda, virtue, or foreign-vs-domestic dynamics. Use of the texts is mandatory.

VERGIL UNIT: Propaganda or Poetry? Why decide?

Discuss *Aeneid* in its entirety and the historical context for the *Aeneid*, Vergil, and Epic writing. Begin weekly scansion exercises, discuss dactylic hexameter and other terms dealing with meter and verse.

Translate *Aeneid* Book 1.1-209, 1.418-440, 1.494-578, Read *Aeneid* Book 1.

Discuss Livy's version of Aeneas' wanderings, and the different goals of each writer. Discuss specific rhetorical terms used in the *Aeneid*, including specific metrical devices.

Translate *Aeneid* Book 2.40-56, 2.201-249, 2.268-297, 2.559-620, Read *Aeneid* Book 2.

Examine the map of Aeneas' wanderings, discuss psychology of Dido, continue weekly scansion exercises, continue work with other verse and meter exercises.

Translate *Aeneid* Book 4.160-218, 4.259-361, 4.659-705, Read *Aeneid* Book 4.

Examine Roman and Greek ideas of the underworld and afterlife, continue weekly scansion exercises, continue work with other verse and meter exercises.

Translate *Aeneid* Book 6.295-332, 6.384-425, 6.450-476, 6.847-899. Read Book 6.

Standards Addressed

Standard Goals 1-5

Instructional Objectives

Students will be able to:

Students read, understand, and interpret Latin or Greek

Students use orally, listen to, and write Latin or Greek as part of the language learning process

Students demonstrate an understanding of the perspectives of Greek or Roman culture as revealed in the practices of the Greeks or Romans.

Students demonstrate an understanding of the perspectives of Greek or Roman culture as revealed in the products of the Greeks or Romans.

Students reinforce and further their knowledge of other disciplines through their study of classical languages.

Students expand their knowledge through the reading of Latin or Greek and the study of ancient culture.

Students recognize and use elements of the Latin or Greek language to increase knowledge of their own language.

Students compare and contrast their own culture with that of the Greco-Roman world.

Students use their knowledge of Latin or Greek in a multilingual world.

Students use their knowledge of Greco-Roman culture in a world of diverse cultures.

Suggested Activities

There will be a tremendous focus on translation and understanding the contexts of what we translate.

Students will be required to translate at home daily, in addition to daily translations in class.

Parsing will continue in class as well.

Most translations in class will be in cohorts – as groups do better than individuals when trying to understand the meanings behind the meanings. Tuesdays are reserved for weekly quizzes, which will include scansion, parsing, and text analysis. Further practice of these aspects will be done at the first fifteen minutes of each class. Mondays will be scansion, Wednesdays will be short-answer text/theme analysis, Thursdays will be parsing, and Fridays will be sight-translating and reading both prose and poetry aloud

Suggested Assessment

Weekly Quizzes: a blend of grammar, high-frequency vocabulary, and Roman culture assessments based on material presented in the class and translations

Scansion Practice: Students will pull apart and analyze selected lines from Vergil, to fully understand dactylic hexameter and its usage in current day poetry and hip-hop.

Graphic Novel Project: Artistic project designed to engage the students' knowledge of prose composition, grammar, vocabulary, and Roman historiography.

For *De Bello Gallico* and *Aeneid* – write a 10-12 page formal essay comparing and contrasting themes of either propaganda, virtue, or foreign-vs-domestic dynamics. Use of the texts is mandatory.

PLAUTUS UNIT: PLAYING WITH PLAYS

Read Plautus' *Pseudolus* Act 1

Explore concepts of slaves' expectations, social norms, and humor, through this play.

Standards Addressed

Standard Goals 1-5

Instructional Objectives

Students will be able to:

Students read, understand, and interpret Latin or Greek

Students use orally, listen to, and write Latin or Greek as part of the language learning process

Students demonstrate an understanding of the perspectives of Greek or Roman culture as revealed in the practices of the Greeks or Romans.

Students demonstrate an understanding of the perspectives of Greek or Roman culture as revealed in the products of the Greeks or Romans.

Students reinforce and further their knowledge of other disciplines through their study of classical languages.

Students expand their knowledge through the reading of Latin or Greek and the study of ancient culture.

Students recognize and use elements of the Latin or Greek language to increase knowledge of their own language.

Students compare and contrast their own culture with that of the Greco-Roman world.

Students use their knowledge of Latin or Greek in a multilingual world.

Students use their knowledge of Greco-Roman culture in a world of diverse cultures.

Suggested Activities

Reading Play aloud in the proper meter and verse: Students will form a reader's theater, or radio play format, reading the play aloud with proper intonations, respect to the meters used, and pronunciation, necessary to dramatize the play.

Fashion Magazine Project: Artistic and writing project designed to engage the students' knowledge of urban Roman culture, focusing on themes having to do with romance, courtship, and beauty, using appropriate grammar and vocabulary.

Suggested Assessment

Weekly Quizzes: a blend of grammar, high-frequency vocabulary, and Roman culture assessments based on material presented in the class and translations

Parsing Practice: Students will pull apart and analyze selected lines from Plautus, taking what they know of Imperial Latin grammar, and applying it to archaic Latin grammar

For *Pseudolus* – write a 4-5 page formal essay, analyzing the need for a play that challenges the culture of slave-and-master interrelations, and allows everything to return to status quo at the end. Students must use quotes from the play, analyze character motives, and contextualize the interplay between Greek and Roman ideologies/biases shown in the play.



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 11.1p

Meeting Date: August 20, 2020

Subject: Approve Staff Recommendations for Expulsion Re-Entry of Expulsion #19, 2018-19, as Determined by the Board

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

Division: Student Hearing and Placement Department

Recommendation: Approve staff recommendation for Re-Entry of Expulsion #19, 2018-19.

Background/Rationale: None

Financial Considerations: None

LCAP Goal(s): College, Career and Life Ready Graduates

Documents Attached:
None

<p>Estimated Time of Presentation: N/A</p> <p>Submitted by: Doug Huscher, Assistant Superintendent, Student Support Services Stephan Brown, Director II</p> <p>Approved by: Jorge A. Aguilar, Superintendent</p>



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 11.1g

Meeting Date: August 20, 2020

Subject: Approve Resolution No. 3161: Authorization of Personnel to Sign Orders on District Funds

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

Division: Business Services

Recommendation: Approve Resolution No. 3161, Authorization of Personnel to Sign Orders on District Funds and rescind prior Resolution No. 3119, Effective August 20, 2020.

Background/Rationale: Education Code Section 42632 authorizes governing boards of school districts to delegate to officers or employees of the district the authority to sign orders on district funds.

This resolution reflects changes in district staff.

Financial Considerations: None

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

Documents Attached:

1. Resolution No. 3161, Authorization of Personnel to Sign Orders on District Funds

<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
BOARD OF EDUCATION**

RESOLUTION NO. 3161

Authorization of Personnel to Sign Orders on District Funds

WHEREAS, Education Code Section 42632 authorizes the Governing Board to delegate to officers and employees of the Sacramento City Unified School District the authority to sign orders drawn on the funds of the school district; and

WHEREAS, on February 6, 2020, the Governing Board of the Sacramento City Unified School District adopted Resolution No. 3119 designating persons authorized to sign orders in its name which is hereby rescinded; and

WHEREAS, Jorge Aguilar is Superintendent; Lisa Allen is Deputy Superintendent; Rose Ramos is Chief Business Officer; Kami Kalay is Director III, Budget Services; and Dawn Nantz is Accountant, Accounting Services. The Director II, Accounting Services position is vacant effective August 24, 2020; and the Budget Supervisor position is vacant.

BE IT RESOLVED AND ORDERED by the Governing Board of the Sacramento City Unified School District that in accordance with Education Code Section 42632, effective August 20, 2020, Jorge Aguilar is Superintendent; Lisa Allen is Deputy Superintendent; Rose Ramos is Chief Business Officer; Kami Kalay is Director III, Budget Services; and Dawn Nantz is Accountant, Accounting Services who are employees of the Sacramento City Unified School District, be and are hereby authorized and empowered to sign orders for the payment of lawful expenses of the District on the funds of the District.

BE IT FURTHER RESOLVED AND ORDERED that all such orders shall be on forms prescribed by the County Superintendent of Schools and approved by the Superintendent of Public Instruction of the State of California.

AUTHORIZED SIGNATURES:

Jorge A. Aguilar,
Superintendent

Dawn Nantz,
Accountant, Accounting Services

Lisa Allen,
Deputy Superintendent

Kami Kalay,
Director III, Budget Services

Rose Ramos,
Chief Business Officer

Vacant,
Budget Supervisor

Vacant,
Director II, Accounting Services

PASSED AND ADOPTED by the Sacramento City Unified School District Board of Education on this 20th day of August, 2020, by the following vote:

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

ATTESTED TO:

Jorge A. Aguilar
Secretary of the Board of Education

Jessie Ryan
President of the Board of Education



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 12.1

Meeting Date: August 20, 2020

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:

- Purchase Order Board Report for the Period of May 15, 2020 through June 14, 2020
- Purchase Order Board Report for the Period of June 15, 2020 through July 14, 2020

Financial Considerations: Reflects standard business information.

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

Documents Attached:

1. Purchase Order Board Report for the Period of May 15, 2020 through June 14, 2020
2. Purchase Order Board Report for the Period of June 15, 2020 through July 14, 2020

<p>Estimated Time: N/A Submitted by: Rose Ramos, Chief Business Officer Approved by: Jorge A. Aguilar, Superintendent</p>
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Includes Purchase Orders dated 05/15/2020 - 06/14/2020 ***

PO Number	Vendor Name	Description	Location	Fund	Account Amount
B20-00716	HOME DEPOT	HOME DEPOT - BLANKET ORDER	SUCCESS ACADEMY	01	1,000.00
B20-00815	ELITE STORAGE CONTAINERS LLC	0525-434 JFK CORE	FACILITIES SUPPORT SERVICES	21	400.00
B20-00816	GRAINGER INC ACCOUNT #80927635 5	COVID-19 CHEMICALS/MATLS/SUPPLIES	BUILDINGS & GROUNDS/OPERATIONS	01	4,390.00
B20-00817	THE HOME DEPOT PRO	COVID-19 CHEMICALS/MATLS/SUPPLIES	BUILDINGS & GROUNDS/OPERATIONS	01	5,000.00
B20-00818	VERITIV OPERATING COMPANY	BOXES/PACKAGING FOR COVID-19/SUMMER PROG	NUTRITION SERVICES DEPARTMENT	13	4,500.00
B20-00819	EKON-O-PAC LLC	PACKAGING SUPPLIES FOR COVID-19/SUMMER PROG	NUTRITION SERVICES DEPARTMENT	13	42,000.00
B20-00820	DEL MONTE FOODS INC	FRUIT CUPS FOR COVID-19/SUMMER PROGRAMS	NUTRITION SERVICES DEPARTMENT	13	35,000.00
B20-00821	GOLD STAR FOODS INC	FOOD FOR COVID-19/SUMMER PROGRAMS	NUTRITION SERVICES DEPARTMENT	13	40,000.00
B20-00822	SYSCO FOOD SVCS OF SACRAMENTO	FOOD/PACKAGING FOR COVID-19/SUMMER PROGRAMS	NUTRITION SERVICES DEPARTMENT	13	45,000.00
B20-00823	GREGORY PACKAGING INC	ASEPTIC JUICE FOR COVID-19/SUMMER PROGRAMS	NUTRITION SERVICES DEPARTMENT	13	48,000.00
B20-00824	P & R PAPER SUPPLY CO	PACKAGING FOR COVID-19/SUMMER PROGRAMS	NUTRITION SERVICES DEPARTMENT	13	30,000.00
B20-00825	EASTSIDE ENTREES INC ES FOODS INC	SHELF STABLE MEALS FOR COVID-19/SUMMER PROGRAMS	NUTRITION SERVICES DEPARTMENT	13	180,000.00
B20-00826	FATCAT SCONES	BRKFST BARS/SCONES FOR COVID-19/SUMMER PROGRAMS	NUTRITION SERVICES DEPARTMENT	13	35,000.00
B20-00827	FRESH INNOVATIONS CALIFORNIA	FRESH APPLE SLICES FOR COVID-19/SUMMER PROGRAMS	NUTRITION SERVICES DEPARTMENT	13	20,000.00
B20-00828	GENERAL MILLS	CEREAL FOR COVID-19/SUMMER PROGRAMS	NUTRITION SERVICES DEPARTMENT	13	80,000.00
B20-00829	PERRIN BERAND SUPOWITZ LLC INDIVIDUAL FOODSERVICE	PACKAGING FOR COVID-19/SUMMER PROGRAMS	NUTRITION SERVICES DEPARTMENT	13	50,000.00
B20-00830	NATIONAL FOOD GROUP INC	SUNFLOWER KERNELS FOR COVID-19/SUMMER PROGRAMS	NUTRITION SERVICES DEPARTMENT	13	15,000.00
B20-00831	WM BOLTHOUSE FARMS INC	BAGGED CARROTS FOR COVID-19/SUMMER PROGRAMS	NUTRITION SERVICES DEPARTMENT	13	12,000.00

*** See the last page for criteria limiting the report detail.

The preceding Purchase Orders have been issued in accordance with the District's Purchasing Policy and authorization of the Board of Trustees. It is recommended that the preceding Purchase Orders be approved and that payment be authorized upon delivery and acceptance of the items ordered.

ESCAPE ONLINE

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Includes Purchase Orders dated 05/15/2020 - 06/14/2020 ***

PO Number	Vendor Name	Description	Location	Fund	Account Amount
CS20-00380	STATE OF CALIFORNIA DEPARTMENT OF REHABILITATION	COOPERATIVE SVC DELIVERY -MATCH	SPECIAL EDUCATION DEPARTMENT	01	67,277.00
CS20-00381	INTERCULTURAL DEVELOPMENT RESE ARCH ASSOCIATION	Coca Cola Valued Youth (SIG) for 2019-2020	JOHN H. STILL - K-8	01	10,000.00
CS20-00382	AHTNA FACILITY SERVICES	0810-428 NUT SERV PH 2-ADDTL ENG SERV	FACILITIES SUPPORT SERVICES	21	16,977.00
CS20-00383	POINT BREAK	POINT BREAK WORKSHOP FOR 19-20 SCHOOL YEAR	JOHN H. STILL - K-8	01	3,450.00
CS20-00384	SQUARE ROOT ACADEMY	2019-20 SUPPLEMENTAL PROVIDER	YOUTH DEVELOPMENT	01	6,840.00
CS20-00385	RFSC LLC	CENTRAL KITCHEN HACCP PLAN DEVELOPMENT	NUTRITION SERVICES DEPARTMENT	13	24,000.00
P20-01156	SCHOOL OUTFITTERS DBA FAT CATA LOG	SIG - EASEL FOR READ180 CLASSROOM	H.W. HARKNESS ELEMENTARY	01	153.90
P20-02674	RIVERSIDE ASSESSMENTS LLC RIVE RSIDE INSIGHTS	TESTING KIT FOR TEACHERS	ROSEMONT HIGH SCHOOL	01	2,171.06
P20-02852	BERCO REDWOOD	WOODEN PLANKS FOR LINKED LEARNING	ENGINEERING AND SCIENCES HS	01	197.49
P20-02893	WEVIDEO	MEDIA CLASS WEVIDEO	ALBERT EINSTEIN MIDDLE SCHOOL	01	120.00
P20-02959	POSITIVE PROMOTIONS INC	POSITIVE PROMOTIONS ATTENDANCE	BOWLING GREEN ELEMENTARY	01	415.26
P20-03025	OLIVER WORLDCLASS LABS INC	2 YEAR SUBSCRIPTION FOR CLASSROOMS(RENEWAL)	TAHOE ELEMENTARY SCHOOL	01	1,238.66
P20-03187	Deere & Company	FLAIL FOR LABORER SHOP'S MOWER	FACILITIES MAINTENANCE	01	4,808.40
P20-03225	SCUSD - US BANK CAL CARD	CJA - TRANSMIT/RECV STATION MATLS	C. K. McCLATCHY HIGH SCHOOL	01	832.91
P20-03241	SPINITAR PRESENTATION PRODUCTS	POSTER BANNER MAKER	JOHN D SLOAT BASIC ELEMENTARY	01	9,444.94
P20-03269	APPLE INC	MACBOOK AIR	EQUITY, ACCESS & EXCELLENCE	01	1,369.06
P20-03270	APPLE INC	CLASSROOM MACBOOKS	HIRAM W. JOHNSON HIGH SCHOOL	01	12,516.63
P20-03271	B&H FOTO & ELECTRONICS CORP B& H PHOTO-VIDEO	PROJECTOR, SUPPLIES/CASES- JERRY COTTON @LBHS	CAREER & TECHNICAL PREPARATION	01	7,684.54
P20-03272	APPLE INC	NON LI - ASSISTIVE TECH	SPECIAL EDUCATION DEPARTMENT	01	329.16
P20-03273	APPLE INC	LOW INCIDENCE - ADAPTIVE TECH (B.G)	SPECIAL EDUCATION DEPARTMENT	01	1,739.41
P20-03274	B&H FOTO & ELECTRONICS CORP B& H PHOTO-VIDEO	CAMERA, KITS, LENS- ARTS, MEDIA/ENTERN PRGM@LBHS	CAREER & TECHNICAL PREPARATION	01	26,906.26
P20-03275	B&H FOTO & ELECTRONICS CORP B& H PHOTO-VIDEO	LENS, LED LIGHT CAMERA-ARTS, MEDIA/ENTERTAIN-MEANS	CAREER & TECHNICAL PREPARATION	01	4,525.54

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Includes Purchase Orders dated 05/15/2020 - 06/14/2020 ***

PO Number	Vendor Name	Description	Location	Fund	Account Amount
P20-03276	APPLE INC	21.5" iMAC, MACBOOK AIR/ACCESSORIES-R. DIAZ@HJHS	CAREER & TECHNICAL PREPARATION	01	49,050.26
P20-03277	AMAZON CAPITAL SERVICES	SUPPLIES FOR P.E. DEPARTMENT	ENGINEERING AND SCIENCES HS	01	1,647.69
P20-03278	AMAZON CAPITAL SERVICES	APPLE AC ADAPTERS	EDWARD KEMBLE ELEMENTARY	01	505.50
P20-03279	SCUSD - US BANK CAL CARD	LOW INCIDENCE ASSITIVE TECH (C.P)	SPECIAL EDUCATION DEPARTMENT	01	700.00
P20-03280	JOHNSON CONTROLS INC	AMERICAN LEGION MULI HVAC REPLACEMENT	FACILITIES MAINTENANCE	01	90,947.00
P20-03281	DIANA FLORES	COVID-19 REIMBURSEMENT	NUTRITION SERVICES DEPARTMENT	13	618.85
P20-03282	TROXELL COMMUNICATIONS INC	TRANSPORTATION PA PORTABLE PA SYSTEM REPLACEMENT	FACILITIES MAINTENANCE	01	4,309.77
P20-03283	Clark Equip. Company Bobcat Co mpany	BOBCAT	FACILITIES MAINTENANCE	01	68,565.78
P20-03284	B&H FOTO & ELECTRONICS CORP B& H PHOTO-VIDEO	PODCAST, MICROPHONE, LED LIGHT-S. SINGER@RHS	CAREER & TECHNICAL PREPARATION	01	1,629.08
P20-03285	CDW GOVERNMENT	MONITORS / LCD SCREENS	WEST CAMPUS	01	8,229.37
P20-03286	CDW GOVERNMENT	CHARGING POWER CORDS FOR CHROMEBOOKS	JOHN F. KENNEDY HIGH SCHOOL	01	1,241.06
P20-03287	CDW GOVERNMENT	HP LAPTOPS	HEALTH PROFESSIONS HIGH SCHOOL	01	6,520.65
P20-03288	CDW GOVERNMENT	TECHNOLOGY FOR ADMIN/OFFICE	ALBERT EINSTEIN MIDDLE SCHOOL	01	10,292.12
P20-03289	ZYTECH SOLUTIONS INC	REPAIR TEACHERS HP PROBOOK 440 G3	ABRAHAM LINCOLN ELEMENTARY	01	629.76
P20-03290	CDW GOVERNMENT	TV, PRINTER,CARE, ADAPTER/CABLE, DANIEL CACHO@ALHS	CAREER & TECHNICAL PREPARATION	01	1,343.16
P20-03291	DELTA WIRELESS INC	PURCHASE WALKIE-TALKIES FOR SCHOOL SAFETY	ABRAHAM LINCOLN ELEMENTARY	01	3,142.87
P20-03292	CDW-G	MOBILE MEDIA CART FOR PRESENTAION	LUTHER BURBANK HIGH SCHOOL	01	3,560.80
P20-03293	CDW GOVERNMENT	MONITORS & DESKTOPS	HIRAM W. JOHNSON HIGH SCHOOL	01	6,544.99
P20-03294	SCHOOL NURSE SUPPLY INC	MEDICAL SUPPLIES	ALBERT EINSTEIN MIDDLE SCHOOL	01	139.75
P20-03295	5-STAR STUDENTS, LLC	5 STAR STUDENT	HEALTH PROFESSIONS HIGH SCHOOL	01	2,100.00
P20-03296	CDW GOVERNMENT	COLOR PRINTER TO SUPPORT STUDENTS	O. W. ERLEWINE ELEMENTARY	01	314.59
P20-03297	CDW GOVERNMENT	UPDATE COMPUTER LABS	LUTHER BURBANK HIGH SCHOOL	01	6,443.04
P20-03298	CDW GOVERNMENT	CAREERS WITH CHILDREN OFFICE DEPOT TECH	AMERICAN LEGION HIGH SCHOOL	01	608.33
P20-03299	CDW GOVERNMENT	PRINTERS FOR SCHOOL	SUTTER MIDDLE SCHOOL	01	315.61

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Includes Purchase Orders dated 05/15/2020 - 06/14/2020 ***

PO Number	Vendor Name	Description	Location	Fund	Account Amount
P20-03300	OFFICE DEPOT	STUDENT JOURNALS	JOHN D SLOAT BASIC ELEMENTARY	01	1,290.55
P20-03301	AMAZON CAPITAL SERVICES	CHROMECAST FOR CLASSROOMS	JOHN D SLOAT BASIC ELEMENTARY	01	228.36
P20-03302	LINDAMOOD-BELL LEARNING PRO.	St. Mary Title II Lindamood PhonemeSeeing Stars	CONSOLIDATED PROGRAMS	01	4,129.88
P20-03303	SCUSD - US BANK CAL CARD	FABRIC & SEWING NEEDLES FOR LINKED LEARNING	ENGINEERING AND SCIENCES HS	01	23.08
P20-03304	SCUSD - US BANK CAL CARD	LOW INCIDENCE MOBILITY ORDER	SPECIAL EDUCATION DEPARTMENT	01	1,538.52
P20-03305	CDW GOVERNMENT	CLASSROOM TV'S/LAPTOP	JOHN D SLOAT BASIC ELEMENTARY	01	2,824.14
P20-03306	CDW GOVERNMENT	DESKTOPS AND MONITORS	WEST CAMPUS	01	6,808.54
P20-03307	CDW GOVERNMENT	AT ORDER -STUDENT CHROMEBOOK (Y.K.)	SPECIAL EDUCATION DEPARTMENT	01	316.97
P20-03308	CDW GOVERNMENT	AT ORDER -STUDENT CHROMEBOOK (MULTIPLE STUDENTS)	SPECIAL EDUCATION DEPARTMENT	01	1,584.86
P20-03309	CDW GOVERNMENT	PRINTERS FOR OFFICE	FERN BACON MIDDLE SCHOOL	01	1,239.75
P20-03310	APPLE COMPUTER INC K-12 EDUCATION	16" MACBOOK PRO-SPACE GRAY-J. COTTON @BLHS	CAREER & TECHNICAL PREPARATION	01	3,290.40
P20-03311	CDW GOVERNMENT	COMPUTERS FOR AFJROTC	C. K. McCLATCHY HIGH SCHOOL	01	10,485.79
P20-03312	CDW GOVERNMENT	LAPTOPS- YEARBOOK CLASS	WEST CAMPUS	01	2,186.21
P20-03313	CDW GOVERNMENT	LAPTOPS	GOLDEN EMPIRE ELEMENTARY	01	24,048.29
P20-03314	CDW GOVERNMENT	SCHOOL TECHNOLOGY REPLACEMENT	SAM BRANNAN MIDDLE SCHOOL	01	7,812.65
P20-03315	CDW GOVERNMENT	LCD PROJECTORS	ELDER CREEK ELEMENTARY SCHOOL	01	5,970.38
P20-03316	CDW GOVERNMENT	LAPTOPS	SEQUOIA ELEMENTARY SCHOOL	01	7,060.88
P20-03317	APPLE INC	IPAD PRO 3RD GENERATION TABLET	JOHN F. KENNEDY HIGH SCHOOL	01	981.66
P20-03318	APPLE INC	APPLE PENCIL - STYLUS	JOHN F. KENNEDY HIGH SCHOOL	01	129.41
P20-03319	APPLE INC	KEYBOARD AND FOLIO CASE - FRY	JOHN F. KENNEDY HIGH SCHOOL	01	194.66
P20-03320	CDW GOVERNMENT	HP ZBook 17 G6	STRATEGY & CONTINUOUS IMPRMNT	01	4,543.97
P20-03321	CDW GOVERNMENT	LCD PROJECTORS	LUTHER BURBANK HIGH SCHOOL	01	5,317.88
P20-03322	APPLE INC	APPLE TVs FOR MATH CLASSROOMS	JOHN F. KENNEDY HIGH SCHOOL	01	1,620.38
P20-03323	APPLE INC	NON LI - ASSISTIVE TECH	SPECIAL EDUCATION DEPARTMENT	01	1,516.91
P20-03324	CDW GOVERNMENT	HP LAPTOPS FOR CLASSROOM	HIRAM W. JOHNSON HIGH SCHOOL	01	5,385.21

*** See the last page for criteria limiting the report detail.

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ESCAPE ONLINE

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Includes Purchase Orders dated 05/15/2020 - 06/14/2020 ***

PO Number	Vendor Name	Description	Location	Fund	Account Amount
P20-03325	CDW GOVERNMENT	TECHNOLOGY TO SUPPORT INSTRUCTION	GENEVIEVE DIDION ELEMENTARY	01	8,876.27
P20-03326	CDW GOVERNMENT	BRETFORD CHROMEBOOK CHARGING CARTS	JOHN F. KENNEDY HIGH SCHOOL	01	5,850.36
P20-03327	CDW GOVERNMENT	SURFACE PRO FOR SUPERINTENDENT	SUPERINTENDENTS OFFICE	01	1,413.36
P20-03328	J P CUMMINGS INC	DIPLOMA COVERS	WEST CAMPUS	01	624.50
P20-03329	POWERSCHOOL GROUP LLC	PowerSchool Quote#: Q-344786-1	ACADEMIC OFFICE	01	2,100.00
P20-03330	CDW GOVERNMENT	SUPPORT FOR TEACHERS	CESAR CHAVEZ INTERMEDIATE	01	7,127.74
P20-03331	ROCHESTER 100, INC	parent communication folders	JOHN H. STILL - K-8	01	1,039.11
P20-03332	ORIENTAL TRADING CO	supplies for SEL	JOHN H. STILL - K-8	01	1,164.02
P20-03333	CROWN LIFT TRUCKS	USED FORKLIFT FOR WAREHOUSE OPERATIONS	NUTRITION SERVICES DEPARTMENT	01	14,898.76
P20-03334	Rehadapt N. America LLC	LOW INCIDENCE ASSITIVE TECH (C.P)	SPECIAL EDUCATION DEPARTMENT	01	1,161.19
P20-03335	BOOKS EN MORE	PHOTOGRAPHY BOOKS	JOHN F. KENNEDY HIGH SCHOOL	01	2,187.05
P20-03336	SUPPLY WORKS	AFTER SCHOOL CUSTODIAL SUPPLIES 2019-20	CAMELLIA BASIC ELEMENTARY	01	821.48
P20-03337	PITNEY BOWES INC	POSTAGE METER RENTAL FEE	JOHN D SLOAT BASIC ELEMENTARY	01	925.56
P20-03338	S&S WORLDWIDE INC	STUDENT LEARNING GAMES	JOHN D SLOAT BASIC ELEMENTARY	01	1,182.72
P20-03339	EXCEL PHOTOGRAPHERS	VIPASS VISITOR CHECK IN SYSTEM	JOHN D SLOAT BASIC ELEMENTARY	01	398.03
P20-03340	AMAZON CAPITAL SERVICES	LIBRARY SUPPLIES	JOHN D SLOAT BASIC ELEMENTARY	01	825.08
P20-03341	DEPARTMENT OF GENERAL SERVICES	0521-416 WCAMPUS CORE-DSA FF FEES	FACILITIES SUPPORT SERVICES	21	14,403.11
P20-03342	DEPARTMENT OF GENERAL SERVICES	0520-417 HJHS CORE-DSA ACS SSS FLS FINAL FEES	FACILITIES SUPPORT SERVICES	21	18,184.75
P20-03343	The Lion Electric Co USa, Inc.	ELECTRIC BUS PER SAC AQMD GRANT FUNDING	TRANSPORTATION SERVICES	01	439,064.04
P20-03344	PHE INC aka PHIL HAUPT ELECTRI C	PROVIDE & INSTALL CHARGING STATION	TRANSPORTATION SERVICES	01	5,000.00
P20-03346	HALO Branded Solutions, Inc.	COVID-19 Floor Decals.	RISK MANAGEMENT	01	1,513.13
P20-03347	HALO Branded Solutions, Inc.	COVID-19 Masks	RISK MANAGEMENT	01	3,311.63
P20-03348	CDW GOVERNMENT	TECHNOLOGY FOR STUDENTS	BRET HARTE ELEMENTARY SCHOOL	01	55.00
P20-03349	CDW GOVERNMENT	TECHNOLOGY FOR EXPANDED LEARNING	YOUTH DEVELOPMENT	01	42,314.74
P20-03350	CDW GOVERNMENT	CHROMEBOOKS & CARTS	HIRAM W. JOHNSON HIGH SCHOOL	01	4,280.18
P20-03351	Red Apple Reading, Inc.	RED APPLE READING PROGRAM	CROCKER/RIVERSIDE ELEMENTARY	01	949.00
P20-03352	BOBCAT CENTRAL INC	REPAIRS NEEDED TO BOBCAT	FACILITIES MAINTENANCE	01	5,726.31

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Includes Purchase Orders dated 05/15/2020 - 06/14/2020 ***

PO Number	Vendor Name	Description	Location	Fund	Account Amount
P20-03353	MSI- MECHANICAL SYSTEMS	WILLIAM LAND - HVAC REPLACEMENT	FACILITIES MAINTENANCE	01	12,270.00
P20-03354	AMERICAN EAGLE ENTERPRISES	HUSSEY SEAT REPLACEMENT	WEST CAMPUS	01	13,572.00
P20-03355	COMMERCIAL PUMP SERVICE INC	PACIFIC SEWER SERVICE CALLS	FACILITIES MAINTENANCE	01	6,549.86
P20-03356	ICU TECHNOLOGIES	437 DOOR SECURITY HARDWARE SITE SURVEYS	FACILITIES SUPPORT SERVICES	21	28,112.32
P20-03357	SMUD ATTN ACCOUNTS RECEIVABLE	0148-416 FLOYD FARMS-SMUD CONST COSTS	FACILITIES SUPPORT SERVICES	25	47,391.00
P20-03358	AVF SYSTEMS INC	M&O SURVEILLANCE SYSTEM NETWORK UPGRADES	FACILITIES MAINTENANCE	01	80,481.50
P20-03359	TRANSPORT REFRIGERATION INC	TRANSIT VAN REFRIGERATION CONVERSION (COVID-19)	NUTRITION SERVICES DEPARTMENT	13	36,092.80
P20-03360	PERLMUTTER PURCHASING POWER	REPAIRS NEEDED TO CCTV SYSTEMS TO FIVE SITES	FACILITIES MAINTENANCE	01	87,307.67
P20-03361	ONETO METAL PRODUCTS CORP	ROOFING MATERIALS FOR VARIOUS SITES	FACILITIES MAINTENANCE	01	7,068.75
P20-03362	BAR HEIN CO	MOWERS FOR LABOR SHOP	FACILITIES MAINTENANCE	01	166,382.06
P20-03363	TCS PARTS CO	REPLACEMENT FOR 5TH ST WAREHOUSE (HVAC)	FACILITIES MAINTENANCE	01	11,708.03
P20-03364	CALIFORNIA CUSTOM TRAILERS INC	UTILITY TRAILERS FOR LABORER SHOP	FACILITIES MAINTENANCE	01	58,496.90
P20-03365	JOHNSON CONTROLS INC	HVAC CONTROLS PROGRAMMING SOFTWARE	FACILITIES MAINTENANCE	01	37,092.00
P20-03366	THE SHADE CARE CO INC	TREE SERVICE AT OAKRIDGE	FACILITIES MAINTENANCE	01	2,800.00
P20-03367	ADI	M&O INTRUSION ALARM RECEIVER REPLACEMENT	FACILITIES MAINTENANCE	01	2,718.75
P20-03368	SACRAMENTO BEE SUBSCRIPTION AC COUNTING	FACILITIES JOB POSTINGS	FACILITIES MAINTENANCE	01	2,406.00
P20-03369	IVS COMPUTER TECHNOLOGIES	SMARTBOARDS	WOODBINE ELEMENTARY SCHOOL	01	47,922.38
P20-03370	APPLE CARE DIRECT	IPADS FOR FACILITIES MAINTENANCE	FACILITIES MAINTENANCE	01	4,435.41
P20-03371	COUNCIL ON OCCUPATIONAL EDUCATION	ANNUAL MEMBERSHIP DUES - COE ACCREDITATION	NEW SKILLS & BUSINESS ED. CTR	11	4,285.00
P20-03374	ZENPUT, INC	MOBILE TASK MANAGEMENT FOR N.S. SUPERVISERS	NUTRITION SERVICES DEPARTMENT	13	5,456.00
P20-03375	ILEARN INC	ILEARN ONLINE SUBSCRIPTION ADDITION	SAM BRANNAN MIDDLE SCHOOL	01	460.00
P20-03377	APPLE INC	LAPTOPS & CART FOR CONTINUED INST.LEARNING	HOLLYWOOD PARK ELEMENTARY	01	33,249.01
P20-03378	APPLE INC	LAPTOPS FOR SMALL GROUP INSTRUCTION/TESTING	HOLLYWOOD PARK ELEMENTARY	01	6,258.31

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Includes Purchase Orders dated 05/15/2020 - 06/14/2020 ***

PO Number	Vendor Name	Description	Location	Fund	Account Amount
P20-03379	APPLE INC	PURCHASE OF IPAD FOR PRINCIPAL	DAVID LUBIN ELEMENTARY SCHOOL	01	1,478.61
P20-03380	APPLE INC	MACBOOK AIR REPLACEMENTS	ROSEMONT HIGH SCHOOL	01	12,516.63
P20-03381	APPLE INC	LAPTOPS FOR SMALL GROUP INSTRUCTION / EL	HOLLYWOOD PARK ELEMENTARY	01	6,258.31
P20-03382	APPLE INC	SMAAL GROUP INSTRUCTION LAPTOPS	HOLLYWOOD PARK ELEMENTARY	01	6,258.31
P20-03383	CDW GOVERNMENT	TECHNOLOGY FOR YDSS STAFF	YOUTH DEVELOPMENT	01	13,591.17
P20-03384	CDW GOVERNMENT	CHROMEBOOKS AND CART	HEALTH PROFESSIONS HIGH SCHOOL	01	13,405.10
P20-03385	CDW GOVERNMENT	COMPUTER REPLACEMENT PROGRAM (CRP)	MARTIN L. KING JR ELEMENTARY	01	31,718.63
P20-03386	CDW GOVERNMENT	COMPUTERS FOR STUDENT USE	ENGINEERING AND SCIENCES HS	01	6,339.45
P20-03387	CDW GOVERNMENT	STUDENT CHROMEBOOKS CHARGERS	HEALTH PROFESSIONS HIGH SCHOOL	01	1,631.25
P20-03388	CDW GOVERNMENT	TECH FOR STUDENTS MEDIA CLASS/COLLEGE/FUTURE	CAPITAL CITY SCHOOL	01	15,429.53
P20-03389	CDW GOVERNMENT	LAPTOPS	SPECIAL EDUCATION DEPARTMENT	01	19,920.80
P20-03390	APPLE INC	MACBOOKS AND CART FORN CONTINUED LEARNING	HOLLYWOOD PARK ELEMENTARY	01	33,249.01
P20-03391	DEPARTMENT OF GENERAL SERVICES	0284-416 LISBON ROOF-DSA STARTUP FEES	FACILITIES SUPPORT SERVICES	21	8,250.00
P20-03392	Rebecca Hernandez	SETTLEMENT	ADMIN-LEGAL COUNSEL	01	1,700.00
P20-03393	Fluss & Williams	ATTORNEY FEES	ADMIN-LEGAL COUNSEL	01	300.00
P20-03395	AMAZON CAPITAL SERVICES	DVD PLAYER/MOVIES	JOHN D SLOAT BASIC ELEMENTARY	01	157.88
P20-03396	TOYOTA MATERIAL HANDLING NORTH ERN CALIFORNIA	0810-428 SCISSOR LIFT CENTRAL KITCHEN WAREHOUSE	NUTRITION SERVICES DEPARTMENT	21	13,525.38
P20-03397	IVS COMPUTER TECHNOLOGIES	PURCHASE FOR CLASSROOM INSTRUCTION INTERVENTION	ISADOR COHEN ELEMENTARY SCHOOL	01	29,671.30
P20-03398	CDW GOVERNMENT	CHROMEBOOKS	GOLDEN EMPIRE ELEMENTARY	01	1,267.89
P20-03399	CDW GOVERNMENT	CHROMEBOOKS AND CART FOR STUDENTS	CROCKER/RIVERSIDE ELEMENTARY	01	13,013.60
P20-03400	ACT Enviro	REMOVAL OF HAZARDOUS MATERIALS AT VARIOUS SITES	RISK MANAGEMENT	01	11,751.93
P20-03401	ICU TECHNOLOGIES	437 DOOR SECURITY AT 9 E. AREA SCHLS	FACILITIES SUPPORT SERVICES	21	154,752.23
P20-03402	SMUD ATTN ACCOUNTS RECEIVABLE	0520 HJHS FIELD LIGHTS-SMUD DESIGN DEPOSIT	FACILITIES SUPPORT SERVICES	21	5,000.00
P20-03403	PERLMUTTER PURCHASING POWER	FLORIN TECH REPLACEMENT CAMERAS	FACILITIES MAINTENANCE	01	7,262.96

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Includes Purchase Orders dated 05/15/2020 - 06/14/2020 ***

PO Number	Vendor Name	Description	Location	Fund	Account Amount
P20-03404	THE SHADE CARE CO INC	TREE SERVICE AT JOHN CABRILLO	FACILITIES MAINTENANCE	01	5,800.00
P20-03405	VISTA PAINT CORP	PAINT SHOP STRIPING MACHINE	FACILITIES MAINTENANCE	01	6,415.16
P20-03406	PERLMUTTER PURCHASING POWER	REPLACEMENT OF CCTV RECORDERS AT (5) SITES	FACILITIES MAINTENANCE	01	17,100.94
P20-03407	Comeco Inc.	After Close- COVID -19 MASKS	RISK MANAGEMENT	01	31,842.00
P20-03424	CLARK & SULLIVAN CONSTRUCTION	0530-416 LBURBANK CORE ACA-CONST SERV	FACILITIES SUPPORT SERVICES	21	9,478,907.00
Total Number of POs			168	Total	<u><u>12,461,644.52</u></u>

Fund Recap

Fund	Description	PO Count	Amount
01	General Fund	138	1,964,399.08
11	Adult Education	1	4,285.00
13	Cafeteria	18	702,667.65
21	Building Fund	9	9,721,534.79
25	Developer Fees	1	47,391.00
		Total Fiscal Year 2020	12,440,277.52
21	Building Fund	2	21,367.00
		Total Fiscal Year 2021	21,367.00
		Total	<u><u>12,461,644.52</u></u>

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Includes Purchase Orders dated 05/15/2020 - 06/14/2020 ***

PO Changes

	<u>New PO Amount</u>	<u>Fund/ Object</u>	<u>Description</u>	<u>Change Amount</u>
B20-00010	.00	11-5690	Adult Education/Other Contracts, Rents, Leases	1,000.00-
B20-00038	1,154.93	11-4310	Adult Education/Instructional Materials/Suppli	3,345.07-
B20-00047	3,100.00	13-4325	Cafeteria/Nutrition Ed/Equipment Parts	2,000.00
B20-00054	8,500.00	13-4325	Cafeteria/Nutrition Ed/Equipment Parts	6,000.00
B20-00063	750.00	11-5800	Adult Education/Other Contractual Expenses	1,050.00-
B20-00068	16,800.00	11-4310	Adult Education/Instructional Materials/Suppli	1,200.00-
B20-00081	2,620.76	11-4310	Adult Education/Instructional Materials/Suppli	10,379.24-
B20-00111	1,000.00	01-4320	General Fund/Non-Instructional Materials/Su	500.00-
		01-5610	General Fund/Equipment Rental	500.00-
			Total PO B20-00111	1,000.00-
B20-00114	1,500.00	01-4320	General Fund/Non-Instructional Materials/Su	2,000.00-
B20-00123	.00	01-4320	General Fund/Non-Instructional Materials/Su	500.00-
B20-00124	.00	01-4320	General Fund/Non-Instructional Materials/Su	250.00-
		01-5800	General Fund/Other Contractual Expenses	250.00-
			Total PO B20-00124	500.00-
B20-00129	.00	01-4320	General Fund/Non-Instructional Materials/Su	1,000.00-
B20-00130	.00	01-5690	General Fund/Other Contracts, Rents, Leases	1,000.00-
B20-00192	.00	01-4320	General Fund/Non-Instructional Materials/Su	500.00-
B20-00195	3,700.00	01-4320	General Fund/Non-Instructional Materials/Su	2,000.00
B20-00204	1,158.76	01-5832	General Fund/Transportation-Field Trips	1,158.76
B20-00218	.00	01-4320	General Fund/Non-Instructional Materials/Su	500.00-
B20-00245	891.00	01-4320	General Fund/Non-Instructional Materials/Su	109.00-
B20-00247	2,600.00	01-4320	General Fund/Non-Instructional Materials/Su	1,100.00
B20-00250	1,000.00	01-4320	General Fund/Non-Instructional Materials/Su	500.00-
B20-00253	1,530.00	01-4320	General Fund/Non-Instructional Materials/Su	30.00
B20-00264	1,600.00	01-5800	General Fund/Other Contractual Expenses	600.00
B20-00269	.00	01-4320	General Fund/Non-Instructional Materials/Su	200.00-
B20-00272	.00	01-4320	General Fund/Non-Instructional Materials/Su	200.00-
B20-00293	23,500.00	01-4320	General Fund/Non-Instructional Materials/Su	20,000.00
B20-00305	60,000.00	13-4710	Cafeteria/Food	40,000.00
B20-00313	.00	01-4320	General Fund/Non-Instructional Materials/Su	4,400.00-
B20-00331	2,622.00	01-4320	General Fund/Non-Instructional Materials/Su	578.00-
B20-00336	.00	01-5800	General Fund/Other Contractual Expenses	500.00-
B20-00339	16,616.09	01-5690	General Fund/Other Contracts, Rents, Leases	10,000.00
B20-00341	608.00	01-5690	General Fund/Other Contracts, Rents, Leases	392.00-
B20-00343	.00	01-5800	General Fund/Other Contractual Expenses	500.00-
B20-00361	3,250.00	01-4332	General Fund/Oil	750.00
B20-00419	11,153.00	01-4320	General Fund/Non-Instructional Materials/Su	5,360.00-
B20-00461	38,600.00	01-5800	General Fund/Other Contractual Expenses	10,000.00-

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Includes Purchase Orders dated 05/15/2020 - 06/14/2020 ***

PO Changes (continued)

	New PO Amount	Fund/ Object	Description	Change Amount
B20-00473	25,000.00	01-5810	General Fund/Tickets/Fees/Regis.for Parents	10,000.00
B20-00493	105,000.00	01-5800	General Fund/Other Contractual Expenses	10,000.00
B20-00500	24,032.82	01-4320	General Fund/Non-Instructional Materials/Su	10,000.00
B20-00501	4,127.00	01-5450	General Fund/All Other Insurance	85.27
B20-00682	140,000.00	13-4710	Cafeteria/Food	60,000.00
B20-00699	350,000.00	13-4710	Cafeteria/Food	44,373.56
B20-00729	78,630.00	13-4710	Cafeteria/Food	42,630.00
B20-00798	25,000.00	13-5690	Cafeteria/Other Contracts, Rents, Leases	10,000.00
B20-00808	59,000.00	13-4710	Cafeteria/Food	17,348.32
CHB20-00094	3,306.50	01-4320	General Fund/Non-Instructional Materials/Su	6.50
CHB20-00100	34,500.00	13-4320	Cafeteria/Non-Instructional Materials/Su	2,500.00
CHB20-00101	2,700.00	13-4320	Cafeteria/Non-Instructional Materials/Su	1,500.00
CHB20-00121	5,000.00	01-4310	General Fund/Instructional Materials/Suppli	2,000.00
CHB20-00122	5,000.00	01-4310	General Fund/Instructional Materials/Suppli	1,000.00
CHB20-00132	5,000.00	01-4310	General Fund/Instructional Materials/Suppli	3,000.00
CHB20-00250	2,848.62	01-4320	General Fund/Non-Instructional Materials/Su	348.62
CHB20-00283	6,000.00	01-4310	General Fund/Instructional Materials/Suppli	5,000.00
CHB20-00285	2,793.85	01-4310	General Fund/Instructional Materials/Suppli	1,793.85
CHB20-00298	14,479.03	01-4310	General Fund/Instructional Materials/Suppli	3,479.03
CHB20-00308	11,000.00	01-4310	General Fund/Instructional Materials/Suppli	2,800.00
CHB20-00329	8,850.00	01-4320	General Fund/Non-Instructional Materials/Su	1,150.00-
CHB20-00373	5,500.00	01-4310	General Fund/Instructional Materials/Suppli	4,000.00
CS20-00081	48,000.00	01-5800	General Fund/Other Contractual Expenses	20,000.00
CS20-00100	38,350.00	01-5100	General Fund/Subagreements for Services abo	350.00
CS20-00175	2,800,000.00	01-5800	General Fund/Other Contractual Expenses	800,000.00
CS20-00192	78,000.00	01-5100	General Fund/Subagreements for Services abo	8,000.00
CS20-00201	6,500.00	01-5800	General Fund/Other Contractual Expenses	5,074.75
N20-00007	680,000.00	01-5100	General Fund/Subagreements for Services abo	80,000.00
N20-00008	1,370,887.00	01-5100	General Fund/Subagreements for Services abo	370,887.00
N20-00016	115,000.00	01-5100	General Fund/Subagreements for Services abo	100,000.00-
N20-00019	151,500.00	01-5100	General Fund/Subagreements for Services abo	11,500.00
N20-00024	75,000.00	01-5100	General Fund/Subagreements for Services abo	15,000.00
N20-00041	160,000.00	01-5100	General Fund/Subagreements for Services abo	230,000.00-
N20-00057	21,630.17	01-5100	General Fund/Subagreements for Services abo	440,000.00-
		01-5800	General Fund/Other Contractual Expenses	3,369.83-
			Total PO N20-00057	443,369.83-
P20-02248	4,894.37	01-4310	General Fund/Instructional Materials/Suppli	139.63-
P20-02810	4,535.41	01-4310	General Fund/Instructional Materials/Suppli	18.04-
P20-03012	4,014.94	01-4310	General Fund/Instructional Materials/Suppli	78.26-

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Includes Purchase Orders dated 05/15/2020 - 06/14/2020 ***

PO Changes (continued)

	<u>New PO Amount</u>	<u>Fund/ Object</u>	<u>Description</u>	<u>Change Amount</u>
P20-03065	12,162.67	01-4310	General Fund/Instructional Materials/Suppli	57.02-
P20-03223	1,040.06	01-4310	General Fund/Instructional Materials/Suppli	4,787.88
P20-03226	1,155.16	01-4310	General Fund/Instructional Materials/Suppli	32.27-
			Total PO Changes	809,545.18

Information is further limited to: (Minimum Amount = (999,999.99))

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Includes Purchase Orders dated 06/15/2020 - 07/14/2020 ***

PO Number	Vendor Name	Description	Location	Fund	Account Amount
B21-00001	U S BANK CORPORATE PAYMENT SYS TEMS	MASTER AGREEMENT FOR CAL CARD TRANSACTIONS	PURCHASING SERVICES	01	3,000,000.00
B21-00002	SCIENTIFIC INSTRUMENT REPAIR	MICROSCOPE/SCIENTIFIC INSTRUMENT REPAIR 079112	PURCHASING SERVICES	01	5,100.00
B21-00003	RAY MORGAN CO	RAY MORGAN COMPANY COPIER PROGRAM	PURCHASING SERVICES	01	600,000.00
B21-00004	DAILY JOURNAL CO INC	DAILY JOURNAL FOR BID ADVERTISING #022153	PURCHASING SERVICES	01	8,000.00
B21-00005	PITNEY BOWES GLOBAL FINANCIAL SERVICES LLC	MAIL METER EQUIPMENT	PURCHASING SERVICES	01	10,300.00
B21-00006	PITNEY BOWES GLOBAL FINANCIAL SERVICES LLC	SUPPLIES FOR MAILING MACHINE #001259	PURCHASING SERVICES	01	4,000.00
B21-00007	HEADSET ADVISOR INC	HEADSET ADVISORS INC	RISK MANAGEMENT	67	10,000.00
B21-00008	KEVIN POKRAJAC	FACILITY RENTAL FOR STUDENT LIFESKILLS/TRANSITION	SPECIAL EDUCATION DEPARTMENT	01	13,000.00
B21-00009	EATON INTERPRETING SERVICES	EATON INTERPRETING SERVICE	RISK MANAGEMENT	01	10,000.00
B21-00010	GRAINGER INC ACCOUNT #80927635 5	W.W. GRAINGER (SAFETY) SAFETY SUPPLIES	RISK MANAGEMENT	01	20,000.00
B21-00011	GRAINGER INC ACCOUNT #80927635 5	W/C SAFETY SUPPLIES	RISK MANAGEMENT	67	18,400.00
B21-00012	OFFICE RELIEF INC	OFFICE RELIEF EQUIPMENT AND SUPPLIES	RISK MANAGEMENT	01	20,000.00
B21-00013	SCHOOLS INSURANCE AUTHORITY	SIA -EMPLOYEE ASST PROGRAM FOR DISTRICT EMPLOYEES	RISK MANAGEMENT	67	155,000.00
B21-00014	SCHOOLS INSURANCE AUTHORITY	SIA / PROPERTY & LIABILITY INSURANCE	RISK MANAGEMENT	01	5,000.00
B21-00015	SCHOOLS INSURANCE AUTHORITY	SIA - WORKERS' COMPENSATION PREMIUMS	RISK MANAGEMENT	67	5,000,000.00
B21-00016	IRON MOUNTAIN RECORDS MANAGMT	IRON MOUNTAIN - SHREDDING SVC	RISK MANAGEMENT	01	450.00
B21-00017	SENTINEL FIRE EQUIPMENT CO	SEMI-ANNUAL SERVICE	NEW SKILLS & BUSINESS ED. CTR	11	350.00
B21-00018	HEART BEAT	INSTRUCTIONAL/MEDICAL ASSISTING PROGRAM	NEW SKILLS & BUSINESS ED. CTR	11	2,500.00
B21-00019	BULBMAN ACCT #SAC03	BULBS AS NEEDED FOR PROGRAMS	NEW SKILLS & BUSINESS ED. CTR	11	250.00
B21-00020	AIRGAS	HVAC PROGRAM INSTRUCTIONAL SUPPLIES	NEW SKILLS & BUSINESS ED. CTR	11	3,000.00
B21-00021	HARBOR FREIGHT TOOLS	HVAC PROGRAM/INSTRUCTIONAL SUPPLIES	NEW SKILLS & BUSINESS ED. CTR	11	500.00
B21-00022	ESCO INSTITUTE, LTD	HVAC PROGRAM INSTRUCTIONAL SUPPLIES	NEW SKILLS & BUSINESS ED. CTR	11	4,500.00
B21-00023	GBC GENERAL BINDING CORP	LAMINATING MAINTENANCE & SUPPLIES 033700	NEW SKILLS & BUSINESS ED. CTR	11	624.00

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Includes Purchase Orders dated 06/15/2020 - 07/14/2020 ***

PO Number	Vendor Name	Description	Location	Fund	Account Amount
B21-00024	POCKET NURSE	INSTRUCTIONAL SUPPLIES FOR PHARMACY PROGRAM	NEW SKILLS & BUSINESS ED. CTR	11	2,000.00
B21-00025	HOME DEPOT CREDIT SERVICES	OPERATIONAL SUPPLIES	NEW SKILLS & BUSINESS ED. CTR	11	700.00
B21-00026	ADVO Waste Medical Services	MEDICAL WASTE DISPOSAL SERVICE	NEW SKILLS & BUSINESS ED. CTR	11	1,800.00
B21-00027	ALPHA CARD SYSTEMS LLC	ID PRINTER SUPPLIES & REPAIRS	NEW SKILLS & BUSINESS ED. CTR	11	425.00
B21-00028	SPRINT	SPRINT ACCT 652605820 RADIO PLAN FY 20-21 S.Y.	BOWLING GREEN ELEMENTARY	09	1,500.00
B21-00029	T-MOBILE USA INC	T-MOBILE ACCT/ RADIO PHONES FY20/21	BG CHACON ACADEMY	09	1,104.31
B21-00030	PITNEY BOWES GLOBAL FINANCIAL SERVICES LLC	POSTAGE METER	HIRAM W. JOHNSON HIGH SCHOOL	01	700.00
B21-00031	AUTOZONE	SMALL ENGINE PARTS FOR SCHOOL BUSES	TRANSPORTATION SERVICES	01	4,000.00
B21-00032	A-Z BUS SALES	BLUEBIRD BUS OUTSIDE LABOR REPAIRS	TRANSPORTATION SERVICES	01	4,950.00
B21-00033	BAREBONES WORKWEAR	STEEL TOE SAFETY BOOTS PER SEIU - BAREBONES	TRANSPORTATION SERVICES	01	2,500.00
B21-00034	BARNES WELDING SUPPLIES	SHOP WELDING SUPPLIES - BARNES SUPPLY	TRANSPORTATION SERVICES	01	1,000.00
B21-00035	BATTERY SYSTEMS # 07	SCHOOL BUS BATTERIES - BATTERY SYSTEMS	TRANSPORTATION SERVICES	01	4,750.00
B21-00036	BETTS TRUCK PARTS INC	FRONT END/SUSPENSION OUTSIDE LABOR REPAIR	TRANSPORTATION SERVICES	01	3,500.00
B21-00037	BOBS INDUSTRIAL SUPPLY	SMALL ITEMIZED PARTS FOR SCHOOL BUSES	TRANSPORTATION SERVICES	01	4,850.00
B21-00038	BZ SERVICE STATION MAINT INC	FUEL ISLAND OUTSIDE LABOR REPAIRS	TRANSPORTATION SERVICES	01	4,950.00
B21-00039	David Fannin	WINDSHIELD/WINDOW OUTSIDE LABOR REPAIRS	TRANSPORTATION SERVICES	01	3,000.00
B21-00040	CAPITOL CLUTCH & BRAKE INC	BRAKE & ROTOR OUTSIDE LABOR REPAIRS	TRANSPORTATION SERVICES	01	1,000.00
B21-00041	CARQUEST AUTO PARTS	AFTERMARKET & OEM PARTS FOR SCHOOL BUSES	TRANSPORTATION SERVICES	01	4,800.00
B21-00042	CDT	DRUG/ALCOHOL TESTING PROGRAM - CDT	TRANSPORTATION SERVICES	01	5,000.00
B21-00043	CERTIFIED SAFE AND LOCK INC	LOCKS/KEYS/IGNITIONS OUTSIDE LABOR AND REPAIRS	TRANSPORTATION SERVICES	01	500.00
B21-00044	CINTAS FIRST AID & SAFETY	FIRST AID SUPPLIES FOR BUSES - CINTAS	TRANSPORTATION SERVICES	01	2,250.00
B21-00045	COMMERCIAL SPEEDOMETER SERVICE	SPEED/TACHOMETER OUTSIDE LABOR & REPAIR FOR BUSES	TRANSPORTATION SERVICES	01	1,000.00
B21-00046	COUNTY OF SACRAMENTO ENVIRONMENTAL MANAGEMENT	ANNUAL HAZ MAT FEES - CO. OF SACRAMENTO	TRANSPORTATION SERVICES	01	4,000.00

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Includes Purchase Orders dated 06/15/2020 - 07/14/2020 ***

PO Number	Vendor Name	Description	Location	Fund	Account Amount
B21-00047	CREATIVE BUS SALES	PARTS FOR INTERNATIONAL SCHOOL BUSES	TRANSPORTATION SERVICES	01	4,950.00
B21-00048	DRIVE LINE SERV OF SACTO INC	DRIVE LINES PARTS FOR SCHOOL BUSES	TRANSPORTATION SERVICES	01	4,950.00
B21-00049	FACTORY MOTOR PARTS COMPANY	FORD PARTS FOR SCHOOL BUSES & WHITE FLEET	TRANSPORTATION SERVICES	01	4,950.00
B21-00050	FLEETPRIDE	CUSTOM BELTS/HOSES FOR SCHOOL BUSES	TRANSPORTATION SERVICES	01	2,500.00
B21-00051	FLEETWASH	SCHOOL BUS / WHITE FLEET DETAILING FLEETWASH	TRANSPORTATION SERVICES	01	4,500.00
B21-00052	MW BATES SAFETY CONSULTANT LLC	OPACITY TESTING FOR THE SCHOOL BUSES FOR CHP	TRANSPORTATION SERVICES	01	4,850.00
B21-00053	HALS AUTO CARE	AIR CONDITIONING REPAIR FOR BUSES AND WHITE FLEET	TRANSPORTATION SERVICES	01	1,500.00
B21-00054	HARROLD FORD INC	OEM FORD PARTS FOR SCHOOL BUSES & WHITE FLEET	TRANSPORTATION SERVICES	01	4,950.00
B21-00055	HUNT & SONS INC	LUBRICANTS/ADDITIVES OIL FOR TRANSPORTATION FLEET	TRANSPORTATION SERVICES	01	4,950.00
B21-00056	IRON MOUNTAIN RECORDS MANAGMT	CONFIDENTIAL DOCUMENT SHREDDING /IRON MOUNTAIN	TRANSPORTATION SERVICES	01	500.00
B21-00057	JOHN HUDEK'S	TIRE BALANCER OUTSIDE LABOR & REPAIR	TRANSPORTATION SERVICES	01	100.00
B21-00058	NEW PIG CORPORATION	MECHANIC & TIRE SHOP SAFETY & HAZMAT SUPPLIES	TRANSPORTATION SERVICES	01	2,000.00
B21-00059	NVB EQUIPMENT	BUS CNG TANK OUTSIDE LABOR REPAIRS	TRANSPORTATION SERVICES	01	4,000.00
B21-00060	PERFORMANCE MOBILE DETAILING	BUS WASHING/DETAILING SUPP - PERFORMANCE MOBILE	TRANSPORTATION SERVICES	01	3,000.00
B21-00061	PIRTEK POWER INN	CUSTOM HYDRHAULIC HOSES OUTSIDE LABOR	TRANSPORTATION SERVICES	01	1,000.00
B21-00062	Rabindra Prasad	DRIVER MEDICALS - PRASAD CHIROPRACTIC	TRANSPORTATION SERVICES	01	5,000.00
B21-00063	SACRAMENTO FIRE EXTINGUISHER C O.	FIRE EXTINGUISHER OUTSIDE LABOR AND REPAIR	TRANSPORTATION SERVICES	01	4,500.00
B21-00064	SAFETY KLEEN CORP	SHOP PARTS WASHER SUPPLIES	TRANSPORTATION SERVICES	01	1,500.00
B21-00065	SAMBA HOLDINGS, INC	ELECTRONIC DRIVER PULL NOTICES - SAMBA	TRANSPORTATION SERVICES	01	3,000.00
B21-00066	SHARE CORPORATION	SPECIALTY CLEANING PRODUCTS FOR MECHANIC SHOP	TRANSPORTATION SERVICES	01	3,000.00
B21-00067	Smog Mart, Inc.	CARBORATOR REPAIR & SMOGS LABOR	TRANSPORTATION SERVICES	01	4,800.00

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
B21-00068	STATE WATER RESOURCES CONTROL BOARD	STORM WATER FEES - STATE WATER RESOURCES	TRANSPORTATION SERVICES	01	1,500.00
B21-00069	TIFCO INDUSTRIES INC	ELECTRICAL / HARDWARE PARTS FOR SCHOOL BUSES	TRANSPORTATION SERVICES	01	4,950.00
B21-00070	UPHOLSTERY UNLIMITED	SEAT COVER/CUSHION LABOR & REPAIR	TRANSPORTATION SERVICES	01	1,500.00
B21-00071	RING & PINION SERVICE	DIFFERENTIAL & DRIVETRAIN LABOR & REPAIR	TRANSPORTATION SERVICES	01	2,000.00
B21-00072	WEST COAST FRAME & COLLISION R EPAIR	SCHOOL BUS BODY WELDING LABOR & REPAIRS	TRANSPORTATION SERVICES	01	4,600.00
B21-00073	BAR HEIN CO	SUPPLIES/MATERIALS POWER EQUIPMENT SHOP	BUILDINGS & GROUNDS/OPERATIONS	01	1,500.00
B21-00074	CAPITAL RUBBER CO	MACHINE SHOP PARTS & SUPPLIES	BUILDINGS & GROUNDS/OPERATIONS	01	1,000.00
B21-00075	GRAINGER INC ACCOUNT #80927635 5	PARTS/SUPPLIES AS NEEDED OPERATIONS SERVICES	BUILDINGS & GROUNDS/OPERATIONS	01	3,000.00
B21-00076	GRAINGER INC ACCOUNT #80927635 5	PARTS/SUPPLIES AS NEEDED FOR SERNA CENTER	BUILDINGS & GROUNDS/OPERATIONS	01	1,000.00
B21-00077	NAPA AUTO PARTS	PARTS/SUPPLIES FOR EQUIPMENT MAINTENANCE	BUILDINGS & GROUNDS/OPERATIONS	01	1,000.00
B21-00078	PRECISION CLEANING SYSTEMS INC	WASHER FOR POWER EQUIPMENT SHOP	BUILDINGS & GROUNDS/OPERATIONS	01	1,000.00
B21-00079	TARGET SPECIALTY PRODUCTS	PEST CONTROL SUPPLIES	BUILDINGS & GROUNDS/OPERATIONS	01	500.00
B21-00080	TOYOTA MATERIAL HANDLING NORTH ERN CALIFORNIA	PARTS/SUPPLIES FOR EQUIPMENT MAINTENANCE SHOP	BUILDINGS & GROUNDS/OPERATIONS	01	1,000.00
CHB21-00001	OFFICE DEPOT	OFFICE DEPOT - OFFICE SUPPLIES #118487	PURCHASING SERVICES	01	3,360.00
CHB21-00002	SCUSD - RAY MORGAN CO	CANON COPIER RENTAL FY19/20	TAHOE ELEMENTARY SCHOOL	01	3,600.00
CHB21-00003	RAY MORGAN/SCUSD	CANON COPIER	PURCHASING SERVICES	01	1,200.00
CHB21-00004	OFFICE DEPOT	Office Depot Supplies	THE MET	09	8,000.00
CHB21-00005	THE HOME DEPOT PRO	Custodial Supplies	THE MET	09	7,000.00
CHB21-00006	SCUSD - RAY MORGAN CO	Copier Usage and Rental	THE MET	09	2,500.00
CHB21-00007	OFFICE DEPOT	Blanket Purchase Order for office supplies.	MATERIALS DEVELOPMENT LAB	01	25,000.00
CHB21-00008	RAY MORGAN/SCUSD	CANON COPIER FOR 20/21 SCHOOL YEAR	MATSUYAMA ELEMENTARY SCHOOL	01	3,000.00
CHB21-00009	OFFICE DEPOT	WORKERS COMP SUPPLIES/MATERIALS w/ OFFICE DEPOT	RISK MANAGEMENT	67	8,000.00
CHB21-00010	OFFICE DEPOT	OFFICE DEPOT FOR SUPPLIES AND MATERIALS 20-21 SY	RISK MANAGEMENT	01	8,000.00
CHB21-00011	RAY MORGAN/SCUSD	SERNA: COPIER USAGE	RISK MANAGEMENT	01	1,200.00
CHB21-00012	SCUSD/PAPER	PAPER USAGE	RISK MANAGEMENT	01	1,500.00

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Includes Purchase Orders dated 06/15/2020 - 07/14/2020 ***

PO Number	Vendor Name	Description	Location	Fund	Account Amount
CHB21-00013	SCUSD/PAPER	2020-21 BO FOR COPIER PAPER	ADMIN-LEGAL COUNSEL	01	500.00
CHB21-00014	OFFICE DEPOT	2020-21 OFFICE SUPPLIES	ADMIN-LEGAL COUNSEL	01	800.00
CHB21-00015	RAY MORGAN/SCUSD	CANON COPIER 2020/2021	MARTIN L. KING JR ELEMENTARY	01	4,000.00
CHB21-00016	RAY MORGAN/SCUSD	SERNA: HUMAN RESOURCE DEPT COPIER USAGE 2020-2021	HUMAN RESOURCE SERVICES	01	4,000.00
CHB21-00017	SCUSD/PAPER	HUMAN RESOURCE /DOJ PAPER USAGE 2020-2021 YEAR	HUMAN RESOURCE SERVICES	01	1,000.00
CHB21-00018	RAY MORGAN/SCUSD	CANON COPIER- COPIER RENTAL	BUILDINGS & GROUNDS/OPERATIONS	01	3,000.00
CHB21-00019	OFFICE DEPOT	HVAC_INSTRUCTIONAL SUPPLIES- OFFICE DEPOT (113902)	NEW SKILLS & BUSINESS ED. CTR	11	1,000.00
CHB21-00020	OFFICE DEPOT	MEDICAL ASSISTANT - INSTRUCTIONAL SUPPLIES	NEW SKILLS & BUSINESS ED. CTR	11	1,000.00
CHB21-00021	OFFICE DEPOT	PHARM. ASST. - INSTRUCTIONAL SUPPLIES	NEW SKILLS & BUSINESS ED. CTR	11	1,000.00
CHB21-00022	OFFICE DEPOT	VN/NA/VNREQ PROGRAMS INSTRUCTIONAL SUPPLIES	NEW SKILLS & BUSINESS ED. CTR	11	1,500.00
CHB21-00023	OFFICE DEPOT	COURT REPORTING PROGRAM INSTRUCTIONAL SUPPLIES	NEW SKILLS & BUSINESS ED. CTR	11	1,000.00
CHB21-00024	OFFICE DEPOT	POSTAGE- OFFICE DEPOT (113902)	NEW SKILLS & BUSINESS ED. CTR	11	300.00
CHB21-00025	OFFICE DEPOT	OFFICE DEPOT - SUPPLEMENTAL INSTRUCTION SUPPLIES	GOLDEN EMPIRE ELEMENTARY	01	1,000.00
CHB21-00026	OFFICE DEPOT	OFFICE DEPOT - SUPPLEMENTAL INSTRUCTIONAL SUPPLIES	GOLDEN EMPIRE ELEMENTARY	01	4,000.00
CHB21-00027	SCUSD - RAY MORGAN CO	CANON COPIER - 2020-2021	GOLDEN EMPIRE ELEMENTARY	01	4,000.00
CHB21-00028	RAY MORGAN/SCUSD	CANON COPIER 20-21 S.Y.	BOWLING GREEN ELEMENTARY	09	4,000.00
CHB21-00029	RAY MORGAN/SCUSD	SERNA: COPIER USAGE FOR 2020-2021	INFORMATION SERVICES	01	1,000.00
CHB21-00030	SCUSD/PAPER	PAPER USAGE FOR 2020-21 SCHOOL YEAR	INFORMATION SERVICES	01	200.00
CHB21-00031	RAY MORGAN/SCUSD	CANON COPIER (HMS ACADEMY RM E1) # 133563	HIRAM W. JOHNSON HIGH SCHOOL	01	3,000.00
CHB21-00032	RAY MORGAN/SCUSD	CANON COPIER 2021	BG CHACON ACADEMY	09	2,500.00
CHB21-00033	OFFICE DEPOT	STUDENT INSTRUCTIONAL SUPPLIES 2020/2021	OAK RIDGE ELEMENTARY SCHOOL	01	4,000.00
CHB21-00034	OFFICE DEPOT	SCHOOL SUPPLIES FOR 2020/2021 SCHOOL YEAR	OAK RIDGE ELEMENTARY SCHOOL	01	2,000.00
CS20-00386	SACRAMENTO COUNTY OFFICE OF EDUCATION	SCOE COMMUNITY SCHOOL PROGRAM 2019-2020	STUDENT SUPPORT AND FAMILY SER	01	50,550.00

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
CS20-00387	VOYAGER SOPRIS LEARNING INC	LETRS	ACADEMIC OFFICE	01	5,365.00
CS20-00388	FRANKLIN COVEY CLIENT SALES	THE LEADER IN ME COACHING SYSTEM	PETER BURNETT ELEMENTARY	01	7,500.00
CS20-00389	SONJA BIGGS EDUCATIONAL SERVICES INC	INDEPENDENT EDUCATIONAL EVALUATION	SPECIAL EDUCATION DEPARTMENT	01	4,000.00
CS20-00390	MARTHA MERCHANT, PSY.D.	MARTHA MERCHANT,PSY D/INTERVENTION TRAINING	ETHEL I. BAKER ELEMENTARY	01	2,000.00
CS20-00391	UC DAVIS MESA K12 SCHOOLS PROGRAM	MESA CONTRACT - 19/20	WEST CAMPUS	01	2,625.00
CS20-00392	PROJECT LEAD THE WAY	PROJECT LEAD THE WAY - INVOICE	WEST CAMPUS	01	3,000.00
CS20-00393	GLORIA MELCHOR DBA GLORIA'S IN TERPRETING SVCS	TRANSLATION FOR PARENT MEETINGS	ETHEL I. BAKER ELEMENTARY	01	450.00
				01	3,157.50
CS20-00394	RIPPLE EFFECTS	Ripple Effects Licensing	ACADEMIC OFFICE	01	40,000.00
CS20-00395	UNIVERSITY OF CALIFORNIA DAVIS	2019-20 SUPPLEMENTAL PROVIDER	YOUTH DEVELOPMENT	01	17,856.00
CS20-00396	TERRIS BARNES WALTERS BOIGON HEATH, INC.	MEASURE H ELECTION CONSULTING FEES	FACILITIES SUPPORT SERVICES	21	63,983.49
CS20-00397	MACLEOD WATTS INC	GASB 75 ACTUARIAL VALUATION SVCS	BUSINESS SERVICES	01	22,000.00
CS20-00398	REGASGROUP INC	0530-416 LUTHER BURBANK CORE-MONITORING TESTING	FACILITIES SUPPORT SERVICES	21	67,136.00
CS20-00399	SCHOOL SITE SOLUTIONS	CONSULTING AGREEMENT FOR DISTRICT SERVICES	FACILITIES SUPPORT SERVICES	25	797.50
				25	14,202.50
N20-00063	OPPORTUNITY ACRES	NPS EDUCATIONAL SERVICES	SPECIAL EDUCATION DEPARTMENT	01	32,734.00
P20-02781	TECHSMITH	SNAGIT 3 YEAR LICENSE RENEWAL	BUSINESS SERVICES	01	689.28
P20-03372	JONES SCHOOL SUPPLY CO INC	RED CARPET AWARDS 2019/2020	MARTIN L. KING JR ELEMENTARY	01	586.95
P20-03394	AMAZON CAPITAL SERVICES	RASPBERRY Pi COMUTER KIT (FRY - MATH)	JOHN F. KENNEDY HIGH SCHOOL	01	1,826.88
P20-03408	CDW GOVERNMENT	Document camaras for teachers	PHOEBE A HEARST BASIC ELEM.	01	504.38
P20-03409	APPLE INC	Staff Computer Replacement	THE MET	09	10,911.29
				09	2,618.74
P20-03410	HALO Branded Solutions, Inc.	After Close 2ND ORDER OF MASK COVID -19	RISK MANAGEMENT	01	6,544.50
P20-03411	AMADOR STAGE LINES INC	After Close-CKM FIELD TRIP	YOUTH DEVELOPMENT	01	1,575.56
P20-03412	AVF SYSTEMS INC	WAREHOUSE ROLL UP ACCESS CONTROLS	FACILITIES SUPPORT SERVICES	01	3,008.88
P20-03413	Systems Distributors, LLC	FIRE ALARM TESTING EQUIPMENT	FACILITIES MAINTENANCE	01	4,925.29
P20-03414	SCUSD - TRAVEL CAL CARD	Title IICamellia Waldorf	CONSOLIDATED PROGRAMS	01	2,060.00

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P20-03415	APPLE COMPUTER INC K-12 EDUCATION	IPADS/MACBOOK TO USE WITH TRANSLATION DEVICES	SUTTER MIDDLE SCHOOL	01	3,809.39
P20-03416	CDW GOVERNMENT	HP CHROMEBOOK 14 G5	JOHN F. KENNEDY HIGH SCHOOL	01	52,054.40
P20-03417	PARTNERS IN LEARNING PROGRAM	PARKWAY SIGNS	PARKWAY ELEMENTARY SCHOOL	01	4,456.91
P20-03418	QUADIANT INC	Equipm't Maintenance Agr'ment for Folder/Inserter	CENTRAL PRINTING SERVICES	01	4,673.68
P20-03419	CDW GOVERNMENT	CHROMEBOOKS AND CART	HEALTH PROFESSIONS HIGH SCHOOL	01	13,405.10
P20-03420	CENTRAL VALLEY ELECTRIC SUPPLY	MAIN ELECTRICAL BREAKER FOR JFK V WING	FACILITIES SUPPORT SERVICES	01	4,688.21
P20-03421	CDW GOVERNMENT	CHROMEBOOK CARTS SET OF TWO	ELDER CREEK ELEMENTARY SCHOOL	01	19,970.50
P20-03422	CDW GOVERNMENT	CHROMEBOOK CART	GOLDEN EMPIRE ELEMENTARY	01	1,602.59
P20-03425	SCUSD - US BANK CAL CARD	2020 GRADUATION BAGS	ROSEMONT HIGH SCHOOL	01	1,267.70
P20-03426	SCUSD - US BANK CAL CARD	2020 GRADUATION ARRANGEMENTS	ROSEMONT HIGH SCHOOL	01	176.18
P20-03427	AMAZON.COM	2020 GRADUATION TASSELS P20-06000	ROSEMONT HIGH SCHOOL	01	933.68
P20-03428	DEPARTMENT OF GENERAL SERVICES	0130-409 GOLDEN EMPIRE ROOF-DSA FINAL FEES	FACILITIES SUPPORT SERVICES	21	5,239.39
P20-03429	UNITED CALIFORNIA GLASS & DOOR	ROLLING STEEL DOOR FOR M & O WHSE	FACILITIES SUPPORT SERVICES	01	6,685.00
P20-03430	Deere & Company	UTILITY VEHICLES FOR LABOR SHOP	FACILITIES MAINTENANCE	01	19,724.68
P20-03431	ELITE STORAGE CONTAINERS LLC	0530-416 LBHS CORE STORAGE CONTAINER RENTAL	FACILITIES SUPPORT SERVICES	21	2,250.00
				21	3,750.00
P20-03432	BURTON LOVGREN dba LOVGREN AND ASSOCIATES	0530-416 LBURBANK CORE-FURNITURE MOV	FACILITIES SUPPORT SERVICES	21	48,609.00
P20-03436	CDW GOVERNMENT	CHROMEBOOKS AND CHARGERS	WOODBINE ELEMENTARY SCHOOL	01	11,727.68
P20-03446	CDW GOVERNMENT	CHROMEBOOKS -75 QUOTE #: LJSL849	BOWLING GREEN ELEMENTARY	09	27,385.93
P20-03458	JOHNSON CONTROLS INC	HIRAM JOHNSON HVAC REPLACEMENT	FACILITIES MAINTENANCE	01	15,850.00
P20-03459	PATON GLOBAL, INC. dba STEAMTECH CORP	ACCESSORIES FOR SANITZR UNITS (CNTRL KTCHN)	NUTRITION SERVICES DEPARTMENT	21	6,763.28
P21-00001	CDW GOVERNMENT	VMware vCenter vSphere (v. 6) License	INFORMATION SERVICES	01	5,605.55
P21-00002	CASBO	CASBO ANNUAL MEMBERSHIP- FY 2020-21	BUSINESS SERVICES	01	3,000.00
P21-00003	LEXISNEXIS MATTHEW BENDER	CA DEERING CODE FULL SET 2020-21	ADMIN-LEGAL COUNSEL	01	4,290.20

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P21-00004	SACRAMENTO BEE SUBSCRIPTION AC COUNTING	0148-416 FLOYD FARMS-PUBLIC AD	FACILITIES SUPPORT SERVICES	25	406.34
P21-00005	SACRAMENTO BEE SUBSCRIPTION AC COUNTING	0810-428 NUT SERV PH 2-PUB HEARING AD	FACILITIES SUPPORT SERVICES	21	426.33
P21-00006	DISABILITY RIGHTS OF CALIFORNI A	INDEPENDENT EDUCATIONAL EVALUATION	SPECIAL EDUCATION DEPARTMENT	01	14,000.00
P21-00007	Meggan Kincaid	SETTLEMENT AGREEMENT OAH 2019021067	SPECIAL EDUCATION DEPARTMENT	01	2,952.94
P21-00008	JAEWON and JASEN JUN	OAH 2019080613 REIMBURSEMENT #4	SPECIAL EDUCATION DEPARTMENT	01	18,930.00
P21-00009	Monica & Justin McCoy	SETTLEMENT PAYMENT OAH 2019080302	SPECIAL EDUCATION DEPARTMENT	01	4,500.00
P21-00010	HALO Branded Solutions, Inc.	SOCIAL DISTANCE FLOOR SIGNAGE- COVID-19	RISK MANAGEMENT	01	1,490.77
P21-00011	LRP PUBLICATIONS INC	SCHOOL LAW HANDBOOK SUBSCRIPTION 2020-21	ADMIN-LEGAL COUNSEL	01	489.00
P21-00012	SCUSD - US BANK CAL CARD	BRM Annual Fee / Bulk Mail Fee	PURCHASING SERVICES	01	940.00
P21-00013	U S BANK/SCUSD	P.O BOX RENEWAL FEE #246870	PURCHASING SERVICES	01	512.00
P21-00014	GUITAR CENTER	0525-434 JFK CORE-MUSIC FURN KEYBD STAND	FACILITIES SUPPORT SERVICES	21	2,016.00
P21-00015	AMAZON CAPITAL SERVICES	PIANO LESSON BOOKS	HIRAM W. JOHNSON HIGH SCHOOL	01	301.71
P21-00016	AMAZON CAPITAL SERVICES	HURDLES FOR PE DEPARTMENT	ENGINEERING AND SCIENCES HS	01	35.88
P21-00017	HALO Branded Solutions, Inc.	COVID-19 Face Masks	RISK MANAGEMENT	01	10,005.00
P21-00018	CINTAS CORP	Contractless Thermometer- COVID-19	RISK MANAGEMENT	01	5,655.00
P21-00019	COMECO INC	COVID-19 Masks	RISK MANAGEMENT	01	32,625.00
P21-00020	HERFF JONES INC	Graduation Supplies	THE MET	09	162.01
P21-00021	RISO PRODUCTS OF SACRAMENTO	RISO MAINTENANCE	ALICE BIRNEY WALDORF - K-8	01	425.00
P21-00022	RISO PRODUCTS OF SACRAMENTO	RISO MAINT-SERIAL #76693081 20/21 S.Y.	BOWLING GREEN ELEMENTARY	09	157.00
P21-00023	JILL HINSDALE dba A-1 COPIERS & NETWORKS	MAINTENANCE CONTRACT - COPIER	GOLDEN EMPIRE ELEMENTARY	01	1,470.00
P21-00024	RISO PRODUCTS OF SACRAMENTO	INK/MASTERS EZ RISO	BG CHACON ACADEMY	09	957.00
P21-00025	TOUCHLINE SOFTWARE, INC	STUDENT WORK PERMIT SITE LICENSE	HIRAM W. JOHNSON HIGH SCHOOL	01	365.00
P21-00026	RISO PRODUCTS OF SACRAMENTO	RISO EZ221 MAINTENACE CONTRACT	HIRAM W. JOHNSON HIGH SCHOOL	01	100.00
P21-00027	THE HOME DEPOT PRO	CUSTODIAL SUPPLIES	HIRAM W. JOHNSON HIGH SCHOOL	01	2,916.19
P21-00028	SCHOOL NURSE SUPPLY INC	SCHOOL NURSE SUPPLIES	HIRAM W. JOHNSON HIGH SCHOOL	01	394.07

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Includes Purchase Orders dated 06/15/2020 - 07/14/2020 ***

PO Number	Vendor Name	Description	Location	Fund	Account Amount
P21-00029	SOUTHWEST STRINGS	STRINGS & ROSIN	HIRAM W. JOHNSON HIGH SCHOOL	01	430.51
P21-00030	NASSP/NHS	NHS AFFILIATION	HIRAM W. JOHNSON HIGH SCHOOL	01	385.00
P21-00031	LEARNING A-Z	SOFTWARE LICENSES RENEWAL 2021	BG CHACON ACADEMY	09	346.35
P21-00032	RISO PRODUCTS OF SACRAMENTO	RISO EZ220 2021 MAINTENANCE AGREEMENT	BG CHACON ACADEMY	09	223.00
P21-00033	RISO PRODUCTS OF SACRAMENTO	RISO EZ221 2021 MAINTENANCE AGREEMENT	BG CHACON ACADEMY	09	127.00
P21-00034	GBC GENERAL BINDING CORP ACCO BRANDS USA LLC	LAMINATOR MAINTENANCE 2020-2021	BG CHACON ACADEMY	09	510.99
P21-00035	RISO PRODUCTS OF SACRAMENTO	2021 COLATOR MAINT CONTRACT	BG CHACON ACADEMY	09	150.00
P21-00036	FLINN SCIENTIFIC INC	HMS ACADEMY MATERIALS	HIRAM W. JOHNSON HIGH SCHOOL	01	420.33
P21-00037	IMAGINATION STATION INC dba IS TATION	I-STATION RENEWAL 2021	BG CHACON ACADEMY	09	4,380.00
P21-00038	HOUGHTON MIFFLIN HARCOURT	READING COUNTS/INVENTORY RENEWAL (21)	BG CHACON ACADEMY	09	2,375.00
P21-00039	BENCHMARK EDUCATION CO LLC	K-2 MATERIAL (2021 ENGLISH & SPANISH)	BG CHACON ACADEMY	09	904.62
P21-00040	Access Display Group, Inc.	For Dispaly Poster Frames-COVID-19	RISK MANAGEMENT	01	4,702.16
P21-00041	B&H FOTO & ELECTRONICS CORP B& H PHOTO-VIDEO	HEADPHONES FOR MUSIC CLASS	HIRAM W. JOHNSON HIGH SCHOOL	01	740.33
Total Number of POs			200	Total	9,921,918.63

Fund Recap

Fund	Description	PO Count	Amount
01	General Fund	17	162,611.27
09	Charter School	1	10,911.29
21	Building Fund	3	71,472.88
25	Developer Fees	1	797.50
		Total Fiscal Year 2020	245,792.94
01	General Fund	132	4,252,065.29
09	Charter School	20	66,901.95
11	Adult Education	17	22,449.00
21	Building Fund	6	128,700.61
25	Developer Fees	2	14,608.84
67	Self Insurance	5	5,191,400.00
		Total Fiscal Year 2021	9,676,125.69
		Total	9,921,918.63

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ESCAPE ONLINE

Includes Purchase Orders dated 06/15/2020 - 07/14/2020 ***

PO Changes

	<u>New PO Amount</u>	<u>Fund/ Object</u>	<u>Description</u>	<u>Change Amount</u>
B20-00009	2,880.00	11-5800	Adult Education/Other Contractual Expenses	380.00
B20-00012	2,376.36	11-4310	Adult Education/Instructional Materials/Suppli	542.06
B20-00214	3,975.00	01-5560	General Fund/Laundry and Dry Cleaning	975.00
B20-00239	32,887.07	01-4320	General Fund/Non-Instructional Materials/Su	19,200.00
B20-00249	8,174.18	01-4320	General Fund/Non-Instructional Materials/Su	2,100.00
B20-00274	6,722.18	01-4320	General Fund/Non-Instructional Materials/Su	4,000.00
B20-00300	4,023.82	01-4320	General Fund/Non-Instructional Materials/Su	3,000.00
B20-00416	.00	01-4320	General Fund/Non-Instructional Materials/Su	4,000.00-
B20-00421	123,375.34	01-5800	General Fund/Other Contractual Expenses	4,000.00
B20-00432	19,773.55	01-4320	General Fund/Non-Instructional Materials/Su	9,000.00
B20-00433	19,969.39	01-4320	General Fund/Non-Instructional Materials/Su	10,000.00
B20-00434	29,115.27	01-4320	General Fund/Non-Instructional Materials/Su	10,000.00
B20-00435	23,530.74	01-4320	General Fund/Non-Instructional Materials/Su	10,000.00
B20-00440	40,745.30	01-4320	General Fund/Non-Instructional Materials/Su	16,800.00
B20-00450	6,101.80	01-5800	General Fund/Other Contractual Expenses	1,200.00
B20-00469	533,034.53	01-5930	General Fund/Telephones/Cell Phones	35,571.02
B20-00490	14,145.00	01-5800	General Fund/Other Contractual Expenses	2,500.00
B20-00582	12,240.00	01-5620	General Fund/Property/Building Rental	240.00
CS18-00301	38,630.00	21-6290	Building Fund/Inspection	16,380.00
CS20-00124	45,395.54	01-5100	General Fund/Subagreements for Services abo	4,393.34
CS20-00151	400,000.00	01-5800	General Fund/Other Contractual Expenses	200,000.00
CS20-00162	4,712,373.26	01-5100	General Fund/Subagreements for Services abo	.00
CS20-00234	13,500.00	21-6170	Building Fund/Land Improvement	10,000.00
CS20-00236	19,600.00	21-6170	Building Fund/Land Improvement	15,000.00
CS20-00237	36,150.00	01-5100	General Fund/Subagreements for Services abo	1,150.00
CS20-00285	62,700.00	01-5100	General Fund/Subagreements for Services abo	35,075.00
CS20-00323	24,500.00	01-5100	General Fund/Subagreements for Services abo	3,000.00
		01-5800	General Fund/Other Contractual Expenses	3,000.00
			Total PO CS20-00323	6,000.00
CS20-00355	20,000.00	01-5800	General Fund/Other Contractual Expenses	10,000.00
N20-00040	2,692,330.00	01-5100	General Fund/Subagreements for Services abo	240,000.00
N20-00045	372,000.00	01-5100	General Fund/Subagreements for Services abo	72,000.00
N20-00059	1,185,872.24	01-5100	General Fund/Subagreements for Services abo	92,546.04
P20-02125	173.35	01-4320	General Fund/Non-Instructional Materials/Su	36.86-
P20-02577	65.22	01-4310	General Fund/Instructional Materials/Suppli	50.00-
P20-02657	4,084.18	01-4310	General Fund/Instructional Materials/Suppli	605.10-
		01-4410	General Fund/Equipment \$500 - \$4,999	102.40-
			Total PO P20-02657	707.50-
P20-02822	805.95	01-4310	General Fund/Instructional Materials/Suppli	92.40-

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Includes Purchase Orders dated 06/15/2020 - 07/14/2020 ***

PO Changes (continued)

	<u>New PO Amount</u>	<u>Fund/ Object</u>	<u>Description</u>	<u>Change Amount</u>
P20-02994	943.98	01-4210	General Fund/Other Books-General	36.01-
P20-03039	2,120.66	01-4310	General Fund/Instructional Materials/Suppli	24.92
P20-03104	35.55	01-4320	General Fund/Non-Instructional Materials/Su	130.80-
P20-03231	530.96	01-4310	General Fund/Instructional Materials/Suppli	33.70-
P20-03238	12,190.83	01-4410	General Fund/Equipment \$500 - \$4,999	.90
P20-03239	6,198.73	01-4410	General Fund/Equipment \$500 - \$4,999	.02-
			Total PO Changes	826,990.99

Information is further limited to: (Minimum Amount = (999,999.99))

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