



BOARD OF EDUCATION MEETING AND WORKSHOP

Board of Education Members

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

Thursday, September 17, 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

2020/21-5

Allotted Time

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

NOTICE OF PUBLIC ATTENDANCE BY LIVESTREAM

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

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

NOTICE OF PUBLIC COMMENT AND DEADLINE FOR SUBMISSION:

Public comment may be (1) emailed to publiccomment@scusd.edu; (2) submitted in writing, identifying the matter number and the name of the public member at the URL <https://tinyurl.com/SCUSDcommentSeptember17> or (3) using the same URL, submitting a request for oral comment only when the matter is called, instead of written comment. Regardless of the method by which public comment is submitted, the submission deadline for closed and open session items shall be no later than noon, September 17. 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. 2020070930)*
 - 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*

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

- 4.1 *The Pledge of Allegiance*
- 4.2 *Broadcast Statement*
- 4.3 *Stellar Student*

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 *Resolution No. 3166: Attendance Awareness Month (Jennifer Kretschman and the Youth Media Team)* *5 minutes
(Roll Call Vote)*

- 7.2 *Resolution No. 3167: National Suicide Prevention and Recovery Month (Victoria Flores and Isa Shei)* *10 minutes
(Roll Call Vote)*

6:30 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/SCUSDcommentSeptember17> or (3) using the same URL, submitting a request for oral comment only when the matter is called, instead of written comment. Regardless of the method by which public comment is submitted, the submission deadline shall be no later than noon, September 17 for any agenda item. Individual written public comment shall be no more than two minutes in length on each agenda or nonagenda item. The Board shall limit the total time for public comment on each agenda item

to 15 minutes in length. With Board consent, the President may increase or decrease the length of time allowed for public comment. By law, the Board is allowed to take action only on items on the agenda. The Board may, at its discretion, refer a matter to district staff or calendar the issue for future discussion.

9.0 BOARD WORKSHOP/STRATEGIC PLAN AND OTHER INITIATIVES

7:00 p.m. 9.1 Approve the Provisional Internship Permit Request for a Certificated Employee (Cancy McArn and Tiffany Smith-Simmons) **Action**
2 minute presentation
5 minute discussion
(Roll Call Vote)

7:07 p.m. 9.2 Learning Continuity and Attendance Plan Adoption (Vincent Harris and Steven Ramirez-Fong) **Action**
20 minute presentation
20 minute discussion
(Roll Call Vote)

7:47 p.m. 9.3 Approve 2019-20 Year End Financial Unaudited Actuals (Rose Ramos) **Action**
5 minute presentation
10 minute discussion
(Roll Call Vote)

8:02 p.m. **10.0 CONSENT AGENDA** **2 minutes**
(Roll Call Vote)

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

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, Approval of Declared Surplus Materials and Equipment, Change Notices and Notices of Completion (Rose F. Ramos)

10.1b Approve Personnel Transactions (Cancy McArn)

10.1c Approve Business and Financial Report: Warrants, Checks, and Electronic Transfers Issued for the Period of July 2020 and August 2020 (Rose F. Ramos)

10.1d Approve Donations for the Period of July 1-31, 2020, and August 1-31, 2020 (Rose Ramos)

10.1e Approve Resolution No. 3165: Estimate Gann Appropriation Limit for 2020-21 and Gann Amendment Calculation for 2019-20 (Rose Ramos)

10.1f Approve 2020-21 Cash Flow Report (Rose Ramos)

8:04 p.m. **11.0 BUSINESS AND FINANCIAL INFORMATION/REPORTS** **Receive Information**

11.1 *Business and Financial Information:*

- *Purchase Order Board Report for the Period of July 15, 2020, through August 14, 2020*
- *Enrollment and Attendance Report for Month 9 Ending May 15, 2020*
- *Enrollment and Attendance Report for Month 10 Ending June 11, 2020*

8:07 p.m. **12.0 FUTURE BOARD MEETING DATES / LOCATIONS**

- ✓ *October 1, 2020 4:30 p.m. Closed Session, 6:00 p.m. Open Session, Serna Center, 5735 47th Avenue, Community Room, Regular Workshop Meeting*
- ✓ *October 15, 2020 4:30 p.m. Closed Session, 6:00 p.m. Open Session, Serna Center, 5735 47th Avenue, Community Room, Regular Workshop Meeting*

8:10 p.m. **13.0 ADJOURNMENT**

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



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 7.1

Meeting Date: September 17, 2020

Subject: Resolution No. 3166: Attendance Awareness Month

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

Division: Equity, Access and Excellence

Recommendation: Approve Resolution No. 3166: Recognition of Attendance Awareness Month, September 2020.

Background/Rationale: We want to emphasize the importance of good school attendance by recognizing September as Attendance Awareness Month. When students are not logged in to school, they are not learning what is being taught and missing out on live instruction. Also, they are not connecting with their peers or important adults in their life. Sacramento City Unified School District is asking for your support in meeting our goal of 98% average daily participation for all schools district-wide during the month of September. The campaign to end chronic absence continues all year long as we strive to keep students participating and engaged no matter what the learning environment looks like.

Financial Considerations: None

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

Documents Attached:

1. Resolution No. 3166

<p>Estimated Time of Presentation: 5 minutes Submitted by: Jennifer Kretschman, Assistant Superintendent Approved by: Jorge A. Aguilar, Superintendent</p>

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

RESOLUTION NO. 3166

Proclamation of September as Attendance Awareness Month

WHEREAS, good attendance and engagement is even more essential to student achievement and graduation because of the lost opportunities to learning that have occurred as a result of the Covid-19 pandemic; and

WHEREAS, recording and monitoring attendance daily and for different types of learning opportunities (virtual, in-person or a blend) is essential to identifying when students begin to miss too much school; and

WHEREAS, taking a positive problem-solving approach to reducing absenteeism requires expanding attendance data to include reviewing chronic absence prior to school closure, availability of working contact information for families, access to technology and most importantly positive relationships; and

WHEREAS, promoting attendance requires noticing - as soon as possible - when students are starting to miss too much school in order to engage students and families, identify and offer needed support and early intervention resources; and

WHEREAS, ensuring an equal opportunity to learn requires using data to detect inequitable patterns of absenteeism by school, grade, and student population; and

WHEREAS, research conducted prior to Covid-19 indicates that monitoring when students miss 10% of learning opportunities in a month, or multiple days in a week, can help to identify students and families as well as schools in need of outreach and additional support; and

WHEREAS, improving attendance and reducing absenteeism takes schools, families and community partners working together to identify and address factors contributing to students missing school, particularly a lack of digital access, mental and physical health services, access to basic economic supports including food and housing, or in some cases, the absence of engaging curriculum or biased approaches to school discipline; and

WHEREAS, partnering with students and families to monitor attendance as well as understand and address barriers to attendance requires building and sustaining caring relationships and regular communications in the home language spoken by families; and

WHEREAS, the critical role that families play in supporting student learning is even more essential when school is offered through distance learning; and

WHEREAS, reducing absenteeism requires taking a public health approach that begins with prevention and early intervention, and adopting trauma-informed approaches rather than responding with punitive action; and

WHEREAS, the impact of absenteeism expands the achievement gap that separates students living in low-income communities and many students of color (Black, Hispanic, Latinx, Native American and Pacific Islanders) from their peers, particularly if they don't have resources to make up for lost learning time and face systemic barriers to showing up, which have been further exacerbated by the economic and health impacts of Covid-19; and

WHEREAS, schools and districts must do more to track, calculate and share the data on how many students are missing school, lack working contact information or are challenged by connectivity so that we can evaluate whether learning opportunities are accessible for all students and assess whether attendance supports are making a difference.

NOW, THEREFORE, BE IT RESOLVED that the Sacramento City Unified School District Board of Education that Sacramento City Unified School District stands with the nation in recognizing September as "Attendance Awareness Month." We hereby commit to focusing on absenteeism and addressing the factors that cause students to miss school (whether offered at a distance, in-person or a blend) in order to ensure all children an equitable opportunity to learn, grow and thrive academically, emotional and socially. We recognize that we must work together to send the message that learning can and must continue, whether students participate remotely, in person or through blended approaches.

Specifically, we will:

1. Make clear that improving student attendance, including taking daily attendance and monitoring absenteeism, continues to be a top priority.
2. Ensure that all students' participation and engagement in learning opportunities, both synchronous and asynchronous are equitable and that schools are held accountable by certifying and monitoring the state mandated Weekly Engagement Record.
3. Use an expanded set of data (including chronic absence, digital access, contact information, relationships and participation) to monitor outcomes for different populations of students, raise public awareness, establish goals, allocate resources, track progress and assure accountability for an equal opportunity to learn.
4. Engage students, families, educators and the broader community – including civic and elected leaders, local businesses, clergy members and nonprofit organizations – in identifying barriers to getting to school (whether lessons are remote or in-person) and developing meaningful solutions that ensure all children and youth keep learning despite the challenges of Covid-19.
5. Ensure access to learning by promoting universal access to internet and computer devices to all students and schools staff.

6. Hold schools and/or districts harmless for funding decisions based on attendance and enrollment data for the 2020-2021 school year.

7. Provide tiered engagement strategies and interventions to re-engage students and families who participate less than 40% or miss 3 school days in any given week.

PASSED AND ADOPTED by the Sacramento City Unified School District Board of Education on this 17th day of September, 2020, by the following vote:

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

Jessie Ryan
President of the Board of Education

ATTESTED TO:

Jorge A. Aguilar
Secretary of the Board of Education



**SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION
Resolution 3167**

Agenda Item# 7.2

Meeting Date: September 17, 2020

Subject: Resolution No. 3167: National Suicide Prevention and Recovery Month

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

Division: Student Support & Health Services

Recommendation: Approval of Board Resolution 3167: National Suicide Prevention and Recovery Month.

Background/Rationale: This year, in support of National Suicide Prevention Awareness Week, World Suicide Prevention Day and National Recovery Month, all held in September, we are encouraging a special focus on the intersection between suicide prevention, alcohol and drug use and efforts that foster resilience and recovery for our students and our community.

Financial Considerations: None

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

Documents Attached:

1.Suicide Prevention Board Resolution No. 3167

<p>Estimated Time of Presentation: 10 minutes Submitted by: Victoria Flores, Student Support & Health Services Approved by: Jorge A. Aguilar, Superintendent</p>

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

RESOLUTION NO. 3167

“NATIONAL SUICIDE PREVENTION AND RECOVERY MONTH”

WHEREAS, the week of September 6-12, 2020 is National Suicide Prevention Week, and September 2020 is National Recovery Month, when millions of people around the world join their voices to share a message of hope and healing; and

WHEREAS, these observances are united in raising awareness that prevention is possible; treatment is effective; and people do recover; and

WHEREAS, in these challenging times messages of hope and healing are more needed than ever; and

WHEREAS, a recent youth survey by Sacramento citiesRISE found that 65% of youth reported not knowing where to get help even if they were willing to seek it out; and

WHEREAS, the recent California Healthy Kids Survey of SCUSD students indicated that on average 1 in 5 students has considered suicide in the past 12 months; and

WHEREAS, a recent study in the American Medical Association journal JAMA Network Open found that with the COVID-19 pandemic and social distancing, nearly a quarter of people in the United States are experiencing symptoms of depression, three times as much as before the pandemic; and

WHEREAS, Sacramento residents should be able to easily access high quality and culturally relevant prevention, support, rehabilitation, and treatment services that lead to recovery and a healthy lifestyle; and

WHEREAS, every day in Sacramento people enter treatment into behavioral health services and community supports and begin the road to wellness and recovery; and

WHEREAS, resiliency begins early in life within families, day cares, and schools, and can be strengthened and reinforced throughout the life span; and

WHEREAS, recovery and wellness encompass the whole individual, including mind, body, spirit, culture and community; and

WHEREAS, Striving for Zero, California's Strategic Plan for Suicide Prevention urges all Californians to play a role in suicide prevention and promoting health and wellness; and

WHEREAS, the benefits of preventing and overcoming mental health challenges, suicide attempts and loss, and substance abuse are significant and valuable to individuals, families, and our community at large; and

WHEREAS, it is essential that we educate our community about suicide, mental health and substance abuse problems and the ways they affect all people in the community; and

WHEREAS, we must encourage friends, family, co-workers, and providers to recognize the signs of a problem, and guide those in need to appropriate services and supports - as friends and social media are key sources of information for young people; and

WHEREAS, the SCUSD Student Support & Health Services team is dedicated to promoting and providing suicide prevention awareness, education and interventions designed to build resiliency, create safety, and find hope.

NOW, THEREFORE, BE IT RESOLVED that the Sacramento City Unified School District Board of Education proclaims the month of September 2020 is Suicide Prevention and Recovery Month: "Finding Hope, Building Resiliency, Supporting Recovery."

PASSED AND ADOPTED by the Sacramento City Unified School District Board of Education on this 17th day of September, 2020, by the following vote:

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

Jessie Ryan
President of the Board of Education

ATTESTED TO:

Jorge A. Aguilar
Secretary of the Board of Education



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item # 9.1

Meeting Date: September 17, 2020

Subject: Approve the Provisional Internship Permit Request for a Certificated Employee

- 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 Provisional Internship Permit request for a certificated employee.

Background/Rationale: In order to exercise additional options in which to fill a vacant certificated position, Human Resources will be submitting Provisional Internship Permit request application to the Commission on Teacher Credentialing for approval.

Pursuant to State mandate, the Governing Board must approve Provisional Internship Permit requests allowing the district to employ and assign teacher(s) who do not hold appropriate credential authorization. The Provisional Internship Permit will allow the District to place an individual who has not yet met the subject matter competence requirement needed to enter an internship program. The teacher in this situation is currently enrolled in a credential program, however due to the COVID-19 pandemic was unable to complete requirements needed to be eligible for an Intern Credential. Additional time is needed to complete the credential process. The District is requesting approval of the following staff to be employed on the basis of a Provisional Internship Permit for the 2020-21 school year.

Financial Considerations: None

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

Documents Attached:

1. Executive Summary
2. Provisional Internship Permit Request

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

Board of Education Executive Summary

Human Resource Services

Approve the Provisional Internship Permit Request for a Certificated Employee
September 17, 2020



I. Overview/History of Department or Program

The California Commission on Teacher Credentialing (Commission) has the sole authority to review requests by employing school districts to authorize the issuance of a Provisional Internship Permit. This provisional permit is 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 provisional permit process is the transitioning of individuals from permits to full credentials. Regulations require that every provisional permit 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.

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 Provisional Internship Permit to the Commission on Teacher Credentialing for approval. The teacher in this situation is currently enrolled in a credential program, however due to the COVID-19 pandemic was unable to complete requirements needed to be eligible for an Intern Credential. Additional time is needed to complete the credential process.

V. Major Initiatives:

The school district must submit this permit request for a current employee 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 students with special needs is essential.

Board of Education Executive Summary

Human Resource Services

Approve the Provisional Internship Permit Request for a Certificated Employee
September 17, 2020



VI. Results:

The following teacher will be able to return to her classroom, a Special Day Class placement:

- Tyler Tutt – Educational Specialist

VII. Lessons Learned/Next Steps:

Staff recommends the approval of the submission of a Provisional Internship Permit application to the California Commission on Teacher Credentialing specifically for the teacher named above.

**REGULAR BOARD MEETING FOR SEPTEMBER 17, 2020
CREDENTIAL PROVISIONAL INTERNSHIP PERMIT REQUEST**

Name	Position/Location	Education Code Section	Brief Description of Section
Tyler Tutt,	Teacher, Special Education: Ethel Phillips Elementary	T5 §80021.1	Requirements for Initial Issuance of the Provisional Internship Permit; Education Specialist



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Item# 9.2

Meeting Date: September 17, 2020

Subject: Learning Continuity and Attendance Plan Adoption

- 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: Adoption of the district's Learning Continuity and Attendance Plan. Adoption of dependent charter school Learning Continuity and Attendance Plans.

Background/Rationale: The Learning Continuity and Attendance Plan was established by Senate Bill 98 and is intended to memorialize the planning process already underway for the 2020–21 school year and includes descriptions of the following: addressing gaps in learning; conducting meaningful stakeholder engagement; maintaining transparency; addressing the needs of unduplicated pupils, students with unique needs, and students experiencing homelessness; providing access to necessary devices and connectivity for distance learning; providing resources and supports to address student and staff mental health and social emotional well-being; and continuing to provide school meals for students. SCUSD's Draft Learning Continuity and Attendance Plan was presented in a Public Hearing at the September 3, 2020 Board Meeting.

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. SCUSD Learning Continuity and Attendance Plan
3. Bowling Green Elementary Charter School Learning Continuity and Attendance Plan

4. George Washington Carver School of Arts and Science Learning Continuity and Attendance Plan
5. New Joseph Bonnheim Community Charter School Learning Continuity and Attendance Plan
6. Sacramento New Technology High School Learning Continuity and Attendance Plan
7. The MET Sacramento High School Learning Continuity and Attendance Plan
8. California Department of Education (CDE) Overview Comparison of the Learning Continuity and Attendance Plan and the Local Control and Accountability Plan

Estimated Time of Presentation: 20 minutes

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

Approved by: Jorge A. Aguilar, Superintendent

Board of Education Executive Summary

Continuous Improvement and Accountability and State and Federal Programs

Learning Continuity and Attendance Plan Adoption
September 17, 2020



I. Overview/History of Department or Program

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

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

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

II. Driving Governance:

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

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

The key content requirements of the plan include:

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

Board of Education Executive Summary

Continuous Improvement and Accountability and State and Federal Programs

Learning Continuity and Attendance Plan Adoption
September 17, 2020



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

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

Board of Education Executive Summary

Continuous Improvement and Accountability and State and Federal Programs

Learning Continuity and Attendance Plan Adoption
September 17, 2020



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

III. Budget:

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

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

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

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

IV. Goals, Objectives and Measures:

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

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

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

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

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

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

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

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

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

9. Assessments and accountability

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

10. Support for English Learners

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

V. Major Initiatives:

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

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

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

VI. Results:

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

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

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

Also included in this item for board adoption are the Learning Continuity and Attendance Plans for the district's dependent charter schools. These include:

- Bowling Green Elementary Charter School
- George Washington Carver School of Arts and Science
- New Joseph Bonnheim Community Charter School
- Sacramento New Technology High School
- The MET Sacramento High School

Each dependent charter school is also required to post a copy of their adopted Learning Continuity and Attendance Plan on the homepage of their school website and submit their approved plan to the Sacramento County Office of Education.

VII. Lessons Learned/Next Steps:

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

Key Dates:

- Sep 3, 2020: Public Hearing at Board of Education meeting
- Sep 17, 2020: Present plan to Board of Education for adoption
- Prior to Sep 22, 2020: Submit adopted plan to Sacramento County Office of Education
- By October 30: County Office of Education *may* make recommendations
- Within 15 days of receipt: Board of Education considers recommendations

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



Sacramento City Unified School District (SCUSD)

Learning Continuity and Attendance Plan

Core Value

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

Equity, Access, and Social Justice Guiding Principle

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

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

The Learning Continuity and Attendance Plan memorializes the ongoing planning process for the 2020-21 school year and includes descriptions of how the district is doing the following:

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

The contents of this plan include some elements that are still being discussed in negotiations with bargaining groups. Key elements include:

- Amount of daily, live instruction vs. independent learning
- Access to recorded lessons
- Alignment of instruction to identified essential standards
- Documentation of services provided to students with disabilities
- Implementation of the district's common assessments

Additional Resources:

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

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Learning Continuity and Attendance Plan Template (2020–21)

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

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

General Information

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

2. Access and availability

Teacher availability to students outside of direct, live instruction.

3. Symmetry and Cohesion in learning and delivery

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

4. Collaboration

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

5. Professional development and supports for educators

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

6. Appropriate supports for students receiving Special Education

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

7. Targeted student support and intervention

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

8. Communication and feedback

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

9. Assessments and accountability

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

10. Support for English Learners

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

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

Stakeholder Engagement

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

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

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

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

- Students: 7.14.20 Listening session, 8.12.20 and 8.19.20 Student Advisory Council meetings
- African American Advisory Board (AAAB): 7.1.20 Listening session and 8.5.20 meeting
- Community Advisory Committee (CAC): 6.30.20 Listening session, 8.4.20 ad-hoc meeting, and 9.2.20 Special Meeting
- District English Learner Advisory Committee (DELAC): 7.2.20 Listening session, 8.3.20 meeting with leadership, 8.12.20 meeting
- LCAP Parent Advisory Committee (PAC): 6.24.20 Listening session, 8.3.20 and 8.24.20 meetings
- Parents United (SCUSD Parents United to Restore our Schools): 7.9.20 Listening session

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

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

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

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

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

Additional sources of input included:

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

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

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

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

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

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

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

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

- Students should have the option to continue distance learning for the remainder of the year, even when some form of in-person instruction resumes.

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

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

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

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

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

The Community Advisory Committee (CAC), which supports individuals with exceptional needs and their families, provided input through the June Listening Session, August ad-hoc meeting, and September Special Meeting Q&A with Chief Academic Officer Christine Baeta. Key ideas included:

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

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

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

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

- The plan should be clear in stating what we can ‘ensure’ as a district vs. what we intend/are building towards and should provide more detail regarding the services and supports we are providing for English Learners.
- English Learners need additional supports and services including, but not limited to, an Individualized Student Success Plan, appropriate materials, equipment, and connectivity to participate, engage, and learn, resources in the home language, additional learning time in groups, and schedules/resource allocation plans prioritizing students with the greatest needs and ensuring provision of Designated and Integrated ELD.
- Communication is a critical component – stakeholder engagement and communications to home from the district and schools need to be in the home language and responsive. Communication should include videos with live captioning, automated phone systems with

language preferences, and training for families and staff in accessing the use of interpretation and translation services. Increased funding is needed for interpretation/translation services within the district and to access outside services when needed.

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

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

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

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

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

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

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

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

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

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

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

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

- The district should acknowledge and support working parents, who face challenges balancing work and supporting their students during distance learning.
- Respondents were divided on in-person learning, with some wanting to go back to in-person as soon as possible and others not wanting to return this year because they feel it is too dangerous
- The district should explore outdoor education options.
- Concern about the overall screen time that is expected during synchronous learning, in particular for younger students.
- Concern about the lack of meaningful social interaction and long-term impact on mental health of being away from school.

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

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

- Distance learning needs to improve for the fall. Live instruction and pre-recorded lessons are a must.
- Parents have become co-educators. We need to support them with clear school and class schedules as soon as possible, training to use technology, a hotline/helpline to access support during asynchronous learning time, childcare and afterschool care.
- Options for enrichment activities and outdoor learning both need to be explored.
- Parents and students need flexibility - they are working and have other responsibilities in addition to supporting student learning.
- The needs of students with disabilities need to be met.
- We need to address social emotional needs, mental health, and trauma.

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

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

The [public hearing presentation](#) held on September 3, 2020 included input submitted through [public comments](#) and via board discussion. Input related to the Learning Continuity and Attendance Plan was also submitted as part of [general public comments](#). Key input provided by members of the public and advocacy groups included:

- Support for existing elements of the district's plan and emphasis on the importance of maintaining these to ensure equitable access for students. Highlighted elements included access to recorded, live instruction, assessment and tracking of learning loss, students with exceptional needs, and regular communication from teachers and schools (specifically the weekly communications to be sent home).
- Desire for clear, minimum minutes of daily synchronous instruction.
- The need to ensure access to devices and connectivity.
- Urgency of providing specific supports for students with unique needs.
- Importance of detailing the use of Local Control Funding Formula (LCFF) supplemental and concentration grant funds to increase or improve services for unduplicated students.
- The need to evaluate and track the progress of each student.
- The need to support families in providing learning spaces, including allowing families to check out desks for use at home.
- Additional detail and transparency on issues related to students with disabilities including: IEP Addenda, delivery, assessment, and documentation of IEP services, availability of tech support outside of school hours, and consideration of learning hubs.

- Concerns about protecting the privacy of students during any recording of lessons.

Some of the key input emerging from Board members' comments and discussion included:

- Balance between asynchronous and synchronous instructional time for younger students, in particular Kindergarten students. It was noted that a lot of asynchronous time creates difficulties for parents/guardians of younger students.
- Need for description of how discipline will be handled in the distance learning environment. The importance of preventing disproportionate impacts on black and brown students in the distance learning environment, consistent with our district's focus prior to school closures was emphasized.
- The importance of consistency, particularly as a priority of parents/guardians. We need to make sure we have similar access to content and quality across the district.
- Social Emotional Learning and emotional support is as important as academic support.
- Emphasis on the importance of access to recorded instruction. It was noted that this is a way to remove barriers to access.

In their report out, members of the Student Advisory Council also provided input related to the plan. This included the importance of having curriculum available when being present at a zoom meeting isn't possible, the need for access to teacher office hours, and ensuring that schedules allow students enough time to get food (especially if they need to travel to a school site to access the district's meal distribution).

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

Specific stakeholder input has influenced multiple components of the district's Learning Continuity and Attendance Plan. These includes direct impacts on elements of this plan as well as 'upstream' influences of stakeholder input on the district's various 'Return Together' Plans, to which this plan is closely aligned.

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

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

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

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

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

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

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

Training and accountability for staff are both critical

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

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

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

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

- Multiple groups, including the AAAB, LCAP PAC, and DELAC, provided input regarding (a) the need to explore opportunities to provide some services or resources on campus and (b) to engage afterschool staff/expanded learning programs and other community organizations in the support of distance learning. As detailed in the 'Roles and Responsibilities' section of this plan, the district will be engaging expanded learning staff to support synchronous and asynchronous instruction in numerous ways AND is exploring pilot programs to bring students back on campus.
- Students stated the need for flexibility and the ability to self-pace work throughout the week. They noted that, in the spring, a practice that was supportive in the distance learning context was providing advance notice of assignments and allowing for completion at one's own pace. The district's plan includes a weekly communication from school to home that provides an overview of assignments, learning intentions, synchronous learning schedule, and other important details. This is intended to support both parents/guardians and students.

- Students reiterated the need for consistency of live instruction, the ability to access recorded lessons following the live lesson, and access to teachers outside of class time. The district's plan includes daily, live instruction, the use of lesson recording to provide students the ability to re-watch at a later date, and expectation that staff are regularly available to students and families.
- Multiple groups have noted the importance of increasing awareness of systemic racism and violence and specifically calling out the traumatic impacts upon students, families, and staff as well as more clearly discussing what is going on in the world, nation, and Sacramento regarding racial inequities and trauma. This latter need was specifically noted by the AAAB, who also stated the importance of expanding our definition of 'vulnerable students' to include students of color, in particular African American students. As a result of this input, context regarding systemic racism and violence has been added to the first section of this plan. More tangibly, the district has furthered its development of supports for anti-racist education including a full set of resources for educators in the form of a [stand-alone website](#). This resource and others are discussed in the Mental Health and Social and Emotional Well-being section.
- The CAC emphasized the need for all community members to see students with disabilities as students first – and not to define them by their disability status. The CAC also noted that, if Special Education issues are addressed first, then many of the other problems that exist in the district will be addressed as well. These points have been emphasized in the Supports for Pupils with Unique Needs section. Additionally, discussion of Universal Design for Learning (UDL) in this plan notes that designing instruction for students who have unique needs will improve access for ALL students.
- The LCAP PAC noted the absence of any explanation of bullying prevention and the importance of highlighting this in a distance learning context given the prevalence of cyberbullying pre-COVID. The section of Mental Health and Social Emotional Well-being now includes a brief discussion of bullying prevention.
- Comments submitted on the posted draft included the recommendation that the General Information section incorporate explicit acknowledgement of the impacts of COVID on working parents. This has been incorporated and notes the impact on both parents that are able to work from home and those that are not.
- Specific input from the District English Learner Advisory Committee (DELAC) recommended that automated phone systems include language preferences in the top five languages and that, if a language other than English is selected and no one is available to respond, the call be routed to a district interpreter or third party agency. In response, the district has updated its mainline phone message to include greetings in Spanish, Chinese, Vietnamese, Hmong, and Russian. Callers who are looking for assistance in a language other than English will be transferred to district interpreters to reach a live person or leave a message (depending on availability and time).
- Input from the board and public comments during the 9.3.20 public hearing led to the incorporation of information regarding discipline practices in the Mental Health and Social and Emotional Well-being section.
- Input from multiple stakeholder groups regarding the need to clarify what elements of the plan are subject to negotiations led to increased detail on the plan cover page specifying the key program areas that remain part of negotiations.
- Input from multiple stakeholder groups, including DELAC, stated the need for specific description of supports for LGBTQ+ students. Information describing specific professional learning and supports to be provided has been added to the Mental Health and Social and Emotional Well-being section.
- Input from advocacy groups in public comments on the public hearing item requested additional details for multiple areas of the plan regarding students with disabilities. The Support for Pupils with Unique Needs has been expanded to include additional description of IEP Addenda, IEP services, and other supports for students with disabilities.

Continuity of Learning

In-Person Instructional Offerings

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

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

While current health conditions do not permit a return to in-person instruction, the district is continuing to plan blended learning models so it will be prepared to bring students back once it is safe to do so. The information in this section is the district's current plan for delivering in-person instruction and aligns to the content of the [Return to Health](#) plan available on the website. It is important to note that this is based on the current public health context and will continue to be responsive to state and county guidance and the district's own monitoring of community conditions and needs.

Modes of Instruction:

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

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

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

Cohorts

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

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

Secondary School Scheduling

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

Staffing

- During in-person instruction, staff will be deployed to meet the instructional needs of students as determined by their chosen mode of instruction. Some teachers will be designated as distance learning teachers. These teachers will be scheduled with students who are engaging in 100% distance learning, though some students who are in 100% distance learning will also be scheduled in classrooms that are working with in-person cohorts.
- As needed, some distance learning teachers may also be paired with in-person teachers to provide synchronous lessons. Additionally, based on student and family needs, teachers may need to work with students at other school sites.

- The district surveyed employees to assess the need for accommodations. Those employees indicating a need were contacted to schedule an interactive process with Risk Management staff, supported by Human Resources.

Additional Student Services and Supports

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

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

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

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

- **Physical distancing:** Everyone must practice physical distancing, keeping at least six feet away from other people at all times. This includes arrangement of desks within classrooms.
- **Face Coverings:** Wearing a cloth face covering is required for all SCUSD staff, students, parents/guardians, and visitors unless it is not recommended by a physician or is inappropriate for the developmental level of the individual. Face shields with a cloth drape may be used by teachers to enable students to see their faces and to avoid potential barriers to phonological instruction. Face shields with a cloth drape can also be used by those who are unable to wear face coverings for medical reasons.
- **Ventilation and Air Flow:** Sites will replace all Heating Ventilation and Air Conditioning (HVAC) unit filters 2-3 times per year, an increase to the current practice of once per year. Sites will run HVAC fans continuously throughout the 24-hour cycle, including when windows and doors are open. Windows and doors will be kept open, if possible, to increase airflow.
- **Entrances and Exits:** Parents/guardians will be encouraged to stay in cars when picking up/dropping off students and staggered start and end times will be considered. Visual cues, barriers, and signage will direct traffic flow, maintain distancing in any lines, and minimize interaction between families. Entry and exit points will be identified to limit close contact during high-traffic times.

- **Designated 'Care Room':** Sites will have a designated area where sick individuals can be isolated, assessed, and wait to be taken home.
- **Classrooms:** Good hygiene will be modeled and reinforced. Materials/supplies sharing will be limited and activities that bring students close together will be modified.
- **Common Areas:** Signage, cones, stanchions, and other visual cues will be used to direct traffic flow, encourage appropriate distancing practices, and help maintain cohorts.
- **Recess and Play spaces:** Strategies for limiting the mixing of large groups will include recess cohorts, staggered playground use, and limiting activities where multiple classrooms interact.
- **Physical Education (PE) Classes and Athletics:** Limited to activities that do not involve physical contact with other students or equipment until advised otherwise by state/local public health officials.

Proper disinfection procedures will be followed, with regular disinfection of high-touch areas throughout the day. Frequently touched surfaces include, but are not limited to, door handles, light switches, sink handles, bathroom surfaces, tables, desks, and chairs. Staff will put inventory controls in place to order sufficient supplies including face coverings (individuals may be encouraged to use their own cloth face covering), face shields, hand sanitizer, disinfection materials, gloves, thermometers, and handwashing stations if sink access is insufficient. A centralized ordering and inventory system has been developed to ensure that site supplies are effectively replenished and to eliminate the need for each site to order supplies separately. Schools will be required to maintain a minimum threshold of back stock for critical supplies and to only use district-approved products.

Passive Screening

Staff and students will be encouraged and provided instructions to self-screen for symptoms at home. If an individual is sick or exhibits symptoms of COVID-19, they must stay home until they have had no fever without the use of medicine for at least 24 hours, their symptoms are improving, and at least 10 days have passed since the day the symptoms first appeared. If an individual has been in close contact within the last 14 days with a person confirmed to have COVID-19 or has traveled outside of the country in the last 14 days, they must stay home in quarantine for 14 days.

Active Screening

Active screening will require that all students and staff entering a site are screened with a temperature check and review of signs/symptoms. Any students or staff with symptoms of COVID-19, or who are required to quarantine per CDC guidelines, may not enter the school site and will be advised to return home. Active screening will include a temperature check, looking for any visible signs of illness, and asking if the individual meets any of the pre-screening criteria.

Staff will work with Sacramento County Public Health (SCPH) to collect and track all illness-related information, support contact tracing, and coordinate a classroom, school, or district response as needed. SCUSD will work closely with SCPH to determine which COVID-19 testing protocols and strategies are appropriate based on state guidance and evolving conditions.

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

- Athletics Conditioning
- Child Care for essential workers
- 1:1 Assessments and Evaluations for Student with Disabilities, English Learners, and High School Equivalency Testing
- Emergency Health supports (Mental Health Counseling)
- Teachers and school staff working on campus
- Materials Distribution

Additionally, waivers for TK-6 in-person instruction can be submitted to the county if conditions allow. These require specific consultation with stakeholders and publication of a district public health plan prior to a county public health review. The district will continue to evaluate the feasibility of all of the above options based on state and county public health guidance and consultation.

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

Closing Criteria

In the event of confirmed cases of COVID-19 in a school community, individual school closure may be recommended based on the number of cases, the percentage of the teacher/students/staff that are positive for COVID-19, and consultation with Sacramento County Public Health officials. Individual school closure may be appropriate if either of the following are true: (1) there are multiple cases in multiple cohorts at a school or (2) at least 5% of the total number of teachers/students/staff at a school are cases within a 14-day period, depending on the size and physical layout of the school. In consultation with county public health officials, district-wide closure will be considered if 25% or more of the schools in the district have closed due to COVID-19 within 14 days. Sacramento County Public Health may also determine that school and/or district-wide closure is warranted for other reasons, including results from public health investigations or other local epidemiological data.

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

Description	Total Funds	Contributing
<p>Personal Protective Equipment (PPE) Face coverings (masks and, where appropriate, face shields) to ensure that students, staff, and family entering schools sites and staff working in the community are minimizing the spread of respiratory droplets while on campus. Increased supplies of soap and hand sanitizer that is greater than 60% alcohol.</p>	\$293,610	N
<p>Screening Materials Additional Thermometers to screen student temperature and mitigate potential spread of COVID.</p>	\$11,866	N

Description	Total Funds	Contributing
<p>Disinfecting Materials Additional materials to support effective, routine disinfection of high-touch surfaces such as spray bottles, disinfectant, paper towels, gloves, goggles, and masks.</p>	\$414,623	N
<p>Visual Cues and Materials to Maximize Social Distancing: Visual cues will help to direct traffic flow, minimize interactions between families, and identify specific entry/exit points. Visuals will also reinforce face covering and hand washing protocols. Includes signage, posters, floor decals, and stanchions to direct traffic flow.</p>	\$229,798	N
<p>Air Scrubbing Units and Heating Ventilation and Air Conditioning (HVAC) filters: Portable air scrubber units to be placed in classrooms, work areas, and common spaces within the districts to mitigate the spread of COVID-19. Increase the frequency of HVAC filter replacement to 2-3 times per year as recommended rather than once a year as has been past practice.</p>	\$20,000,000	N
<p>Handwashing Stations Additional handwashing stations for locations where sink access is insufficient. Portable sinks will improve access to handwashing to help mitigate transmission of COVID-19. Costs for each handwashing station include rental and 4 services per week for a 6-month period.</p>	\$415,164	N
<p>Hydration Stations Current drinking fountains are to remain turned off during the pandemic in order to reduce the spread of COVID-19. The installation of touchless hydration stations will provide students and staff safe access to drinking water when on campus. Will include 1 station at smaller school sites and district facilities and 2 stations at larger school sites and Serna Center.</p>	\$1,200,000	N

Distance Learning Program

Continuity of Instruction

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

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

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

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

Curriculum Scope and Sequence

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

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

The scope and sequence documents are intended to guide teachers in identifying key standards. These standards can be used to focus lesson planning and identify the resources that can best support students in attaining mastery. This is one of the district's efforts to minimize the variation in program implementation across and within schools.

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

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

Home-school Communication

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

Priority Standards

It is important to acknowledge that ALL learning standards are important and were included in state frameworks by design. In selecting priority clusters of standards, SCUSD is focusing on depth of instruction, rather than pace. The prioritization of key content will enable teachers to more effectively address learning gaps through patient and in-depth instruction. They will be able to more effectively re-engaging students with prior knowledge and allow unfinished learning to conclude. Curriculum and instruction staff will continue to articulate specific instructional priorities within the standard clusters. This guidance will focus teachers on the key content within each grade level, where time and effort should be invested, and which areas should be taught primarily for awareness vs. deep understanding.

Synchronous and Asynchronous Instruction

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

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

In addition to direct, live instruction every day for every student, a key expectation of the district's plan is teacher availability to students outside of that time. This is a critical aspect enabling students to fully access the curriculum, regardless of the mode of instruction. Whether

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

Instructional Minutes

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

Grade Levels	Minimum Number of Instructional Minutes Per Day		
	Synchronous	Asynchronous	Total
EK-K	140	40	180
1-3	185	45	230
4-6	190	50	240
Middle School	180	60	240
High School	180	60	240
Continuation School	TBD	TBD	180

Following are example schedules for elementary (TK-6) and secondary (7-12) grade spans. These include times and activities for both 8:00 AM and 9:00 AM elementary start times and the middle/high school schedule for Mondays (minimum day schedule) and Tuesday-Friday. These examples were provided to site administrators for use as templates on 9.5.20. Please note that these are sample schedules ONLY. For individual school site schedules, please visit the district’s [Academic Calendars and Distance Learning Schedules page](#).

Daily Activities	Early Kindergarten/ Kindergarten		Grades 1-3		Grades 4-6	
	8AM Start Time	9AM Start Time	8AM Start Time	9AM Start Time	8AM Start Time	9AM Start Time
Morning Circle and SEL Lesson Class Time: ELA Instruction and small group/ELD support	8:00 – 8:50 AM	9:00 – 9:50 AM	8:00 – 9:05 AM	9:00 – 10:05 AM	8:00 – 9:10 AM	9:00 – 10:10 AM
BREAK	8:50 – 9:00 AM	9:50 – 10:00 AM	9:05 – 9:15 AM	10:05 – 10:15 AM	9:10 – 9:20 AM	10:10 – 10:20 AM
Class Time: Math Instruction and small group/ELD support	9:00 – 9:50 AM	10:00 – 10:50 AM	9:15 – 10:20 AM	10:15 – 11:20 AM	9:20 – 10:20 AM	10:20 – 11:20 AM
BREAK	9:50 – 10:00 AM	10:50 – 11:00 AM	10:20 – 10:30 AM	11:20 – 11:30 AM	10:20 – 10:30 AM	11:20 – 11:30 AM
Class Time: Instruction and small group/ELD support	10:00 – 11:00 AM	11:00 – 12:00 PM	10:30 – 10:55 AM	11:30 – 11:55 AM	10:30 – 10:55 AM	11:30 – 11:55 AM
LUNCH	11:00 – 12:00 PM	12:00 – 1:00 PM	10:55 – 11:55 AM	11:55 – 12:55 PM	10:55 – 11:55 AM	11:55 – 12:55 PM
Class Time: Instruction and small group/ELD support	12:00 – 12:30 PM	1:00 – 1:30 PM	11:55 – 12:50 PM 12:50 – 1:10 PM	12:55 – 1:50 PM 1:50 – 2:10 PM	11:55 – 12:55 PM 12:55 – 1:20 PM	12:55 – 1:55 PM 1:55 – 2:20 PM

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

Sample Tuesday-Friday Schedule for Grades 7-12

Times	Monday	Tuesday	Wednesday	Thursday	Friday
8:50 – 9:50 AM*	<i>See Minimum Day Schedule to the Right</i>	Period 0	Period 0	Period 0	Period 0
10:00 – 11:20 AM		Period 1	Period 2	Period 1	Period 2
11:20 – 12:30 PM		LUNCH			
12:30 – 1:50 PM		Period 3	Period 4	Period 3	Period 4
1:50 – 2:00 PM		BREAK			
2:00 – 3:20 PM		Period 5	Period 6	Period 5	Period 6
3:30 – 4:30 PM*		Period 7	Period 7	Period 7	Period 7

Sample 7-12 Monday Schedule

Times	Class Period
9:00 – 9:35 AM	Period 1
9:45 – 10:15 AM	Period 2
10:25 – 10:55 AM	Period 3
10:55 – 12:05 PM	LUNCH
12:15 – 12:45 PM	Period 4
12:55 – 1:25 PM	Period 5
1:35 – 2:05 PM	Period 6

**Applies only to students with 0 or 7th period classes*

Common Online Learning Management System (LMS)

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

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

- Comprehensive [Distance Learning Supports for Families/Students](#) document including self-guided learning.
- Distance Learning Tutorials: Links to video tutorials, downloadable guidance, and answers to key questions.
- [Recorded webinars](#) including a Zoom Guide for Parents and a Parent Guide to Google Classroom.
- Tips for the First Day: Important dates and times and instructions for logging in.

Copies of physical textbooks will be distributed to all elementary school students and made available to secondary students upon request. All current secondary curricula have digital versions that can be accessed online. A significant number of textbooks were not returned in the spring and the district is working to have these returned so they can be sanitized and distributed. Additional texts will be purchased as needed to ensure that all students have the appropriate instructional materials. Students and families are able to drop off prior materials at any school site.

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

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

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

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

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

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

Access to Devices and Connectivity

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

As SCUSD begins the 2020-21 school year in a full distance-learning context and prepares for the possibility that much of the school year will continue in distance learning, ensuring access to devices and connectivity for all students is imperative. The technology gaps identified at the outset of school closures deepened the district's understanding of inequities that existed prior to COVID-19 and will continue to require attention even after students and staff have fully returned to an in-person model. SCUSD's efforts in the spring to provide all students with access to devices and connectivity have significantly reduced the identified gaps. However, significant areas of need remain, particularly in ensuring that all students have sufficient connectivity to engage in distance learning. The ongoing efforts of the Attendance and Engagement Office and staff that support Foster Youth and Homeless Youth to facilitate access to devices and connectivity for low income students, foster youth, and homeless youth reflect the district's efforts to bridge the device and connectivity gap for these and other student groups.

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

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

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

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

Pupil Participation and Progress

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

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

District Common Assessments

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

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

The following example outlines the key assessments for Grade 3:

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

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

Formative Assessment

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

student needs and supports differentiation of instruction. The California Department of Education's [Guidance on Diagnostic and Formative Assessments](#) will be used as a framework when developing policies and procedures for implementing diagnostic assessments, formative assessments, and summative assessments.

Grading

For the 20-21 school year the district has revised the secondary grading scale to equalize the relative 'spans' of letter grades, with an 'F' now representing 50-59% instead of 0-59%. As such, the lowest a student can get on any assignment is 50%. This change was made in response to advocacy by stakeholder groups and research demonstrating the damaging effects of 'zero' grades on student outcomes. This change was made to Administrative Regulation 5121.

Home-school Communication

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

Pupil Participation

Pupil participation will be determined based on multiple measures of a student's attendance and engagement in learning. Measures will include, but are not limited to:

- Evidence of participation in online activities: Zoom, iReady, Google Classroom, Clever, or other online activity
- Completion of regular assignments
- Contacts between SCUSD employees and the student or parents/guardians
- Other participation as determined by the site administrator

Teachers will document attendance/engagement for each student in the Student Information System (Infinite Campus) every day and, at the secondary level, for every period. Documentation of attendance in Infinite Campus is not unique to distance learning and will continue when students are attending in-person. For Distance Learning instruction, teachers will also complete weekly documentation of each student's synchronous or asynchronous engagement for each school day. This will include verification of participation as well as a record of student assignments and progress.

With portions of synchronous instruction being used to provide targeted small group and individual instruction, the total weekly amount of instruction received within the synchronous context will vary by student, though all students will be provided the minimum threshold of minutes through a combination of synchronous and asynchronous instruction.

Time Value of Work

Teachers will be responsible for assigning the time value of assignments given in their respective classes/courses. This will allow for more precision in assignment of time value given that teachers are routinely modifying instruction and assignments based upon ongoing assessment of individual and collective student needs. Time value for assignments will be recorded within the Weekly Engagement Record form to be completed each week. This form is based upon the template developed by the California Department of Education (CDE) to meet the requirements of Senate Bill 98 and requires that teachers specify the time value of both synchronous and asynchronous activities.

Distance Learning Professional Development

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

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

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

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

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

Professional Development for All Teachers and Leaders

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

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

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

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

Additional Professional Development

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

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

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

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

Multi-Tiered System of Supports (MTSS) Cohort Launch

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

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

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

Staff Roles and Responsibilities

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

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

Attendance and Engagement

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

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

Special Education

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

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

teachers. Specific supports will include set-up of Special Day Classrooms, new teacher support for IEPs, and site wide implementation of a Multi-Tiered System of Supports (MTSS).

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

Health and Safety Protocols

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

Broad responsibilities applicable to all staff include:

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

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

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

- **Bus Drivers/Transportation Staff:** Ensure adequate space for physical distancing at bus stops and school loading and unloading zones. For active screening, the driver or aide must screen each rider for symptoms prior to boarding the bus. Mark or block seats that must be left vacant to ensure physical distancing. Ensure good ventilation and open/partially open windows. Thoroughly clean and disinfect buses daily and after transporting any individual who is exhibiting symptoms of COVID-19.
- **Support Staff:** Provide tele-supports rather than in-person when feasible. Encourage activities and strategies that promote positive coping during times of stress for adults and children

Additional Staff Expectations for Distance Learning Teachers

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

Training Specialists

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

School Site Administrators

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

Counselors

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

Expanded Learning

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

Supports for Pupils with Unique Needs

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

In presenting its 'Return to Learn' Plan, SCUSD emphasized that the additional supports required to address the impacts of COVID-19 need to be viewed through an equity lens. The fourth guiding principle in SCUSD's 'Return to Learn' plan is to 'Maintain the inclusion of each and every learner,' reflecting the district's commitment to ensuring equitable access to engaging, grade-level content and instructional rigor for all students. It is important to reiterate that effective instructional strategies designed for students with disabilities, English Learners, and other students with unique needs will benefit ALL students. Additionally, it is important that ALL of our pupils are seen as students first, and not solely defined by their disability, fluency, or other status.

English Learners

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

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

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

Students with Disabilities

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

- **Individualized Education Program (IEP) Addenda:** IEP Addenda on file for students outline the services to be provided during distance learning. These will remain in effect until school resumes in a face-to-face model. Per new legislation district IEPs will, moving forward, address both a proposed IEP program in the event of full in-person learning and a plan outlining the student's program in the event of future physical school closure in excess of ten school days. All certificated staff have been trained on the requirements of Senate Bill 98, including the need to clearly delineate the services students will receive during the current provision of distance learning in response to the COVID pandemic. In addition, they have also been trained on the requirements to create an emergency plan in the event of an unforeseen school closure of more than 10 days as a result of an emergency. Staff understand that this must be included in the next scheduled IEP meeting or addendum IEP. All addendum/amendment IEPs must contain the accommodations and modifications needed by the student in order to access their instruction during distance learning. It is expected that a majority of students with IEPs will need to have amendment IEPs to delineate the services to be provided during distance learning due to the COVID pandemic. The only

time an addendum is not needed is if all of the IEP services on the operative IEP can be provided in the same frequency and duration, but only the location of how it is delivered has changed, such as face-to-face to a virtual, remote learning space.

- **Modification of IEP Goals:** Most, if not all, IEP goals can be addressed in distance learning. However, the determination of whether or not a goal can be appropriately addressed in a distance learning model is the decision of the IEP team. Goals and objectives in a student's IEP are based on the individual needs of the student, not the model of the instruction to be provided.
- **External Vendors:** For each Nonpublic School and Nonpublic Agency contracted partner, a new Master Contract is being developed and signed for the 2020-21 school year. These Master Contracts will address distance learning.
- **Ensuring a Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE):** IEP statements outlining the educational plan in the event of physical school closures (in excess of ten days) will guide the provision of services in the event of fluctuations in school schedule or service delivery models. IEP amendments will be utilized to recommend any changes to the operative IEP due to anticipated service delivery changes. This would apply to instances or periods of quarantine or self-isolation as well. Students who indicated a need during the school year were provided a computer to assist in accessing instruction. As needed, students will be provided additional consultation from staff or additional accessibility tools to actively engage in distance learning.
- **Supports and Services:** It is expected that students will receive targeted small group instruction in order to get the support they need to continue to make progress. Any student that demonstrates a need for additional support other than what is currently agreed upon in their IEP will be addressed through the IEP process. If determined to be appropriate and warranted, additional services will be added to the student's IEP. Behavior Intervention Specialists will continue to support sites remotely through Distance Learning via consultation with staff and parents and provide direct support via Zoom and Google classroom if needed. SB98 requires the district to provide evidence that all agreed-upon services have been provided as agreed upon. District staff has been trained on this requirement and it is expected that they will regularly track both progress of students and the delivery of agreed upon services.
- **Learning Hubs:** If implemented, students with disabilities will be included in the initial phases of implementation. The plans for in-person learning hubs are still in the beginning stages and specific details are not available at this point in time. When students with disabilities are included in implementation, Special Education staff will work within the district's plan to identify the most logical group(s) of students with disabilities to include in the initial and subsequent stages of implementation, following health guidelines.

Homeless Youth

Distance Learning supports specific to Homeless Youth will include:

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

Foster Youth

Distance Learning supports specific to Foster Youth will include:

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

Gifted and Talented Education (GATE)

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

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

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

Universal Design for Learning (UDL)

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

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

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

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

Description	Total Funds	Contributing
Devices and Connectivity Computers made available for all students who need a device to access distance learning at home, Wi-Fi hotspots on an as needed basis, and connectivity support through Sac City Kids Connect partnership with Comcast. Sac City Kids Connect provides low cost connectivity to eligible families. Contract provides 6 months of service for 5000 accounts. This action also includes headsets for students.	\$5,728,184	Y
Additional Technology for Students with Disabilities Assistive technology for Students with Disabilities to access distance learning instruction from home. Includes headsets for computers.	\$7,047	N
Early Childhood Education Support Instructional Supplies and computers for staff in preschool programs.	\$120,577	N
Foster Youth Services Provide remote support for Foster Youth through a case management model. Support includes regular check-ins with students and parents, monitoring of attendance/engagement and referral to services as needs are identified.	\$504,349	Y
Multilingual Literacy Department Lead the implementation of designated/integrated English Language Development (ELD), newcomer programs, and language immersion programs. Within the distance learning model, support site staff in effectively delivering designated and integrated ELD in a virtual context, including use of targeted instruction. Collaborate with Curriculum and Instruction team to implement ELD standards and the ELA/ELD framework.	\$1,363,445	Y
Counselors, Master Scheduling, and Credit Recovery Counselors will provide students academic, college, and other supports, including referral to appropriate services. Counselors will provide virtual small group and 1 on 1 college applications support. Counselors will also play a key role in the scheduling of students at the secondary level in cohorts that meet student academic needs while meeting health guidelines. This effort will be led by the Master Scheduling director, who will also lead efforts to balance enrollment across schools/programs. This will be a key aspect of effective scheduling within distance learning and in transition to hybrid and full in-person modes; particularly as staff may need to be redeployed to address health concerns and enrollment-based needs.	\$7,280,609	Y
Training Specialists and Curriculum Coordinators Lead the district's distance learning program including the use of grade level scope and sequence plans, administration and use of the district's common assessments, and implementation of the skills and strategies acquired in professional learning. Facilitate effective delivery of research-based, standards-aligned instructional practices. Expand professional development efforts to meet distance learning context needs including, but not limited to, integration of Social Emotional Learning practices, use of the learning management system (Google Classroom), and implementation of targeted small group and 1 on 1 instruction.	\$4,996,850	Y

Description	Total Funds	Contributing
<p>Collaboration Time Weekly hour of time for teachers to collaborate with peers on approaches to improving student achievement. While in distance learning and/or a hybrid model, collaboration will be focused on assessing and addressing learning loss and responding to the identified needs of students, particularly those who are most vulnerable to the disproportionate impacts of COVID.</p>	\$5,558,673	Y
<p>Special Education Instructional Assistants and Psychologists Continue providing appropriate staffing for both position types and adapt delivery of services and supports to distance learning context.</p>	\$19,623,365	N
<p>Homeless Services Maintain existing staffing and supports specific to Homeless Youth. Expand efforts to provide access to devices and connectivity, particularly during any transitions between living situations.</p>	\$161,872	Y
<p>Enrollment Center Maintain existing staffing and supports so that students are efficiently transitioned into school system and between school sites. Centralized services including an immunization clinic, family services, a summer feeding program, services for families in transition, and translators.</p>	\$247,873	Y
<p>Expanded Learning Programs Provide support to students during synchronous and asynchronous learning time. In collaboration with partners, develop programs at each school site to provide supports that include home visits, outreach, referral to resources, online enrichment, small group instruction, tutoring, homework help, and credit recovery/elective courses at high schools. Pilot in-person learning hubs at elementary schools with possibility of expansion to additional expanded learning elementary sites.</p>	\$10,438,240	Y
<p>Distance Learning Professional Development Two (2) additional days of professional learning to help prepare teachers to implement distance learning.</p>	\$2,600,000	N
<p>Distance Learning Professional Development: Electronic copies of The Distance Learning Playbook resource for staff.</p>	\$33,600	N
<p>Instructional Materials for Distance Learning Provide instructional materials necessary for students to participate fully in instruction. Includes physical textbooks, workbooks, digital textbook licenses, school supplies, and curriculum software.</p>	\$697,554	N

Pupil Learning Loss

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

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

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

Pupil Learning Loss Strategies

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

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

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

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

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

Both the small group and individual sessions will take a ‘just in time’ rather than ‘just in case’ approach. This will focus the efforts of small group and individual sessions on the key prerequisite skills that students need to successfully master the content rather than broad reviews of large chunks of information. For example, one or more students who are having difficulty adding fractions of different denominators might

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

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

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

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

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

Effectiveness of Implemented Pupil Learning Loss Strategies

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

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

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

Description	Total Funds	Contributing
<p>Summer Learning Program Included a High School Credit Recovery program operated by each of the five comprehensive high schools, with access for students from smaller schools. Priority provided to seniors within 20 credits of graduation, Foster Youth and Homeless Youth in need of credit recovery, and 9th-11th graders in need of credit recovery. Also included a K-8 Summer program offered in partnership with the City of Sacramento at five elementary/K-8 schools. This program addressed learning loss for the students enrolled while also serving as a pilot opportunity for many of the program elements to be implemented in the fall with the intention of addressing learning loss for all students.</p>	\$522,418	N
<p>Data Dashboard and Software Tools Maintain Illuminate and Tableau data systems to support implementation of district's common assessment system and school closure dashboard. Illuminate serves as the district's primary assessment interface, allowing for administration, analysis, and display of results. This tool will be instrumental in measuring pupil learning loss and monitoring the progress of students as staff work to accelerate their achievement.</p>	\$294,644	N
<p>Fingerprinting for College Tutors Funds pay for the cost of fingerprinting fees for California State University Sacramento (CSUS) college students who will be assigned as tutors for SCUSD students. The collaboration with CSUS will result in the deployment of 40-50 tutors that will support distance learning overall and provide targeted supports.</p>	\$4,050	N

Mental Health and Social and Emotional Well-Being

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

Social Emotional Learning (SEL)

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

Expanding upon the work in the SEL lesson materials, the Social Emotional Learning team has developed two stand-alone websites that provide additional support, resources, and guidance. The first, [Social Emotional Learning for Distance Learning and Beyond](#), includes specific resources for students, family members, and educators, including the use of SEL as a lever for racial justice and anti-racism. The second, [The Anti-Racist Classroom](#), provides teachers and other instructional staff guidance and resources for learning, reflection, connection, and engagement specific to eliminating racism in our school system. Anti-racism is defined "an active and consistent process of change to eliminate individual, institutional, and systemic racism." ([Canadian Race Relations Foundation \(CRRF\)](#)) Also available is a set of supports focused on [trauma and race](#) and [social justice](#) for the SCUSD community. Included is support for educator advocacy for students, guidance for community collaboration and collective efficacy, self-care resources, and resources for supporting youth.

To advance the district's Equity and Access Guiding Principle, individual knowledge/understanding of the following must be supported:

- How racism affects the lived experience of people of color and indigenous people.
- How racism is systemic, has been part of many foundational aspects of society throughout history, and can be manifested in both individual attitudes and behaviors as well as formal (and 'unspoken') policies and practices within institutions.

SCUSD is committed to developing and growing the professional expertise of staff through professional learning in trauma informed practices, culturally responsive teaching, implicit bias, and anti-racist pedagogy.

Monitoring Student Mental Health and Social and Emotional Well-Being

The monitoring of student mental health and social and emotional well-being will include:

- Collection of student emotional engagement data via regular surveys and ongoing assessments by staff of student engagement and participation. These surveys will help staff assess a student's involvement in and enthusiasm for school as a whole as well as their emotional connectedness to others on campus.

- A School Climate Survey to be administered in both October and April (previously administered only once a year) to inform MTSS supports and school improvement

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

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

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

Integration of Social Emotional Learning into Academics

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

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

Professional Learning

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

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

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

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

(UndocuAlly). To support students and school staff during distance learning, the Connect Center LGBTQ+ Support Services Team is providing the following:

- A virtual Safe Zone Training will be completed and the recording will be uploaded on the website.
- A virtual 'No Time to Lose' professional conference and 'Be Brave Be You' youth conference will be held in fall 2020.
- An LGBTQ+ Google Classroom will offer on-line Safe Zone trainings, an LGBTQ+ Distance Learning Guide, and other LGBTQ+ education media resources.
- An LGBTQ+ Connect Bitmoji Classroom will provide a direct referral option for students, families, and staff, Virtual appointment rooms, and Health Insurance Navigation.
- Staff will reach out to all Gender and Sexualities Alliance (GSA) advisors to schedule a panel to discuss 'How to Support LGBTQ+' students via distance learning and How to implement and create a GSA Virtually.'

Strategies and tips for parents, caregivers, and educators to support students, with specific guidance for students identifying as LGBTQ+, will be included in the district's 'Return to Support – Mental Health & Well-Being Guidance During COVID-19' plan. Strategies and tips include creating safety and visibility, normalizing the use of pronouns, providing social and emotional supports, addressing LGBTQ+ bullying and bias, establishing trust, identifying students in need of support, and creating a private and safe space for students.

Discipline Practices

An important factor contributing to the social and emotional well-being of students is the use of behavioral interventions that are consistent, timely, and appropriate instead of punitive discipline. This is particularly important given SCUSD's history of disproportionate discipline for specific students groups. As discussed at the beginning of this plan, this disproportionality has led to SCUSD being identified as the highest suspension district in the state of California for Black males. Students with disabilities have also historically experienced and continue to experience disproportionate discipline. During distance learning, it is critical that the district's responses to behavioral issues reflect the existing urgency to reduce disproportionality, emphasize corrective actions versus exclusionary practices, and embody the belief that all students should be supported. In the protocols provided to all administrators, the following key points were made:

- Teachers and administrators should address minor issues with students and parents without a classroom removal.
- Formal suspension from distance learning is an undesirable option and should only be used as a last resort.
- Placing a student in a waiting room or blocking their video and/or muting them as a disciplinary measure are forms of exclusionary discipline and should (1) be used sparingly and (2) follow normal protocols and documentation.

In the days prior to the start of the school year, one of the three, live, mandatory trainings was focused on Social Emotional Learning, which included Restorative Approaches to Supporting Behaviors During Distance Learning and Beyond. This provided specific guidance to staff on what adult actions to take when dealing with challenging behaviors in class. This included explicit guidance in pausing before response, reflecting on one's own emotional state, reflecting on what actions have been taken to date, being trauma-sensitive, and mindfully responding. Also provided was guidance in the use of Affective Statements. For example, if a student refuses leaves the Zoom session without permission a teacher might state, "When you leave the class without informing me, I become concerned that you are not safe. What are some ways you might quietly let me know if you have to leave?" Key ideas that guided the training included:

- “Restorative” means changing our own attitude, taking deep breaths ourselves if we need to; it means believing in students, especially when they misbehave.
- Separate the deed from the doer – address the behavior while honoring the humanity of the person in front of you.
- Affective statements are most effective when they come from a place of connection versus a place of blame, and are in response to a specific behavior.
- Affective statements are best received when they are shared privately with students as opposed to being called out in front of their peers.
- Mistakes are opportunities for growth – remind students that their mistakes are OK – we’ll learn and grow together.

Mental Health Supports and Addressing Trauma

The district has developed guidance and resources for educators to inform their monitoring of student mental health and addressing trauma and the other impacts of COVID-19. This guidance begins with an acknowledgement that ‘the mental wellness, coping resilience, and healing before, during, and after a crisis is suddenly at the forefront of both our region’s and the world’s collective consciousness.’ Since schools have closed, children have lost the safety net provided by caring teachers, nurses, support staff, counselors, and other personnel. The guidance emphasizes the role of educators in helping to mitigate the negative impact of traumatic events and stress. By prioritizing student safety and managing stress, educators can support the well-being and long-term academic success of students. Key responsibilities of educators to monitor/support mental health and address trauma include:

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

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

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

health and social emotional well-being supports at schools. This includes exploration of Medi-cal billing as an additional way to partially fund the expansion of supports.

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

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

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

Bullying Prevention

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

Pupil and Family Engagement and Outreach

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

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

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

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

Behavioral engagement (Physical Actions)

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

Cognitive Engagement (Cognitive Processing)

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

Emotional Engagement (Motivation and Emotional Response)

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

Monitoring Engagement

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

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

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

Outreach

Throughout the spring school closures, Attendance and Engagement Office staff, in partnership with the Family and Community Engagement Department, made efforts to contact every student and family that was not attending or engaged. This contact included connecting students and families to resources (nutrition services, technology, etc.) and supporting reengagement with the learning process. These efforts have reduced the list of 'unreachable' students from close to 2,000 to less than 70 as the school year started. Students that are disconnected or unengaged from school are less likely to show up on the first day and are more likely to be absent or unengaged in the fall. Students who experience trauma are significantly more likely to be chronically absent from school. The pandemic has been the cause of additional trauma. Students who do not feel a sense of belonging and connectedness are more likely to be absent or unengaged. School closures have contributed to social isolation, which in turn has increased lack of connectedness and belonging. Staff's outreach efforts are continuing through the summer (and will persist) with the goal to reestablish and maintain the vital connection to each and every student. Summer efforts included home visits to 368 households and resulted in 818 students being reached.

As school reopened, first day of school communications were sent out in home languages via two-way text and hard copies were mailed to all addresses without a verified phone number on record. SCUSD is also partnering with [EveryDay Labs](#) to improve school-to-home communication and reduce chronic absenteeism.

Tiered Reengagement

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

Tier 1: Students attending school regularly (>80%)

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

Tier 2: Students who attend/engage moderately (60-80%)

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

Tier 3: Students who attend 40-60% of the time

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

Tier 4: Unreachable students: No contact or engagement or <40% attendance

- Home visits
- Referral to ACCESS or outside agencies

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

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

Additional Resources and Outreach Efforts

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

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

School Nutrition

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

During distance learning, meal distribution will continue at 44 school sites. Breakfast, lunch, supper and snack is available Monday, Wednesday, and Friday, with service providing food for all 5 days of distance learning. Nutrition Services will continue implementing key procedures developed during the spring school closures and used throughout the summer months to ensure safe and effective meal delivery services. These include use of a drive-thru, or walk-up curbside pick-up process that ensures 6-10 feet of social distancing for staff and community members, use of appropriate personal protective equipment (PPE) by all staff, clear signage at all distribution points to reinforce social distancing practices, and the use of masks for community and staff required per state and county health orders.

With new guidance from US Department of Agriculture (USDA) issued on August 31, 2020, Nutrition Services is able to provide free meals to all children 18 years and younger, no paperwork, no enrollment verification necessary. Children do not need to be enrolled in SCUSD schools, or be present to receive free meals. USDA has extended these flexibilities until December 31, 2020 or until funding allows. Nutrition Services continues to work with local, state and federal officials to advocate for these flexibilities to continue through the remainder of the 2020-2021 School Year (SY). There is nationwide support from districts and advocacy groups across the country to address this concern at the federal USDA level but additional flexibilities have not been approved beyond December 31, 2020 at this time.

When SCUSD moves to a blended learning program, the Nutrition Services department will provide breakfast, lunch, supper and snack for students who attend in person, adhering to all social distancing requirements. Students will pick up meals in the cafeteria at elementary schools and in multiple locations on campus at secondary schools (using longer bell schedules and multiple meal periods) including outdoors. All students will either consume meals in the classroom or outdoors. Meals will also be available for students engaged in distance learning. Nutrition Services is working to determine additional staffing needs, and distribution methods to accommodate meal services for both in-person and distance learners during a blended learning program.

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

The Nutrition Services Department is collaborating with community partners including the Sacramento Food Bank and Family Services, Food Literacy Center, and Farmers to Family Food Box Program to offer additional food resources and support for our families and students in the new school year. Nutrition Services will continue to communicate information about meal distribution and new guidance from USDA as it affects meal services. Methods include phone calls, the department's website, social media, emails, texts, and the district's eConnection in multiple languages.

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

Section	Description	Total Funds	Contributing
School Nutrition	Nutrition Services and Supplies Additional supplies and services needed to provide meals during school closures and, upon return, in a manner that is safe and consistent with public health guidelines. Includes food, additional kitchen equipment, sanitation supplies, Personal Protective Equipment, salary/benefits, and mileage.	\$1,537,705	Y
Mental Health and Social and Emotional Well-Being	Positive Behavior Intervention and Supports (PBIS) and Social Emotional Learning (SEL) The district's SEL and PBIS team are leading multiple efforts to attend to the mental health and social emotional well-being of students, families, and staff. This includes the integration of SEL into instruction and addressing the traumatic impacts of COVID, school closures, and the systemic racism and violence in our nation, state, and community. Professional learning is being provided to increase connectedness/belonging and address trauma – both within the remote context.	\$901,276	Y
Mental Health and Social and Emotional Well-Being	Nurses and Social Workers Nurses and Social Workers will play key roles in the district's efforts to educate community about COVID, support contact tracing, and engage in direct outreach to students and families. The current public health crisis has come with a host of other economic and social impacts. These staff will not only maintain existing staffing and supports to provide critical health information, referrals, and support, but lead the district's efforts to proactively identify physical and mental health needs and provide or connect students and families to the appropriate services and resources.	\$5,278,796	Y
Mental Health and Social and Emotional Well-Being	Connect Center The Connect Center is serving as a critical hub in the districtwide effort to monitor and address mental health needs, in particular the trauma experienced or exacerbated as a result of the COVID pandemic. Existing staffing and supports will continue providing students and families a centralized access point for support services including, but not limited to, counseling referrals, mental health/behavioral consultations, suicide risk response and intervention, attendance interventions. As sites and district staff are able to identify student and family needs in the distanced context, the Connect Center will address emerging needs.	\$517,681	Y
Pupil and Family Engagement and Outreach	District Parent Resource Center Family and Community Engagement staff have partnered and are continuing to work closely with the Attendance and Engagement Office to conduct home visits and other outreach to make contact with 'unreachable ' students. They are also actively developing and implementing a range of parent capacity-building workshops and making available a host of resources to support Distance Learning.	\$340,708	Y

Section	Description	Total Funds	Contributing
Pupil and Family Engagement and Outreach	<p>Parent Teacher Home Visit (PTHV) Program PTHV staff pivoted early to the distance learning context, providing training over the summer to staff to certify them for implementation during school closures. The continued implementation of Home Visits is a critical arm of the district's efforts to increasing the sense of connectedness/belonging to school, foster increased communication between home and school, and building positive relationships between staff and families.</p>	\$510,953	Y
Multiple Areas	<p>Matriculation and Orientation Center (MOC) MOC staff will support translation and interpretation across multiple departmental efforts throughout the distance learning context. To date this has included the translation of communications to families, draft plans such as the districts 'Return Together' components and the early draft of this plan, and resources to support students and parents/guardians during distance learning. MOC staff also provide simultaneous interpretation support during meetings and directly respond to parents/guardians in their home language.</p>	\$1,003,433	Y
Multiple Areas	<p>Additional Interpretation Services Service Agreement with Excel interpretation services to provide translation services that are currently not available through the district's Matriculation and Orientation Center.</p>	\$21,000	Y
Pupil and Family Engagement and Outreach	<p>Family Communication Program Additional attendance and engagement support through a service agreement to establish partnership with Every Day Labs to reduce distance learning absences through improved communication with parents. Communications help families take action to support attendance and participation in distance learning.</p>	\$74,026	N
Multiple Areas	<p>Technology materials and services for staff to work remotely Includes computers and headsets to enable staff to support implementation of district programs remotely. Also includes Zoom K-12 contract for 2020-21 distance learning and remote work.</p>	\$460,697	N
Multiple Areas	<p>Mitigation of COVID-19 and Operational Support Additional staff time in the form of overtime hours, temporary staff, and substitute staff to mitigate the impacts of COVID-19 at sites and district facilities. This action supported efforts in Maintenance and Facilities, Technology Services, Health Services, the Enrollment Center, and school sites. Also includes asset management software.</p>	\$333,326	N

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

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

Required Descriptions

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

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

Devices and Connectivity

The provision of devices and connectivity access is being applied across the entire district, but is primarily intended to provide access for low-income students who may not have full access at home. The district purchased and distributed computers to any student in need and will continue to distribute devices to incoming Kindergarten students, new students at grades 1-12, and any continuing students who still need a device. As of September 6, 2020, nearly 27,000 district devices had been distributed. This number represents approximately 64% of SCUSD’s student population. Targeted outreach is occurring through Homeless Youth services and the Attendance & Engagement Office in partnership with the Family and Community Engagement Team to make contact with ‘unreachable students’ and determine technology needs. On a case-by-case basis, Wi-Fi hotspots are being provided.

Curriculum Coordinators and Training Specialists

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

Nutrition Services and Supplies

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

Counselors, Master Schedule Director, and Credit Recovery Programming

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

Teacher Collaboration Time

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

Enrollment Center

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

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

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

Nurses and Social Workers

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

Connect Center

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

District Parent Resource Center

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

Parent Teacher Home Visits

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Learning Continuity and Attendance Plan Template (2020–21)

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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General Information

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

The unprecedented COVID-19 pandemic has affected the entire Sacramento City Unified School District community and drastically altered the lives of our students, families, and staff. The unexpected closure of schools in March 2020 has impacted the physical, emotional, social, and educational needs of our students and caused high levels of stress and trauma to them and their families. The closure of schools has impacted many students and families by challenging their ability to access basic services. The broader economic impacts of the pandemic, including increased unemployment, have increased existing challenges such as food insecurity and access to technology/connectivity. Families and students have also been impacted by the physical separation from targeted supports and services that are typically provided in-person, including many services for English Learners, Foster Youth, Homeless Youth, and Students with Disabilities. The COVID-19 pandemic has also resulted in increased isolation and disconnection due to the physical and social separation from the classroom and school community. Curriculum pacing, traditional methods of instruction, and assessments of student learning have also been disrupted.

Bowling Green Elementary Charter School has been a successful charter school since 1993. In that time, the focus has always been on supporting students to meet high expectations for academic achievement by flexibly responding to the changing needs of our community. Today, Bowling Green Elementary is composed of 813 students, 94% of whom come from socioeconomically disadvantaged homes. 46% of our students are English learners and about 1% are foster youth.

Our vision is that all our students, regardless of background, will leave Bowling Green Charter School proficient in all grade-level standards and, furthermore be:

critical thinkers with a passion for learning

caring and culturally aware

confident individuals who apply life skills to become well-rounded, proactive members of society

To achieve this vision, we will engage all students in rigorous, standards-based curriculum that both requires and nurtures critical thinking, self-efficacy, empathy, and cultural awareness. Because students, families, and all other stakeholders have unique strengths and needs, we will offer distinct educational programs through our small learning communities (SLCs): the Ken McCoy Academy for Excellence (McCoy) and the Chacón Language and Science Academy (Chacon). As they have since 2008, each SLC will operate independently to maximize the ability to respond to community needs as they evolve.

Throughout this document, you will see the two distinct SLCs reflected. While much collaboration and partnership exists between the two small learning communities, the various parts of this document will reflect the unique needs of each SLC's population.

There are, however, many consistencies in the needs of students and families that need to be addressed in a coherent way. Across the entire school and throughout this plan, you will see a commitment to the following:

1. Consistent, direct, live instruction for every student - Access to daily direct live instruction for students, with the option of participating in recorded instruction at alternate times of the day.
2. Access and availability -Teacher availability to students outside of direct, live instruction.
3. Symmetry and Cohesion in learning and delivery - Google Classroom as the learning management system to allow for symmetry and cohesion in instruction and learning.
4. Collaboration - Meaningful and structured collaboration between teachers, principals, and colleagues from grade levels and departments to improve outcomes for students based on data and student need.
5. Professional development and supports for educators - Professional development for all educators on strategies needed to deliver high-quality instruction and on the District's learning management system, Google Classroom, that ensures students access to learning grounded in the essential standards.
6. Appropriate supports for students receiving Special Education - Ensure students with disabilities are included in all offerings of school education models by using the IEP process to customize educational opportunities and supports when necessary.
7. Targeted student support and intervention - Supports and instruction for small groups of students who need additional instructional and/or social and emotional attention.
8. Communication and feedback -Regular communication to students and parents on learning goals and student progress, including weekly teacher-student- parent/guardian communication and report of student progress consistent with the District's grading policies to maintain the home-to- school connection.
9. Assessments and accountability -Assessments during learning and throughout the school year that evaluate how students are progressing both in the moment and over time to address learning loss before and after the school closure.
10. Support for English Learners - Designated and integrated instruction in English language development including assessment of progress toward language proficiency and targeted support to access curriculum.

Stakeholder Engagement

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

As the 2019-20 academic year came to a close, the district administered a survey to families to gain their feedback on distance learning. This survey was made available in English, Spanish, Chinese, Hmong, and Vietnamese and administered via Google Forms. A total of 5,293 parents/caregivers responded to the survey and detailed results can be found on the Research and Data Collection page of the district's Return Together site. Overall, parent/caregiver responses represented a wide range of experiences and levels of satisfaction with the spring implementation of distance learning. An important takeaway for the district was the fact that, for most questions, the majority of respondents indicated a moderate to significant level of dissatisfaction or concern with spring implementation.

A corresponding survey was also administered to students to seek their feedback on the distance learning experience. A total of 2,362 students in grades 4-12 responded to the survey and detailed results can be found on the Research and Data Collection page of the district's Return Together site. Similar to the results of the parent/caregiver survey, student responses revealed a range of experiences with an overall trend toward dissatisfaction or concern regarding spring implementation of distance learning. Results also indicated difficulty for a significant number of students in connecting to others and establishing a strong sense of belonging with regard to their classroom or school. While the number of respondents for both of these surveys was modest relative to the district's overall population, the data gained was extremely valuable, especially when considered in combination with the other input received.

In addition to this input, Bowling Green Elementary staff solicited family input through ClassDojo (our primary communication tool), and at the various stakeholder group meetings. These meetings included:

Staff Meeting - July 10th and 21st

ELAC - July 24th

Steering - July 27th

Consultation with DELAC President - August 14th

Once the plan was drafted based on the input of staff and parents, it was presented again to Steering for final revisions and approval by Steering on August 17th, 2020.

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

We have transitioned all of our public meetings and hearing to Zoom. The meeting dates/times and login information are posted on our school website and sent out to all parents through ClassDojo. We have already seen an uptick in parent participation using this platform, so we are hopeful that we can continue to use it as we move past the pandemic.

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

As noted above, the parent/caregiver survey and the student survey revealed a significant level of dissatisfaction and concern with the spring implementation of distance learning at the district level. While this data is not specific to our school, it was indicative of the broader stakeholder voice provided throughout various input opportunities.

Key findings from the parent/caregiver Distance Learning survey included:

- 50% of respondents indicated that they were somewhat to extremely concerned about their student's social, emotional well-being (feeling depressed, feeling stressed, worried about grades, missing friends, etc.)
- 60% of respondents indicated that they felt only somewhat to not at all connected to school since closure in March
- The majority of respondents (64%) reported that their student's daily learning activities included less than one hour of direct lessons from the teacher. 22% of respondents reported that no part of the day included direct lessons from the teacher.
- Only one third (33%) of respondents felt that their student's individual learning needs were often or almost always met.
- Respondents were concerned about their student's academic growth, with 45% indicating they were 'very concerned' and 39% 'somewhat concerned.'
- When asked which improvements they would most like to see their school make during distance learning, the highest priorities were more guidance for parents/caregivers on student learning (54%) and more resources for families (40%), with percentages indicating how many respondents ranked the priority as a '4' or '5' on a scale of 1-5 (with '5' being the highest priority).
- Responses for level of engagement during distance learning were mixed, with 44% of respondents indicating that their student was engaged or extremely engaged, 28% 'somewhat engaged,' and 28% either slightly engaged or not at all engaged.
- The majority of respondents indicated that, in a regular week, lessons were taught by their student's teacher a few (1-2) days per week (37%) or 'almost never' (25%).
- 60% of respondents indicated that their student was able to connect with their teacher, ask questions and request help often or almost always.
- The majority of respondents were slightly or somewhat satisfied with the distance learning experience (47%) or not at all satisfied (23%).

Key findings from the student Distance Learning survey are shared below:

- 60% of respondents reported spending less than 2 hours per day learning or completing schoolwork.
- 70% of respondents indicated that it was not at all or only slightly challenging to use Distance Learning tools (Google Classroom and Zoom).
- The majority of respondents reported that, in a regular week, they watched recorded or live Zoom lessons infrequently or not all, with 30% indicating 'almost never' and 32% reporting 1-2 days/week.
- The majority of respondents (61%) reported being given just the right amount of schoolwork during a typical week. 7% reported not enough or none and 34% reported too much or way too much.
- The majority of respondents (66%) reported their work during distance learning to be slightly or somewhat challenging, with 24% indicating that their work was challenging or extremely challenging and 10% their work was not at all challenging.
- Students' experience receiving feedback from their teachers that helped them learn was mixed, with 43% of respondents indicating that this happened often or almost always and 34% reporting that this occurred once in a while or almost never.

- Almost half of the respondents (45%) reported learning quite a bit or a tremendous amount during Distance Learning, while 28% reported learning 'some' and 27% a little bit or almost nothing.
- Several questions focused on the sense of connection to staff and peers. These were differentiated by grade level:

o 36% of Grade 4-6 respondents felt extremely connected to their teacher. 56% felt somewhat connected and 8% did not feel connected at all.

o At Grades 7-12, 33% of respondents felt connected to most or all of their teachers. 61% felt connected to a few or half and 7% felt connected to none of their teachers.

o 59% of Grade 4-6 respondents indicated 'extremely' in response to the question, 'How much do you feel like you belong in this class?' 35% responded that they somewhat belonged and 6% felt that they did not belong at all.

o At Grades 7-12, 38% reported an extreme sense of belonging in their school, while 52% reported feeling that they somewhat belonged and 11% reported feeling that they did not belong at all.

The above findings reinforce the importance of the requirements set forth by Senate Bill 98 for distance learning implementation in the fall. With significant percentages of parents/caregivers and/or students reporting that instruction was occurring only part of the week and or relatively few hours per day AND that recorded or live lessons were not frequent, there is a clear need for increased coherence and consistency in the district's implementation of daily, synchronous, live instruction. The survey input also speaks to a need for specific strategies that can increase student and family sense of connectedness/belonging including the facilitation of student connections to peers and staff. Parents/caregivers also indicated a clear priority for additional resources to support technology use and student learning.

Parent input via messaging and at stakeholder meetings indicated a need for a consistent schedule and daily live contact with teachers.

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

Key takeaways from the parent/caregiver and student surveys administered in the spring included the need to provide (a) daily, live, synchronous instruction, (b) increased connection to staff and peers and sense of belonging at school, and (c) more resources for parents to support their students learning and use of technology. This input has influenced the following aspects of the district's Learning Continuity and Attendance Plan:

Development of clear expectations for daily, live instruction for all students every day. This includes the minimum number of minutes for both synchronous and asynchronous instruction for a total minimum number of instructional minutes per day. The district has also included as part of the plan the expectation that lessons will be recorded to provide students the option of participating in recorded instruction later. This is seen as a critical support for students who may have different learning needs and benefit from rewatching instruction as well as a support for those students who may not be able to attend specific lessons.

Development of Social Emotional Learning (SEL) lessons focused on universal themes that support connecting, belonging, and other aspects of social and emotional well-being. These lessons support the implementation of school wide practices as well as the daily

integration of Social Emotional Learning into academic instruction. The district has also prioritized the expansion of its definition of engagement to encompass Emotional Engagement in addition to Behavioral and Cognitive Engagement. Regular surveys will be used by teachers and schools to monitor emotional engagement.

To support parents and caregivers in supporting their own students' learning, the distance learning plan includes specific expectations for weekly communication from teachers to students and families. Weekly communications will include the week's learning intentions, schedule of zoom times for synchronous instruction, content to be taught, criteria by which student success will be measured, and a description of assignments with related rubrics and due dates. This communication is intended to provide parents some of the key information and tools they need to support students in meeting goals. Teachers are also expected to be available to students and family members outside of instructional time. This includes maintaining open communication channels and identifying the times at which support is available.

Continuity of Learning

In-Person Instructional Offerings

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

Through mid-July, the district was moving forward with plans to reopen school in a hybrid model, with students spending portions of the day/week at school sites receiving in-person instruction and completing the rest of their learning in a distanced setting. Providing as much in-person instruction as can safely be delivered is a priority of many stakeholders and acknowledged by the district as an important means of addressing learning loss, particularly for those groups of students who are most likely to be disproportionately impacted by school closures. On July 15th the district, based on the recommendation of the Sacramento County Department of Public Health, concluded and announced that the 2020-21 school year would begin with full distance learning. This decision was later affirmed by the guidance provided by Governor Newsom to schools in his July 17th press conference. This guidance detailed the conditions under which schools will be allowed to reopen, the requirements they will have to follow when bringing students back, and the conditions under which a school or district may have to return back to a full distance model after reopening.

While current health conditions do not permit delivery of in-person instruction, the district is continuing to plan blended learning models so it will be prepared to bring students back once it is safe to do so. SCUSD will continue to align decision-making to public health experts at the state and county level and to orders and guidance provided by Governor Newsom. One potential strategy under consideration is the continued use of Google classroom in both in-person and distance learning. This would allow students at home to participate in instruction synchronously with students who are in the physical classroom space, including interaction via virtual 'breakout room' groups. Teachers would use a camera to record lessons, enabling students to later watch or rewatch instruction. This model of delivery would also ensure that

continuity of instruction would be maintained in the event that one or more cohorts, schools, or the entire district needs to return to a full distance learning model.

The district will continue to communicate with parents/guardians and students regarding plans and to solicit their input regarding the method of instruction that best meets their needs. SCUSD recognizes that each of its students and families have different preferences for returning, and different criteria that will make them feel safe enough to do so. To assess individual student and family preferences/needs, a Learning Options Survey for the 2020-21 school year was administered in late July - early August. This survey included questions to assess technology access (device and connectivity), learning option preference (distance, blended, full in-person), distance learning priorities, and preferred means of communication. The information gained was used for planning purposes only and parents/guardians were not required to commit to a learning model at the time. The information obtained from the survey informed the district's efforts to create the best possible learning conditions for all students, parents/guardians, and staff.

In considering how to deliver in-person instruction that addresses identified needs, the district is examining models that would increase the amount of in-person instruction for specific students. This might include students in Special Day Classes and English Learners who are newcomers.

Additional considerations for Students with Disabilities:

For some special education instructional programs and certain related services, the optimum service delivery model is in-person, face-to-face. As each program and related service is accounted for in terms of grouping for in-person attendance, a related services schedule will be developed for each site and determination made as to which related services will be provided on days of in-school attendance and as to which students and related services are deemed appropriate for continued virtual delivery.

Most of the District's related service providers are able to provide their services in a virtual setting; many contracted providers have been providing services online for several years. However, some of the related services are more easily provided in person, including physical therapy, adapted physical education, behavioral support and consultation, orientation and mobility, etc. Services determined to be more appropriately provided on site will be scheduled for the days that the student(s) is scheduled on site as appropriate and practical given the health and safety needs resulting from the pandemic.

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

Description	Total Funds	Contributing
Personal Protective Equipment: Face coverings (masks and, where appropriate, face shields) to ensure that students, staff, and family entering schools sites and staff working in the community are minimizing the spread of respiratory droplets while on campus. Increased supplies of soap and hand sanitizer that is greater than 60% alcohol.	0	No
Health Materials: Additional Thermometers to screen student temperature and additional supplies to respond to students who display any signs of illness.	0	No

Description	Total Funds	Contributing
Disinfecting Materials: Additional materials to support effective, routine disinfection of high-touch surfaces such as spray bottles, disinfectant, paper towels, gloves, goggles, and masks.	0	No
Signage, Posters, and Floor Decals: Visual cues throughout school sites to maximize social distancing. Cues will help to direct traffic flow, minimize interactions between families, and identify specific entry/exit points. Visuals will also reinforce face covering and hand washing protocols.	0	No
Custodians/Plant Managers: Maintain staffing at sites to ensure that, in addition to standard maintenance and cleaning, facilities are routinely disinfected high-touch areas.	253359	No
HVAC filters: Sites will replace HVAC filters 2-3 times per year as recommended rather than once a year as has been past practice.	0	No
Plexiglass to provide barriers when close contact is likely and does not allow for physical distancing of 6 feet such as the front desk.	0	No
Individual Supplies: Additional supplies to limit the number of individuals using shared objects.	0	No
Maintain class-size reduction in the primary grades to enable more small group instruction in response to anticipated learning loss.	497959	Yes

Distance Learning Program

Continuity of Instruction

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

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

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

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

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

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

The total (synchronous and asynchronous combined) instructional minutes for each grade-level is subject to district negotiations with labor partners, but at minimum, student instructional minutes will meet state requirements for each grade-level.

Kinder - 180 minutes

1st-3rd grade - 230 minutes

4th-6th grade - 240 minutes

In order to support asynchronous learning, we are purchasing two tech-based instructional programs: Pathblazer and Rosetta Stone. These programs will assist families to work efficiently and productively at each student's instructional level while the teacher is working with other students providing targeted support. Other existing instructional programs include iReady, iStation, and Benchmark Advance/Adelante.

In addition to the instructional day, teachers will be available for office hours on a regular schedule. We will utilize ClassDojo as a way of facilitating ongoing communication between families and staff members.

Access to Devices and Connectivity

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

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

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

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

Existing and future communications and information requests concerning district learning will continue to assess technology access and support needs. Parent Election forms for schedule options (Distance Learning or Blended) and outreach efforts from the Attendance and Engagement Office specifically assess technology needs and connect students and families to services. This includes specific technology support following Home Visits conducted for 'unreachable' students. On a case-by-case basis, hot spots may be provided to families who are in need of internet access and are not eligible for the Sac City Kids Connect Program.

Pupil Participation and Progress

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

Synchronous instructional minutes delivered during distance learning will be scheduled in strategic chunks and include whole-class, small-group, and independent activities. Consistent and effective formative assessment practices will enable staff to best utilize these minutes to meet collective and individual student needs. One example of such practices is the building into lessons of frequent 'Checks for Understanding.' This might be a series of short comprehension questions following a reading or a practice question following a math lecture segment. These brief, informal opportunities are embedded into lessons and provide teachers a real-time assessment of collective and individual student understanding of a specific concept or skill. This information in turn allows a teacher to determine whether additional

practice or reteaching is needed before moving forward with the lesson. It also allows for identification of specific students' needs and supports differentiation of instruction.

Also important to assessing pupil progress are the periodic assessments administered at the beginning of the year and at specific checkpoints throughout. These 'diagnostic screeners' allow teachers to conduct more detailed analysis of individual student progress on identified learning standards. The results can inform lesson and unit design as well as connection of students to specific supports. Where a student demonstrates significant gaps in a specific skill or cluster of skills, additional and targeted support can be provided. This might include differentiation of instruction during live or synchronous instructional minutes and/or provision of tiered intervention support through small group or individual opportunities.

Pupil participation will be determined based on multiple measures of a student's attendance and engagement in learning. Measures will include log-in records to the Learning Management System (Google Classroom) and other on-line applications used by the teacher and submission of assignments to the teacher. These assignments will have a time value attached to them that will be recorded as instructional minutes for that student.

Distance Learning Professional Development

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

Teachers at Bowling Green will participate in district professional learning opportunities listed below. (pending negotiation with labor partner)

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

- Three self-paced modules for Universal Design for Learning (UDL) including (1) mindset, (2) frame, and (3) delivery. Teachers will complete these modules and the corresponding processing guides and submit the processing guides to their principal or supervisor before the end of August 2020. The time to complete the three (3) modules is approximately one (1) hour per module for a total of three

(3) hours. These are the modules that were previously provided for voluntary completion.

- District provided, self-paced online professional learning related to the use of Google Classroom. Teachers will complete this online professional development and certify completion before the end of August 2020. The expected time for self-paced training is approximately up to six (6) hours, but may vary depending on familiarity with Google Classroom. This module was also provided in spring 2020 for completion on a voluntary basis.
- Ongoing professional learning throughout the year to support achievement of school goals within the School Plan for Student Achievement (SPSA) and use of improvement science to improve outcomes for all students.

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

1. Implementation of Universal Design for Learning (UDL) practices
2. Use of Google Classroom as the Learning Management System for a virtual/blended environment
3. Administration of district common assessments and use of resulting data to drive instruction, including the use of the Illuminate system to administer/build assessments
4. Monitoring student engagement, participation, and progress
 - a. Zoom trainings on new attendance and engagement processes for attendance staff
 - b. Attendance and Engagement Toolkit provided to all staff - includes how-to guidelines and video tutorials
 - c. Administrator professional learning on new attendance and engagement expectations
5. Compilation and use of a bank of exemplary lessons produced by teachers, for teachers, at each grade level and content area

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

In addition to district offerings, Bowling Green teachers will be offered a minimum of 6-hours of professional learning around the new tech-based instructional programs as well as best practices in regards to a distance learning classroom. These trainings will vary based on the needs of each small learning community.

Staff Roles and Responsibilities

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

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

Attendance and Engagement

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

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

Special Education

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

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

Health and Safety Protocols

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

Broad responsibilities applicable to all staff include:

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

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

- Student Support and Health Services Staff: Actively model and support all required public health measures. Consult with Sacramento County Public Health to verify all information. Provide guidance to school sites regarding cleaning and disinfecting. Coordinate district level response to any confirmed diagnoses or exposures to COVID.
- Administrators: Actively model and support all required public health measures. Designate staff liaison(s) to be responsible for responding to COVID-19 concerns. Ensure staff are providing students with appropriate distance learning opportunities and accurately tracking attendance/engagement. Reinforce stay at home requirements.
- Office Staff: Actively model and support all required public health measures. Encourage electronic communications wherever possible. Reinforce stay at home requirements. Work with school nurse to follow protocols that lower the risk of infectious students being on campus.
- Operations/Custodial Staff: Actively model and support all required public health measures. Maintain a stock of personal protective equipment to ensure readiness - order additional supplies as needed. Routine disinfecting of all high-touch areas on a daily basis. Contact operations department if a large-scale disinfecting/cleaning is required.
- Food Service Staff: Actively model and support all required public health measures. Implement one-way passage ways through meal delivery. Ensure work space has appropriate personal protective equipment and cleaning/disinfecting materials. Increase ventilation for closed areas.
- Teachers: Actively model and support all required public health measures. Reinforce and follow all required health precautions with students including physical distancing, maximum occupancy, regular handwashing, individual supplies, and disinfecting procedures. Send any visibly sick students or students reporting that they do not feel well to the office.
- School Nurses: Actively model and support all required public health measures. Follow Sacramento County Public Health guidelines to support contact tracing. Provide training to staff on any new procedures required by the health department as a result of contact tracing.
- Support Staff: Actively model and support all required public health measures. Provide tele-supports rather than in-person when feasible. Encourage activities and strategies that promote positive coping during times of stress for adults and children

Supports for Pupils with Unique Needs

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

To make grade-level content accessible for all students, SCUSD is prioritizing the planning of all lessons using Universal Design for Learning (UDL) practices. SCUSD teachers and leaders will engage in ongoing professional development on the use of UDL to support this effort. As a framework, SCUSD is using the CAST Universal Design for Learning Guidelines. These provide guidance for educators on how to plan for

(a) providing students multiple means of engaging in content, (b) providing students multiple ways to access content (Representation), and (c) giving students multiple ways to demonstrate their learning (Action and Expression), with the ultimate goal being the development of expert learners who are purposeful, motivated, resourceful, knowledgeable, strategic, and goal oriented. This represents a shift, with the new frame of reference being design of lessons with student needs in mind at outset.

Distance Learning supports specific to Homeless Youth will include:

1. Coordination & communication with shelters to ensure students are engaged in distance learning
2. Coordination & communication with homeless agencies to ensure they are aware of SCUSD Homeless Services
3. Contact with parents/students to determine if they have special or unmet needs for accessing distance learning and ensure their technology needs are addressed, including provision of Wi-Fi hotspots on a case-by-case basis.
4. Communication with schools/teachers & parents/students to locate 'missing' students or students who are not engaged in distance learning, and identification of special needs or services
5. Coordination with parents/students & schools as necessary for optional distance learning delivery of assignment materials and provision of necessary school supplies.
6. Provision of community resource information for parents/students, such as shelter, housing, food, clothing, health, COVID resources, etc. and refer parents/students to appropriate community agencies and/or district departments/services when educational, health, or welfare needs are identified.
7. Coordination with County LEA Homeless Liaisons to ensure continuity of educational services as students transfer

Distance Learning supports specific to Foster Youth will include:

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

English Learners will receive both integrated and designated English Language Development (ELD) instruction during distance and in-person learning. Within Designated ELD, English Learners receive regular instruction targeted at their proficiency level and based on the California ELD standards. Within Integrated ELD, English Learners receive regular instruction during core coursework. This instruction is provided to enable English Learners to access core content. Teachers will receive professional development on ELD instruction within the Professional Development on Universal Design for Learning (UDL).

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

- Adherence to Individualized Education Program (IEP) Addenda that outline services to be provided during distance learning.

- As determined by the IEP team, modification of IEP goals to appropriate address the distance learning model.
- Provision of additional consultation/support and/or accessibility tools needed to enable students to actively engage in the distance learning process.

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

Description	Total Funds	Contributing
Implementing asynchronous instructional program that provides differentiated instruction and intervention based in both ELA and Math. (Pathblazer, iReady, iStation)	31870	Yes
Purchase Rosetta Stone to support provision of designated ELD in distance learning context.	13000	Yes
Provide differentiated reading instruction in K-3 to support students in attaining grade-level reading by 3rd grade. (RAZplus)	6500	Yes
Devices: Chromebooks made available for all students who need a device to access distance learning at home. HP Laptops or Apple MacBooks provided to teachers for distance learning. Hot spots provided as needed on a case-by-case basis.	72,000	Yes
Maintain staffing and access to district provided instructional supports for students with disabilities.	1080001	No
Collaboration Time: Continue weekly hour of time for teachers to collaboration with peers on approaches to improving student achievement. While in distance learning and/or a hybrid model, collaboration further focused on assessing and address learning loss and responding to identified needs of students, particularly those who are most vulnerable to disproportionate impacts as a result of COVID.	0	Yes
Maintain staffing of School-Community Liaison to support families with transition to distance learning.	57,532	Yes

Description	Total Funds	Contributing

Pupil Learning Loss

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

Classroom teachers are being provided a full month of time in which to administer the initial assessment to ensure that students and teachers can effectively create a safe learning environment and re-engage students in school. As noted in the Council of Great City Schools’ (CGCS) report, Addressing Unfinished Learning After COVID-19 School Closures:

“The first instinct of many districts will be to immediately test students upon their return to school in order to gauge their academic level and needs. This would be a mistake for many reasons. To begin with, districts should focus on creating learning environments that feel both physically and psychologically safe for students (and adults). Educators need to work to re-engage students in school, emphasizing the importance of the school community and the joy of learning. Administering tests too soon undermines both of these objectives.,,,It is therefore entirely appropriate to employ assessments as a broad temperature check a few weeks into the school year—which is when they are typically administered in a normal school year.”

It is important to reiterate that assessment of students’ learning status will begin the first day of school and continue each day. The formative data being gathered by teachers throughout instruction is a critical component to understanding what learning loss has occurred and each student’s individual learning needs

Pupil Learning Loss Strategies

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

Learning Loss will be addressed through a Multi-tiered system of supports. At Tier 1, all students will receive standards-aligned instruction focused on priority standard clusters. This will allow for depth of instructional focus on the key skills and concepts that are most critical for the respective grade level/content area. Tier 2 supports will be provided primarily through synchronous, small-group instruction that is targeted to identified student needs. As teachers assess learning loss and their students’ individual and collective learning needs, they will not only adapt Tier 1 instruction, but also schedule small group sessions to provide additional support. Similarly, students who require even more intensive

(Tier 3) support will be provided 1 on 1 instruction through individual sessions. Both the small group and individual sessions will take a 'just in time' rather than 'just in case' approach. This entails the focusing of small group and individual sessions on the key prerequisite skills that students need to successfully master the content rather than broad reviews of large chunks of information for the whole class. Eligible Foster Youth will be provided online tutoring services based upon needs identified in the case management support process.

Effectiveness of Implemented Pupil Learning Loss Strategies

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

The effectiveness of the services and supports provided to address learning loss will be measured by the ongoing assessments of student progress. This will include the interim/benchmark assessments for Math and ELA administered at 3-4 points over the course of the 2020-21 school year.

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

Description	Total Funds	Contributing
Data Dashboard and Software Tools: Maintain Illuminate and Tableau data systems to support implementation of district's common assessment system and school closure dashboard.	0	No
Maintain staffing of instructional aide positions to increase small-group and one-on-one instructional opportunities.	155973	Yes

Mental Health and Social and Emotional Well-Being

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

SCUSD has prioritized the creation of socially, emotionally, and physically safe and nurturing environments for students to thrive in across all of the 'Return' plans.

To effectively support the social and emotional well-being of students and staff during the school year, SEL lessons focused on universal themes have been developed to supplement existing SEL work and complement the academic curriculum. Themes include collaboration, confidence, gratitude, perseverance, perspective-taking, and more. Each theme includes mini-lessons for elementary and secondary and resources for connecting to families. Resources supporting universal practices across the year include guidance for implementing school wide mindfulness practices, guidance for weekly community circles, a teacher sample schedule for each month, and guidance for daily integration of SEL based upon the district's three signature practices. The three signature practices include:

1. Opening of each class with a welcoming/inclusion activity
 - a. Includes all voices
 - b. Supports new learning ahead
 - c. Can be related to an academic content area or be non-academic
2. Engaging Activities
 - a. Anchor thinking and learning throughout the experience
 - b. Individual and collective engagement and learning are supported
 - c. Balance of interactive and reflective experiences to meet the needs of all participants
3. Ending each class with an optimistic closure
 - a. Highlights individual and shared understanding of the importance of the work
 - b. Provides a sense of accomplishment and supports forward-thinking
 - c. Engages group in reflection, helps identify next steps, and/or makes connections

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

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

The monitoring of student mental health and social emotional well-being will include regular collection of student emotional engagement data via regular surveys and ongoing assessments by staff of student engagement and participation.

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

The district has developed guidance and resources for educators to inform their monitoring of student mental health and addressing trauma and the other impacts of COVID-19. This guidance begins with an acknowledgement that 'the mental wellness, coping resilience, and healing before, during, and after a crisis is suddenly at the forefront of both our region's and the world's collective consciousness.' Since schools have closed, children have lost the safety net provided by caring teachers, nurses, support staff, counselors, and other personnel. The guidance emphasizes the role of educators in helping to mitigate the negative impact of traumatic events and stress. By prioritizing student safety and managing stress, educators can support the well-being and long-term academic success of students. Key responsibilities of educators to monitor/support mental health and address trauma include:

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

Tiered supports for mental health promotion, awareness, and supports are outlined below and will be supported by a full-time Student Support Center:

TIER 1: UNIVERSAL MENTAL HEALTH PROMOTION AND AWARENESS STRATEGIES-provide to all students and staff regardless of risk or protective factors related to mental health. Intended to foster positive social, emotional and behavioral skills and well-being of all students

*Virtual Calming Room

*Community Resources

*Mindful Classes

*School-wide SEL curriculum and lessons

*Parent Teacher Home Visits

*Professional Learning for staff: Trauma-Informed Practices k-12, Mindfulness, Suicide Prevention and Mental Health Crisis Response

*District-wide focus on promoting well-being

*Parent Outreach & Engagement sessions focused on topics such as Self-Care, Trauma Informed Care & Building Resilience, Suicide Prevention, etc.

*Wellness Warm-line (available 9am-3pm, Mon-Fri) (916) 643-2333

TIER 2: TARGETED STRATEGIES-Targeted mental health practices and systems for students who need more support than is universally provided. Focus is on supporting students who are at risk of developing more serious concerns in academics, behavior, or course performance. Utilize early warning system, Early Identification and Intervention System (EIS), as well as other referral sources to identify students in need of supportive interventions and provide support and linkages. Staff will follow all outlined policies and procedures for using EIS, with a focus on connection students to school and supporting their engagement.

*Coordination of Services Team (COST) process

*Check-in/Check-out

*Psycho-educational groups: provides additional practices in developing social skills, self-regulation, self-management and other SEL skills that have been universally taught and reinforced.

*Linkage to community-based services

*School-based mental individual counseling (in person or virtually) for students and their caregivers

*mentoring

*Case Management services (ensuring needs are met)

Professional Learning for staff & caregivers

TIER 3: INTENSIVE STRATEGIES-Individualized support to improve a student's behavioral and academics outcomes. Goal is to enhance a student's quality of life by increasing adaptive skills and decreasing problem behaviors. Continuing to use EIS and all other referral sources to identify students in need of intensive support. Tier 3 strategies work for students with developmental disabilities, autism, emotional and behavioral disorders, and students impacted by toxic stress and/or trauma.

*Referral and linkage to community-based services

*Suicide Risk Assessment & Safety Planning

*Crisis Intervention

*Behavior contract support

*Special Education advocacy

*504 advocacy & supports

*School Attendance Review Board (SARB) process

*Student Behavior and Placement advocacy to assist with appropriate school placement

District guidance also includes crisis response procedures - including procedures for suicide risk assessment and child abuse reporting - and contact information/links for a range of crisis lines.

Pupil and Family Engagement and Outreach

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

SCUSD's 'Return to Connect' plan begins by reaffirming the importance of attendance and engagement in school. It states, 'A meaningful connection to friends, caring adults, engaging subject matter and activities in class is at the core of what our students need to learn and thrive in any environment. We believe this to be true regardless of what school looks like when we return this fall. Not only do we want students to be present or "logged in," we want them to be engaged: interacting, thinking and connecting.'

During the spring school closures, the district learned new best practices as a result of the efforts of teachers, administrators, and staff. A significant change made to the district's strategy for measuring engagement and informing outreach and tiered re-engagement is the expansion of the district's definition of student engagement and monitoring methods. In the spring, engagement was limited to physical actions such as logging in to a software platform, being present at a virtual meeting, or sending an e-mail. Moving forward, student engagement will be defined as having three components:

1. Behavioral engagement (physical actions)

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

2. Cognitive Engagement (Cognitive Processing)

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

3. Emotional Engagement (Motivation and Emotional Response)

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

The three components of engagement will be monitored and assessed through regular engagement surveys, completion of weekly exit tickets, frequency of use of various online tools, participation in online discussions, percentage of assignments completed, number of days logged in, and participation in expanded learning.

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

Students and families: Attend/engage daily with their teacher and report absences for ANY school day to the school.

Teachers: Document attendance/engagement every school day for each scheduled class period, regardless of the instructional model.

Attendance Staff: Monitor attendance/engagement, work with teachers and families, and provide tiered interventions when necessary.

Administrators: Ensure attendance/engagement is being documented as required, work with teachers and families, and provide tiered interventions when necessary with the support of the SCUSD Attendance and Engagement Office.

Tiered re-engagement strategies for students that are absent from distance learning are organized within a Multi-Tiered System of Supports (MTSS) mode:

TIER 1-Students attending school regularly

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

TIER 2-Students who attend/engage moderately

*Phone calls home, informal postcards, training with technology, provide device for distance learning (as needed), referral to student support center or Connect Center

TIER 3-Students who attend 40% or less

*Referral to Student Support Center or Connect Center, Action Plan created with student and family, School Attendance Review Team (SART) meeting

TIER 4-Unreachable students: No contact or engagement

*Home visits, referral to ACCESS, referral to outside agencies

To support implementation of the above strategies, site-level attendance and engagement teams will conduct weekly data reviews, student level case management, and data-based site level planning to address identified issues. Data review is supported by the Early Identification

and Intervention System (EIS), a tool that generates real-time student data to inform targeted intervention and daily practices. The data helps sites identify students who exhibit attendance, behavior, or course performance that puts them at risk of falling behind. When a student is unable to attend/engage daily, either virtually or in person, the school site will offer Short Term Independent Studies contracts. This option would not be distinct from the full distance learning model for all students. Students on Short Term Independent Studies contracts are required to work independently without synchronous learning time.

School Nutrition

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

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

With summer meal flexibility and the associated waivers ending on August 30, 2020, SCUSD will be opening on 9.3.20 with limited flexibility in place under the National School Lunch Program and School Breakfast Program parameters. These include the service of meals to SCUSD enrolled students only and meal eligibility requirements at non-Community Eligibility Provision (CEP) schools. The Nutrition Services department is actively seeking additional waivers to include the continuance of the Summer Food Service Program from state and federal agencies that would extend meal flexibilities, allowing all students 0-18 years of age to eat free of charge and regardless of eligibility or enrollment in school. There is nationwide support from districts and advocacy groups across the country to address this concern at the federal USDA level but a waiver for this flexibility has not been confirmed at the time of this writing.

The district is also seeking to qualify more schools under the Community Eligibility Provision (CEP) due to the increased number of students relying on Cal Fresh food assistance since March. This status allows schools to serve breakfast and lunch to all students at no cost to the student and without the added burden of eligibility applications. Currently 57 SCUSD schools qualify under the CEP and early data suggests that 9 more may be approved for the 2020-21 school year plus 3 more years. The Nutrition Services department will likely experience staffing shortages so it is our intention to provide meals at the most needy of our schools and all of them being CEP schools where breakfast and lunch is served at no cost. Enrollment documents are required for both school-aged children as well as child development enrolled students in order to obtain meals. All SCUSD, charter school, and child development families will be advised where meals will be available for their children and the process for obtaining meals.

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

will either consume meals in the classroom or outdoors. Nutrition Services will offer multiple days of meals for curbside pick-up on the days students participate in remote learning.

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

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

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

Section	Description	Total Funds	Contributing
School Nutrition	Nutrition Services Materials and Supplies: Additional materials needed to provide meals during school closures and, upon return, in a manner that is safe and consistent with public health guidelines. Includes additional kitchen equipment, sanitation supplies, and Personal Protective Equipment.	0	Yes
Mental Health and Social and Emotional Well-Being	Utilize district provided SEL coach and support. Professional learning expanded to address distance learning context, particularly to support teachers in utilizing practices that increase connectedness and address trauma within the remote context.	0	Yes
Mental Health and Social and Emotional Well-Being	Utilize district provided Nurses and Social Workers to provide critical health information, referrals, and support. Support district's broader efforts to educate community about COVID, support contact tracing, and engage in direct outreach to students and families.	25,440	Yes

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	Staff a Student Support Center to provide students and families a centralized access point for support services including, but not limited to, counseling referrals, mental health/behavioral consultations, suicide risk response and intervention, attendance interventions. Collaborate in the districtwide effort to monitor and address mental health needs, in particular the trauma experienced or exacerbated as a result of the COVID pandemic.	132,550	Yes
Pupil Engagement and Outreach	Continue with Parent Teacher Home Visit Program: Maintain existing staffing and supports. PTHV staff pivoted early to the distance learning context, providing training over the summer to staff to certify them for implementation during school closures.	13000	Yes

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
27%	2109708

Required Descriptions

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

There are several actions that are contributing to the increased/improved requirement that are being implemented across the district/school.

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

Several actions from the existing LCAP that are both (a) being implemented school-wide and (b) increasing or improving services for unduplicated students are being maintained in the 2020-21 school year. These actions include:

Training Specialists

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

Teacher Collaboration Time

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

Student Support Center

These actions are jointly focused on providing both students and staff the training, skills, and tools they need to establish and maintain a positive school climate and culture. They are also intended to develop each individual's social and emotional capacity to be successful in college, career, and life. While a positive school culture and climate are important for all students, they are particularly important for unduplicated pupils and other groups who have historically and continue to experience disproportionate discipline and other unhealthy impacts of a negative school climate and culture. Foster Youth and Homeless youth in particular experience higher rates of discipline and lower attendance. English Learners and Low Income students are also more likely to be impacted by negative school culture and climate. These programs, while continuing their previous work, will adapt their range of supports for staff and students during distance learning. As the survey results discussed in this plan showed, connectedness during distance learning is challenging and many reported feeling less of a sense of belonging to their class or school. Student Support Center programs will be critical elements in communicating and teaching best practices for integrating SEL into daily instruction and establishing clear classroom and school wide supports to build positive culture and climate. During the time of school closures, the staff within this action will play a critical role in addressing the impact of trauma caused during the pandemic or exacerbated by the conditions of school closure. As mentioned throughout, the impacts and trauma of COVID are landing disproportionately on specific student groups, including unduplicated students. The Student Support Center coordinates a range of services through a single point of access. These services include individual and family counseling referrals, mental health/behavioral consultations, suicide risk response and intervention, attendance interventions, health insurance enrollment/health advocacy, and LGBTQ Safe Zone trainings. Prior to COVID, the Connect Center played a key role in addressing issues of trauma, including for those students who are homeless or coming from transitional experiences. In the current context, these services are even more critical. As has been shared in other sections of this plan, student groups including English Learners, Homeless Youth, Foster Youth, and Low-Income students are more likely to experience disproportionate impacts from the pandemic, including trauma. This action has and continues to be a service that is open to all, but is intended to and continues to provide valuable services to unduplicated students.

Parent Teacher Home Visits

This action encompasses the Parent Teacher Home Visit (PTHV) and Academic Parent Teacher Team (APTT) program. Both components are implemented at Title 1 sites, with all students/families at those sites able to participate. The PTHV program builds relationships with families and supports them in becoming equal partners in their students' education. The APTT program extends this work in a series of meetings during which teachers and families engage in collaborative learning and forming plans to support student success. This program is ultimately intended to deepen positive relationships empower parents/caregivers who are, for any number of reasons, less connected to the school. The focusing of the program at Title 1 schools is an explicit effort to target the resources at sites which have the greatest need.

Class-size Reduction

Given the learning loss associated with school closures, it is critical to structure classrooms in a way that make deep relationships and regular intervention possible. This includes maintaining smaller class sizes. Class-size reduction in the primary grades has been linked to increased achievement levels for students living in poverty.

Differentiated Instructional Programs (Computer-based) and Instructional Aide Support

These computer-based programs continually assess and provide targeted learning opportunities for students in the asynchronous learning environment. Instructional aides provide similar learning opportunities in the synchronous space. This is particularly critical for students who are working far below grade-level. English learners, foster youth, and students living in poverty are much more likely to re-enter school this year below grade-level. This action was developed with their needs in mind.

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

ELD instruction

Small-group ELD instruction and our Rosetta Stone program are provided specifically to our English learner students. Both types of ELD instruction will provide opportunities for English learners to continue developing their English skills even from homes where a language other than English is spoken.

Learning Continuity and Attendance Plan Template (2020–21)

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
George Washington Carver School of Arts and Science	Allegra Alessandri, Ed.D.	Allegra-alessandri@scusd.edu 916-395-5266

General Information

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

The unprecedented COVID-19 pandemic has affected the entire Sacramento City Unified School District community and drastically altered the lives of our students, families, and staff. The unexpected closure of schools in March 2020 has impacted the physical, emotional, social, and educational needs of our students and caused high levels of stress and trauma to them and their families. The closure of schools has impacted many students and families by challenging their ability to access basic services. The broader economic impacts of the pandemic, including increased unemployment, have increased existing challenges such as food insecurity and access to technology/connectivity. Families and students have also been impacted by the physical separation from targeted supports and services that are typically provided in-person, including many services for English Learners, Foster Youth, Homeless Youth, and Students with Disabilities. The COVID-19 pandemic has also resulted in increased isolation and disconnection due to the physical and social separation from the classroom and school community. Curriculum pacing, traditional methods of instruction, and assessments of student learning have also been disrupted.

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

In addition to these impacts and trauma stemming from COVID-19, many Carver community members continue to experience trauma as a result of systemic racism and violence. Recent racist acts of violence against Black and Brown people, including the killing of George Floyd, follow centuries of oppression. Just as COVID-19 has had a disparate impact on our community, the countless acts of racism and subsequent unrest have layered on additional trauma to our students, families and staff. Carver acknowledges its responsibility to recognize our own role in this trauma and the need to move beyond acknowledgement to engaging in courageous conversations and directly confronting, interrupting, and addressing the institutional racism that is present in our school system. This will require us to grow our own capacity as adults - to deeply examine and understand our own implicit biases and positions of power and privilege, to build our cultural competence, and to integrate into our curriculum the teaching and learning of social justice, anti-racism, and social and emotional learning.

As part of its Return to Learn plan, SCUSD has outlined ten specific expectations that parents/guardians, students, and the community should have for distance learning implementation:

- 1. Consistent, direct, live instruction for every student.** Access to daily direct live instruction for students, with the option of participating in recorded instruction at alternate times of the day.
- 2. Access and availability. Teacher availability to students outside of direct, live instruction.**
- 3. Symmetry and Cohesion in learning and delivery.** Google Classroom as the learning management system to allow for symmetry and cohesion in instruction and learning.
- 4. Collaboration.** Meaningful and structured collaboration between teachers, principals, and colleagues from grade levels and departments to improve outcomes for students based on data and student need.
- 5. Professional development and supports for educators.** Professional development for all educators on strategies needed to deliver high-quality instruction and on the District's learning management system, Google Classroom, that ensures students access to learning grounded in the essential standards.
- 6. Appropriate supports for students receiving Special Education.** Ensure students with disabilities are included in all offerings of school education models by using the IEP process to customize educational opportunities and supports when necessary.
- 7. Targeted student support and intervention.** Supports and instruction for small groups of students who need additional instructional and/or social and emotional attention.
- 8. Communication and feedback.** Regular communication to students and parents on learning goals and student progress, including weekly teacher-student parent/guardian communication and report of student progress consistent with the District's grading policies to maintain the home-to school connection.
- 9. Assessments and accountability.** Assessments during learning and throughout the school year that evaluate how students are progressing both in the moment and over time to address learning loss before and after the school closure.
- 10. Support for English Learners.** Designated and integrated instruction in English language development including assessment of progress toward language proficiency and targeted support to access curriculum.

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

Stakeholder Engagement

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

As the 2019-20 academic year came to a close, the district administered a survey to families to gain their feedback on distance learning. This survey was made available in English, Spanish, Chinese, Hmong, and Vietnamese and administered via Google Forms. A total of 5,293 parents/caregivers responded to the survey and detailed results can be found on the Research and Data Collection page of the district's Return Together site. Overall, parent/caregiver responses represented a wide range of experiences and levels of satisfaction with the spring implementation of distance learning. An important takeaway for the district was the fact that, for most questions, the majority of respondents indicated a moderate to significant level of dissatisfaction or concern with spring implementation.

A corresponding survey was also administered to students to seek their feedback on the distance learning experience. A total of 2,362 students in grades 4-12 responded to the survey and detailed results can be found on the Research and Data Collection page of the district's Return Together site. Similar to the results of the parent/caregiver survey, student responses revealed a range of experiences with an overall trend toward dissatisfaction or concern regarding spring implementation of distance learning. Results also indicated difficulty for a significant number of students in connecting to others and establishing a strong sense of belonging with regard to their classroom or school. While the number of respondents for both of these surveys was modest relative to the district's overall population, the data gained was extremely valuable, especially when considered in combination with the other input received.

In addition to this input, Carver staff solicited family input through a Google Survey and at the various stakeholder group meetings. These meetings included: Staff Meeting – June 4 and 11; School Site Council - August 5; Parent Focus Group--June 24; Student Focus Group-- June 25.

Once the plan was drafted based on the input of staff and parents, it was presented again to School Site Council for final revisions and approval on September 16, 2020.

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

We have transitioned all of our public meetings to Zoom. The meeting dates/times and login information are posted on our school website and sent out to all parents through Infinite Campus.

As noted above, the parent/caregiver survey and the student survey revealed a significant level of dissatisfaction and concern with the spring implementation of distance learning at the district level. While this data is not specific to our school, it was indicative of the broader stakeholder voice provided throughout various input opportunities.

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

Key findings from the parent/caregiver Distance Learning survey included:

- 50% of respondents indicated that they were somewhat to extremely concerned about their student's social, emotional well-being (feeling depressed, feeling stressed, worried about grades, missing friends, etc.)

- 60% of respondents indicated that they felt only somewhat to not at all connected to school since closure in March
- The majority of respondents (64%) reported that their student's daily learning activities included less than one hour of direct lessons from the teacher. 22% of respondents reported that no part of the day included direct lessons from the teacher.
- Only one third (33%) of respondents felt that their student's individual learning needs were often or almost always met.
- Respondents were concerned about their student's academic growth, with 45% indicating they were 'very concerned' and 39% 'somewhat concerned.'
- When asked which improvements they would most like to see their school make during distance learning, the highest priorities were more guidance for parents/caregivers on student learning (54%) and more resources for families (40%), with percentages indicating how many respondents ranked the priority as a '4' or '5' on a scale of 1-5 (with '5' being the highest priority).
- Responses for level of engagement during distance learning were mixed, with 44% of respondents indicating that their student was engaged or extremely engaged, 28% 'somewhat engaged,' and 28% either slightly engaged or not at all engaged.
 - The majority of respondents indicated that, in a regular week, lessons were taught by their student's teacher a few (1-2) days per week (37%) or 'almost never' (25%).
 - 60% of respondents indicated that their student was able to connect with their teacher, ask questions and request help often or almost always.
 - The majority of respondents were slightly or somewhat satisfied with the distance learning experience (47%) or not at all satisfied (23%).

Key findings from the student Distance Learning survey are shared below:

- 60% of respondents reported spending less than 2 hours per day learning or completing schoolwork.
- 70% of respondents indicated that it was not at all or only slightly challenging to use Distance Learning tools (Google Classroom and Zoom).
- The majority of respondents reported that, in a regular week, they watched recorded or live Zoom lessons infrequently or not at all, with 30% indicating 'almost never' and 32% reporting 1-2 days/week.
- The majority of respondents (61%) reported being given just the right amount of schoolwork during a typical week. 7% reported not enough or none and 34% reported too much or way too much.
- The majority of respondents (66%) reported their work during distance learning to be slightly or somewhat challenging, with 24% indicating that their work was challenging or extremely challenging and 10% their work was not at all challenging.
- Students' experience receiving feedback from their teachers that helped them learn was mixed, with 43% of respondents indicating that this happened often or almost always and 34% reporting that this occurred once in a while or almost never.
- Almost half of the respondents (45%) reported learning quite a bit or a tremendous amount during Distance Learning, while 28% reported learning 'some' and 27% a little bit or almost nothing.

- Several questions focused on the sense of connection to staff and peers.

These were differentiated by grade level:

- At Grades 7-12, 33% of respondents felt connected to most or all of their teachers. 61% felt connected to a few or half and 7% felt connected to none of their teachers
- At Grades 7-12, 38% reported an extreme sense of belonging in their school, while 52% reported feeling that they somewhat belonged and 11% reported feeling that they did not belong at all.

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

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

Continuity of Learning

In-Person Instructional Offerings

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

Through mid-July, the district was moving forward with plans to reopen school in a hybrid model, with students spending portions of the day/week at school sites receiving in-person instruction and completing the rest of their learning in a distanced setting. Providing as much in-person instruction as can safely be delivered is a priority of many stakeholders and acknowledged by the district as an important means of addressing learning loss, particularly for those groups of students who are most likely to be disproportionately impacted by school closures. On July 15th the district, based on the recommendation of the Sacramento County Department of Public Health, concluded and announced that the 2020-21 school year would begin with full distance learning. This decision was later affirmed by the guidance provided by Governor Newsom to schools in his July 17th press conference. This guidance detailed the conditions under which schools will be allowed to reopen, the requirements they will have to follow when bringing students back, and the conditions under which a school or district may have to return back to a full distance model after reopening.

While current health conditions do not permit delivery of in-person instruction, the district is continuing to plan blended learning models so it will be prepared to bring students back once it is safe to do so. SCUSD will continue to align decision-making to public health experts at the state and county level and to orders and guidance provided by Governor Newsom. One potential strategy under consideration is the continued use of Google classroom in both in-person and distance learning. This would allow students at home to participate in instruction synchronously with students who are in the physical classroom space, including interaction via virtual 'breakout room' groups. Teachers would use a camera to record lessons, enabling students to later watch or rewatch instruction. This model of delivery would also ensure that continuity of instruction would be maintained in the event that one or more cohorts, schools, or the entire district needs to return to a full distance learning model.

The district will continue to communicate with parents/guardians and students regarding plans and to solicit their input regarding the method of instruction that best meets their needs. SCUSD recognizes that each of its students and families have different preferences for returning, and different criteria that will make them feel safe enough to do so. To assess individual student and family preferences/needs, a Learning Options Survey for the 2020-21 school year was administered in late July - early August. This survey included questions to assess technology access (device and connectivity), learning option preference (distance, blended, full in-person), distance learning priorities, and preferred means of communication. The information gained was used for planning purposes only and parents/guardians were not required to commit to a learning model at the time. The information obtained from the survey informed the district's efforts to create the best possible learning conditions for all students, parents/guardians, and staff.

In considering how to deliver in-person instruction that addresses identified needs, the district is examining models that would increase the amount of in-person instruction for specific students. This might include students in Special Day Classes and English Learners who are newcomers.

Most of the District's related service providers are able to provide their services in a virtual setting; many contracted providers have been providing services online for several years. However, some of the related services are more easily provided in person, including physical therapy, adapted physical education, behavioral support and consultation, orientation and mobility, etc. Services determined to be more appropriately provided on site will be scheduled for the days that the student(s) is scheduled on site as appropriate and practical given the health and safety needs resulting from the pandemic.

Additional considerations for Students with Disabilities: For some special education instructional programs and certain related services, the optimum service delivery model is in-person, face-to-face. As each program and related service is accounted for in terms of grouping for in-person attendance, a related services schedule will be developed for each site and determination made as to which related services will be provided on days of in-school attendance and as to which students and related services are deemed appropriate for continued virtual delivery.

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

Description	Total Funds	Contributing
Personal Protective Equipment: Face coverings (masks and, where appropriate, face shields) to ensure that students, staff, and family entering the school site and staff working in the community are minimizing the spread of respiratory droplets while on campus. Increased supplies of soap and hand sanitizer that is greater than 60% alcohol.	District and county funded	No
Health Materials: Additional Thermometers to screen student temperature and additional supplies to respond to students who display any signs of illness.	District and county funded	No
Disinfecting Materials: Additional materials to support effective, routine disinfection of hightouch surfaces such as spray bottles, disinfectant, paper towels, gloves, goggles, and masks	District funded	No
Signage, Posters, and Floor Decals: Visual cues throughout school sites to maximize social distancing. Cues will help to direct traffic flow, minimize interactions between families, and identify specific entry/exit points. Visuals will also reinforce face covering and hand washing protocols.	District funded	No
Custodians/Plant Managers: Maintain staffing at sites to ensure that, in addition to standard maintenance and cleaning, facilities are routinely disinfected high-touch areas.	50,874	Yes
HVAC filters: Sites will replace HVAC filters 2-3 times per year as recommended rather than once a year as has been past practice.	District funded	No
Plexiglass to provide barriers when close contact is likely and does not allow for physical distancing of 6 feet such as the front desk.	District funded	No
Individual Supplies: Additional supplies to limit the number of individuals using shared objects	5,000	Yes

Distance Learning Program

Continuity of Instruction

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

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

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

- Most resembles a real classroom
- Learners can ask questions and receive feedback simultaneously
- Allows for collaboration between students
- Teachers can provide immediate feedback, assessment, and make adjustments as needed
- Synchronous learning can occur using computer interaction through Google Classroom or video. **Asynchronous Learning:** Asynchronous learning occurs separately and without real-time interaction.
- Directly aligned to live learning and instruction
- Feedback and opportunities for questions come later
- Students can absorb content at their own pace
- Provides opportunities for students to develop questions and reflections on learning
- Allows for more flexibility in scheduling
- Asynchronous learning can occur through classwork, videos, group work, or with other support from a teacher.

The total (synchronous and asynchronous combined) instructional minutes for each grade-level is subject to district negotiations with labor partners, but at minimum, student instructional minutes will meet state requirements for high school 240 minutes.

In addition to the instructional day, teachers will be available for office hours on a regular schedule. We will utilize Google Classroom and Infinite Campus as a way of facilitating ongoing communication between families and staff members.

Access to Devices and Connectivity

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

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

Also continuing into the fall are partnerships with city/regional agencies and corporate entities to provide connectivity. The 'super hotspot' program launched in partnership with Sacramento Regional Transit provides connectivity to strategic zones via city buses that have been equipped with free internet/Wi-Fi. The Sac City Kids Connect program provides eligible families with several months of free internet access through a partnership with the City of Sacramento and Comcast's Internet Essentials program. The district will continue to promote both of these opportunities in its outreach to families and explore how additional partnerships might expand connectivity access. Existing and future communications and information requests concerning district learning will continue to assess technology access and support needs. Parent Election forms for schedule options (Distance Learning or Blended) and outreach efforts from the Attendance and Engagement Office specifically assess technology needs and connect students and families to services. This includes specific technology support following Home Visits conducted for 'unreachable' students. On a case-by-case basis, hot spots may be provided to families who are in need of internet access and are not eligible for the Sac City Kids Connect Program.

Pupil Participation and Progress

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

Synchronous instructional minutes delivered during distance learning will be scheduled in strategic chunks and include whole-class, small-group, and independent activities. Consistent and effective formative assessment practices will enable staff to best utilize these minutes to meet collective and individual student needs. One example of such practices is the building into lessons of frequent 'Checks for Understanding.' This might be a series of short comprehension questions following a reading or a practice question following a math lecture segment. These brief, informal opportunities are embedded into lessons and provide teachers a real-time assessment of collective and individual student understanding of a specific concept or skill. This information in turn allows a teacher to determine whether additional practice or reteaching is needed before moving forward with the lesson. It also allows for identification of specific students' needs and supports differentiation of instruction.

Also important to assessing pupil progress are the periodic assessments administered at the beginning of the year and at specific checkpoints throughout. These 'diagnostic screeners' allow teachers to conduct more detailed analysis of individual student progress on identified learning standards. The results can inform lesson and unit design as well as connection of students to specific supports. Where a student demonstrates significant gaps in a specific skill or cluster of skills, additional and targeted support can be provided. This might include differentiation of instruction during live or synchronous instructional minutes and/or provision of tiered intervention support through small group or individual opportunities.

Pupil participation will be determined based on multiple measures of a student's attendance and engagement in learning. Measures will include log-in records to the Google Classroom and other on-line applications used by the teacher and submission of assignments to the teacher. These assignments will have a time value attached to them that will be recorded as instructional minutes for that student.

Distance Learning Professional Development

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

Teachers at Carver will participate in district professional learning opportunities listed below. (pending negotiation with labor partner)

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

- Three self-paced modules for Universal Design for Learning (UDL) including (1) mindset, (2) frame, and (3) delivery. Teachers will complete these modules and the corresponding processing guides and submit the processing guides to their principal or supervisor before the end of August 2020. The time to complete the three (3) modules is approximately one (1) hour per module for a total of three (3) hours. These are the modules that were previously provided for voluntary completion.
- District provided, self-paced online professional learning related to the use of Google Classroom. Teachers will complete this online professional development and certify completion before the end of August 2020. The expected time for self-paced training is approximately up to six (6) hours, but may vary depending on familiarity with Google Classroom. This module was also provided in spring 2020 for completion on a voluntary basis.
- Ongoing professional learning throughout the year to support achievement of school goals within the School Plan for Student Achievement (SPSA) and use of improvement science to improve outcomes for all students.

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

1. Implementation of Universal Design for Learning (UDL) practices
2. Use of Google Classroom as the Learning Management System for a virtual/blended environment
3. Administration of district common assessments and use of resulting data to drive instruction, including the use of the Illuminate system to administer/build assessments
4. Monitoring student engagement, participation, and progress

- a. Zoom trainings on new attendance and engagement processes for attendance staff
 - b. Attendance and Engagement Toolkit provided to all staff - includes how-to guidelines and video tutorials
 - c. Administrator professional learning on new attendance and engagement expectations
 - 5. Compilation and use of a bank of exemplary lessons produced by teachers, for teachers, at each grade level and content area
- Essential learning for Substitute Teachers will include the use of instructional technology (Google Classroom, Zoom) and strategies for teaching in a virtual environment.

Staff Roles and Responsibilities

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

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

Attendance and Engagement

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

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

Special Education

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

- Program specialists support teachers with the set-up and completion of virtual IEP meetings, including how to engage parents to be meaningful participants and to facilitate the 'paper requirements' of conducting an IEP in a virtual or telephonic setting.

Social workers will work collaboratively with their current site teams to schedule consultation and counseling sessions with the students, and, in some cases, their parent(s)/guardian(s) to address appropriate supports within the distance learning setting. These sessions will be conducted virtually or by telephone. Behavior Intervention Specialists will be available to sites for consultation on behavioral strategies that can be implemented in a virtual learning model. In anticipation of a higher need for consultation for sites and families during COVID, the distribution of staff efforts across sites may be flexed to target support to the identified challenges that are identified. This is different from the previous model of assigning a set of schools to each Behavior Intervention Specialist.

Health and Safety Protocols

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

Broad responsibilities applicable to all staff include:

- Immediately isolate any individuals who have symptoms of illness to prevent possible transmission of disease. Collect and track illness-related information
- Follow all Health Insurance Portability and Accountability Act (HIPAA) to maintain required confidentiality regarding communicable diseases.
- Immediately contact Student Support and Health Services staff if notified of any students, staff, or family member with a diagnosis or exposure to COVID-19. Health and Safety responsibilities emerging as a result of COVID that are specific to types of staff are outlined below:
 - Student Support and Health Services Staff: Actively model and support all required public health measures. Consult with Sacramento County Public Health to verify all information. Provide guidance to school sites regarding cleaning and disinfecting. Coordinate district level response to any confirmed diagnoses or exposures to COVID.
 - Administrator: Actively model and support all required public health measures. Designate staff liaison(s) to be responsible for responding to COVID-19 concerns. Ensure staff are providing students with appropriate distance learning opportunities and accurately tracking attendance/engagement. Reinforce stay at home requirements.
 - Office Staff: Actively model and support all required public health measures. Encourage electronic communications wherever possible.

Reinforce stay at home requirements. Work with school nurse to follow protocols that lower the risk of infectious students being on campus.

- Operations/Custodial Staff: Actively model and support all required public health measures. Maintain a stock of personal protective equipment to ensure readiness - order additional supplies as needed. Routine disinfecting of all high-touch areas on a daily basis. Contact operations department if a large-scale disinfecting/cleaning is required.
- Food Service Staff: Actively model and support all required public health measures. Implement one-way passage ways through meal delivery. Ensure work space has appropriate personal protective equipment and cleaning/disinfecting materials. Increase ventilation for closed areas.

- ☐ Teachers: Actively model and support all required public health measures. Reinforce and follow all required health precautions with students including physical distancing, maximum occupancy, regular handwashing, individual supplies, and disinfecting procedures. Send any visibly sick students or students reporting that they do not feel well to the office.
- ☐ School Nurses: Actively model and support all required public health measures. Follow Sacramento County Public Health guidelines to support contact tracing. Provide training to staff on any new procedures required by the health department as a result of contact tracing.
- ☐ Support Staff: Actively model and support all required public health measures. Provide tele-supports rather than in-person when feasible. Encourage activities and strategies that promote positive coping during times of stress for adults and children

Supports for Pupils with Unique Needs

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

To make grade-level content accessible for all students, Carver is prioritizing the planning of all lessons using Universal Design for Learning (UDL) practices. SCUSD teachers and leaders will engage in ongoing professional development on the use of UDL to support this effort. As a framework, SCUSD is using the CAST Universal Design for Learning Guidelines. These provide guidance for educators on how to plan for

(a) providing students multiple means of engaging in content, (b) providing students multiple ways to access content (Representation), and (c) giving students multiple ways to demonstrate their learning (Action and Expression), with the ultimate goal being the development of expert learners who are purposeful, motivated, resourceful, knowledgeable, strategic, and goal oriented. This represents a shift, with the new frame of reference being design of lessons with student needs in mind at outset.

Distance Learning supports specific to Homeless Youth will include:

1. Coordination & communication with shelters to ensure students are engaged in distance learning
2. Coordination & communication with homeless agencies to ensure they are aware of SCUSD Homeless Services
3. Contact with parents/students to determine if they have special or unmet needs for accessing distance learning and ensure their technology needs are addressed, including provision of Wi-Fi hotspots on a case-by-case basis.
4. Communication with schools/teachers & parents/students to locate 'missing' students or students who are not engaged in distance learning, and identification of special needs or services
5. Coordination with parents/students & schools as necessary for optional distance learning delivery of assignment materials and provision of necessary school supplies.
6. Provision of community resource information for parents/students, such as shelter, housing, food, clothing, health, COVID resources, etc. and refer parents/students to appropriate community agencies and/or district departments/services when educational, health, or welfare needs are identified.

7. Coordination with County LEA Homeless Liaisons to ensure continuity of educational services as students transfer

Distance Learning supports specific to Foster Youth will include:

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

English Learners will receive both integrated and designated English Language Development (ELD) instruction during distance and in-person learning. Within Designated ELD, English Learners receive regular instruction targeted at their proficiency level and based on the California ELD standards. Within Integrated ELD, English Learners receive regular instruction during core coursework. This instruction is provided to enable English Learners to access core content. Teachers will receive professional development on ELD instruction within the Professional Development on Universal Design for Learning (UDL).

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

- ☑ Adherence to Individualized Education Program (IEP) Addenda that outline services to be provided during distance learning.
- ☑ As determined by the IEP team, modification of IEP goals to appropriate address the distance learning model.
- ☑ Provision of additional consultation/support and/or accessibility tools needed to enable students to actively engage in the distance learning process

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

Description	Total Funds	Contributing
Devices: Chromebooks made available for all students who need a device to access distance learning at home. HP Laptops or Apple MacBooks provided to teachers for distance learning. Hot spots provided as needed on a case-by-case basis.	District funded	No
Maintain staffing and access to district provided instructional supports for students with disabilities	338,633	Yes
Collaboration Time: Continue weekly hour of time for teachers to collaboration with peers on approaches to improving student achievement. While in distance learning and/or a hybrid model, collaboration further focused on assessing and address learning loss and responding to identified needs of students, particularly those who are most vulnerable to disproportionate impacts as a result of COVID.	Part of teacher contract	YES

Pupil Learning Loss

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

Classroom teachers are being provided a full month of time in which to administer the initial assessment to ensure that students and teachers can effectively create a safe learning environment and re-engage students in school. As noted in the Council of Great City Schools' (CGCS) report, Addressing Unfinished Learning After COVID-19 School Closures:

“The first instinct of many districts will be to immediately test students upon their return to school in order to gauge their academic level and needs. This would be a mistake for many reasons. To begin with, districts should focus on creating learning environments that feel both physically and psychologically safe for students (and adults). Educators need to work to re-engage students in school, emphasizing the importance of the school community and the joy of learning. Administering tests too soon undermines both of these objectives. It is therefore entirely appropriate to employ assessments as a broad temperature check a few weeks into the school year—which is when they are typically administered in a normal school year.”

It is important to reiterate that assessment of students' learning status will begin the first day of school and continue each day. The formative data being gathered by teachers throughout instruction is a critical component to understanding what learning loss has occurred and each student's individual learning needs

Pupil Learning Loss Strategies

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

Learning Loss will be addressed through a Multi-tiered system of supports. At Tier 1, all students will receive standards-aligned instruction focused on priority standard clusters. This will allow for depth of instructional focus on the key skills and concepts that are most critical for the respective grade level/content area. Tier 2 supports will be provided primarily through synchronous, small-group instruction that is targeted to identified student needs. As teachers assess learning loss and their students' individual and collective learning needs, they will not only adapt Tier 1 instruction, but also schedule small group sessions to provide additional support. Similarly, students who require even more intensive (Tier 3) support will be provided 1 on 1 instruction through individual sessions. Both the small group and individual sessions will take a 'just in time' rather than 'just in case' approach. This entails the focusing of small group and individual sessions on the key prerequisite skills that students need to successfully master the content rather than broad reviews of large chunks of information for the whole class. Eligible Foster Youth will be provided online tutoring services based upon needs identified in the case management support process.

Effectiveness of Implemented Pupil Learning Loss Strategies

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

The effectiveness of the services and supports provided to address learning loss will be measured by the ongoing assessments of student progress. This will include the interim/benchmark assessments for Math and ELA administered at 3-4 points over the course of the 2020-21 school year.

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

Description	Total Funds	Contributing
Data Dashboard and Software Tools: Maintain Illuminate and Tableau data systems to support implementation of district's common assessment system and school closure dashboard.	District oversight costs: 131,728	Yes
Maintain staffing of instructional aide positions to increase small-group and one-on-one instructional opportunities.	1,338,056	Yes

Mental Health and Social and Emotional Well-Being

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

SCUSD has prioritized the creation of socially, emotionally, and physically safe and nurturing environments for students to thrive in across all of the 'Return' plans

To effectively support the social and emotional well-being of students and staff during the school year, SEL lessons focused on universal themes have been developed to supplement existing SEL work and complement the academic curriculum. Themes include collaboration, confidence, gratitude, perseverance, perspective-taking, and more. Each theme includes mini-lessons for elementary and secondary and resources for connecting to families. Resources supporting universal practices across the year include guidance for implementing school wide mindfulness practices, guidance for weekly community circles, a teacher sample schedule for each month, and guidance for daily integration of SEL based upon the district's three signature practices. The three signature practices include:

1. Opening of each class with a welcoming/inclusion activity
 - a. Includes all voices
 - b. Supports new learning ahead

c. Can be related to an academic content area or be non-academic

2. Engaging Activities

a. Anchor thinking and learning throughout the experience

b. Individual and collective engagement and learning are supported

c. Balance of interactive and reflective experiences to meet the needs of all participants

3. Ending each class with an optimistic closure

a. Highlights individual and shared understanding of the importance of the work

b. Provides a sense of accomplishment and supports forward-thinking

c. Engages group in reflection, helps identify next steps, and/or makes connections

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

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

The monitoring of student mental health and social emotional well-being will include regular collection of student emotional engagement data via regular surveys and ongoing assessments by staff of student engagement and participation.

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

The district has developed guidance and resources for educators to inform their monitoring of student mental health and addressing trauma and the other impacts of COVID-19. This guidance begins with an acknowledgement that 'the mental wellness, coping resilience, and healing before, during, and after a crisis is suddenly at the forefront of both our region's and the world's collective consciousness.' Since schools have closed, children have lost the safety net provided by caring teachers, nurses, support staff, counselors, and other personnel. The guidance emphasizes the role of educators in helping to mitigate the negative impact of traumatic events and stress. By prioritizing student safety and managing stress, educators can support the well-being and long-term academic success of students. Key responsibilities of educators to monitor/support mental health and address trauma include:

Creating safe environments and conditions: Being available, compassionate, and connecting visually or auditorily with students on a regular basis.

Providing routines and structure: Creating weekly rituals and routines that help students self-regulate.

- Provide social and emotional support to students and caregivers: Be a support system and facilitate connections.
- Prioritize health and well-being: Promote healthy sleeping, eating, and exercise habits and consider the total workload placed on students.
- Identify children and families who need additional support: Connect families and students to resources based on assessed needs and fulfill all mandated reporter duties.

Tiered supports for mental health promotion, awareness, and supports are outlined below and will be supported by a full-time Student Support Center:

TIER 1: UNIVERSAL MENTAL HEALTH PROMOTION AND AWARENESS STRATEGIES-provide to all students and staff regardless of risk or protective factors related to mental health. Intended to foster positive social, emotional and behavioral skills and well-being of all students

- *Virtual Calming Room

- *Community Resources

- *Mindful Classes

- *School-wide SEL curriculum and lessons

- *Parent Teacher Home Visits

- *Professional Learning for staff: Trauma-Informed Practices k-12, Mindfulness, Suicide Prevention and Mental Health Crisis Response

- *District-wide focus on promoting well-being

- *Parent Outreach & Engagement sessions focused on topics such as Self-Care, Trauma Informed Care & Building Resilience, Suicide Prevention, etc.

- *Wellness Warm-line (available 9am-3pm, Mon-Fri) (916) 643-2333

TIER 2: TARGETED STRATEGIES-Targeted mental health practices and systems for students who need more support than is universally provided. Focus is on supporting students who are at risk of developing more serious concerns in academics, behavior, or course performance. Utilize early warning system, Early Identification and Intervention System (EIS), as well as other referral sources to identify students in need of supportive interventions and provide support and linkages. Staff will follow all outlined policies and procedures for using EIS, with a focus on connection students to school and supporting their engagement.

- *Coordination of Services Team (COST) process

- *Check-in/Check-out

- *Psycho-educational groups: provides additional practices in developing social skills, self-regulation, self-management and other SEL skills that have been universally taught and reinforced.

- *Linkage to community-based services

- *School-based mental individual counseling (in person or virtually) for students and their caregivers

*mentoring

*Case Management services (ensuring needs are met)

Professional Learning for staff & caregivers

TIER 3: INTENSIVE STRATEGIES-Individualized support to improve a student's behavioral and academics outcomes. Goal is to enhance a student;s quality of life by increasing adaptive skills and decreasing problems behaviors. Continuing to use EIS and all other referral sources to identify students in need of intensive support. Tier 3 strategies work for students with developmental disabilities, autism, emotional and behavioral disorders, and students impacted by toxic stress and/or trauma.

*Referral and linkage to community-based services

*Suicide Risk Assessment & Safety Planning

*Crisis Intervention

*Behavior contract support

*Special Education advocacy

*504 advocacy & supports

*School Attendance Review Board (SARB) process

*Student Behavior and Placement advocacy to assist with appropriate school placement

District guidance also includes crisis response procedures - including procedures for suicide risk assessment and child abuse reporting - and contact information/links for a range of crisis lines.

Pupil and Family Engagement and Outreach

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

SCUSD's 'Return to Connect' plan begins by reaffirming the important of attendance and engagement in school. It states, 'A meaningful connection to friends, caring adults, engaging subject matter and activities in class is at the core of what our students need to learn and thrive in any environment. We believe this to be true regardless of what school looks like when we return this fall. Not only do we want students to be present or "logged in," we want them to be engaged: interacting, thinking and connecting.' During the spring school closures, the district learned new best practices as a result of the efforts of teachers, administrators, and staff. A significant change made to the

district's strategy for measuring engagement and informing outreach and tiered re-engagement is the expansion of the district's definition of student engagement and monitoring methods. In the spring, engagement was limited to physical actions such as logging in to a software platform, being present at a virtual meeting, or sending an e-mail. Moving forward, student engagement will be defined as having three components:

1. Behavioral engagement (physical actions) The physical actions a student uses to interact with the learning material such as attending, writing, reading, studying, or watching
2. Cognitive Engagement (Cognitive Processing) Reflects the extent to which a student is thinking about the learning activity, or attending and focusing on the task
3. Emotional Engagement (Motivation and Emotional Response) Reflects a student's involvement in and enthusiasm for school as a whole as well as their emotional connectedness to others on campus

The three components of engagement will be monitored and assessed through regular engagement surveys, completion of weekly exit tickets, frequency of use of various online tools, participation in online discussions, percentage of assignments completed, number of days logged in, and participation in expanded learning.

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

Tiered re-engagement strategies for students that are absent from distance learning are organized within a Multi-Tiered System of Supports (MTSS) mode:

TIER 1-Students attending school regularly *Positive relationships, engaging school climate, clear and consistent communication between school and families

TIER 2-Students who attend/engage moderately *Phone calls home, informal postcards, training with technology, provide device for distance learning (as needed), referral to student support center or Connect Center

TIER 3-Students who attend 40% or less *Referral to Student Support Center or Connect Center, Action Plan created with student and family, School Attendance Review Team (SART) meeting

TIER 4-Unreachable students: No contact or engagement *Home visits, referral to ACCESS, referral to outside agencies

To support implementation of the above strategies, site-level attendance and engagement teams will conduct weekly data reviews, student level case management, and data-based site level planning to address identified issues. Data review is supported by the Early Identification and Intervention System (EIIS), a tool that generates real-time student data to inform targeted intervention and daily practices. The data helps sites identify students who exhibit attendance, behavior, or course performance that puts them at risk of falling behind. When a student is unable to attend/engage daily, either virtually or in person, the school site will offer Short Term Independent Studies contracts. This option would not be distinct from the full distance learning model for all students. Students on Short Term Independent Studies contracts are required to work independently without synchronous learning time.

School Nutrition

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

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

With summer meal flexibility and the associated waivers ending on August 30, 2020, SCUSD will be opening on September 3, 2020 with limited flexibility in place under the National School Lunch Program and School Breakfast Program parameters. These include the service of meals to SCUSD enrolled students only and meal eligibility requirements at non-Community Eligibility Provision (CEP) schools. The Nutrition Services department is actively seeking additional waivers to include the continuance of the Summer Food Service Program from state and federal agencies that would extend meal flexibilities, allowing all students 0-18 years of age to eat free of charge and regardless of eligibility or enrollment in school. There is nationwide support from districts and advocacy groups across the country to address this concern at the federal USDA level but a waiver for this flexibility has not been confirmed at the time of this writing.

The district is also seeking to qualify more schools under the Community Eligibility Provision (CEP) due to the increased number of students relying on Cal Fresh food assistance since March. This status allows schools to serve breakfast and lunch to all students at no cost to the student and without the added burden of eligibility applications. Currently 57 SCUSD schools qualify under the CEP and early data suggests that 9 more may be approved for the 2020-21 school year plus 3 more years. The Nutrition Services department will likely experience staffing shortages so it is our intention to provide meals at the most needy of our schools and all of them being CEP schools where breakfast and lunch is served at no cost. Enrollment documents are required for both school-aged children as well as child development enrolled students in order to obtain meals. All SCUSD, charter school, and child development families will be advised where meals will be available for their children and the process for obtaining meals.

When SCUSD moves to a blended learning program the Nutrition Services department will provide breakfast and lunch for students who attend in person, adhering to all social distancing requirements. Students will pick up meals in the cafeteria at elementary schools and in multiple locations on campus at secondary schools (using longer bell schedules and multiple meal periods) including outdoors. All students will either consume meals in the classroom or outdoors. Nutrition Services will offer multiple days of meals for curbside pick-up on the days students participate in remote learning. In planning the return of students and staff to the school site, Nutrition Services is putting plans into place to maximize safety within the COVID context. One measure is the implementation of cashless payments for all students and staff. This will include options for paying online, by check, or by phone. The Nutrition Services Department is collaborating with community partners including The Food Bank of Sacramento, Food Literacy Center, and Farmers to Family Food Box Program to offer additional food resources and support for our families and students in the new school year.

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

Section	Description	Total Funds	Contributing
School Nutrition	Nutrition Services Materials and Supplies: Additional materials needed to provide meals during school closures and, upon return, in a manner that is safe and consistent with public health guidelines. Includes additional kitchen equipment, sanitation supplies, and Personal Protective Equipment.	District funded	No
Mental Health and Social and Emotional Well-Being	Utilize district provided SEL coach and support. Professional learning expanded to address distance learning context, particularly to support teachers in utilizing practices that increase connectedness and address trauma within the remote context.	District funded	No
Mental Health and Social and Emotional Well-Being	Utilize district provided Nurses and Social Workers to provide critical health information, referrals, and support. Support district's broader efforts to educate community about COVID, support contact tracing, and engage in direct outreach to students and families.	District funded	No
Mental Health and Social and Emotional Well-Being	Staff a Student Support Center to provide students and families a centralized access point for support services including, but not limited to, counseling referrals, mental health/behavioral consultations, suicide risk response and intervention, attendance interventions. Collaborate in the districtwide effort to monitor and address mental health needs, in particular the trauma experienced or exacerbated as a result of the COVID pandemic.	District funded	No
Pupil Engagement and Outreach	Implement Virtual Parent Teacher Home Visit Program: Utilize existing staffing and supports.	0	No

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

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
9.3%	\$193,274

Required Descriptions

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

There are several actions that are contributing to the increased/improved requirement that are being implemented across the district/school.

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

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

Teacher Collaboration Time Teacher Collaboration time is intended primarily for staff to engage in collaborative review of data, student work, and planning instruction that best meets the need of students who continue to demonstrate inequitable outcomes in our schools and district. This includes English Learners, Foster Youth, Homeless Youth, Students with Disabilities, and other student groups. As distance learning

and school closures continue, this collaboration time has become even more critical as a resource for teachers to improve their individual and collective capacity to address inequitable outcomes remotely via synchronous and asynchronous modes of instruction. As discussed in this plan, focus areas for the year will include Universal Design for Learning (UDL), Designated and Integrated ELD, Multi-Tiered Systems of Support, and formatively assessing student needs so that targeted small group and 1 on 1 synchronous instruction can be used most effectively. All of these focus areas are specifically aimed at (1) addressing learning loss and (2) accelerating growth for students demonstrating the most need.

Student Support Center

These actions are jointly focused on providing both students and staff the training, skills, and tools they need to establish and maintain a positive school climate and culture. They are also intended to develop each individual's social and emotional capacity to be successful in college, career, and life. While a positive school culture and climate are important for all students, they are particularly important for unduplicated pupils and other groups who have historically and continue to experience disproportionate discipline and other unhealthy impacts of a negative school climate and culture. Foster Youth and Homeless youth in particular experience higher rates of discipline and lower attendance. English Learners and Low Income students are also more likely to be impacted by negative school culture and climate. These programs, while continuing their previous work, will adapt their range of supports for staff and students during distance learning. As the survey results discussed in this plan showed, connectedness during distance learning is challenging and many reported feeling less of a sense of belonging to their class or school. Student Support Center programs will be critical elements in communicating and teaching best practices for integrating SEL into daily instruction and establishing clear classroom and school wide supports to build positive culture and climate. During the time of school closures, the staff within this action will play a critical role in addressing the impact of trauma caused during the pandemic or exacerbated by the conditions of school closure. As mentioned throughout, the impacts and trauma of COVID are landing disproportionately on specific student groups, including unduplicated students. The Student Support Center coordinates a range of services through a single point of access. These services include individual and family counseling referrals, mental health/behavioral consultations, suicide risk response and intervention, attendance interventions, health insurance enrollment/health advocacy, and LGBTQ Safe Zone trainings. Prior to COVID, the Connect Center played a key role in addressing issues of trauma, including for those students who are homeless or coming from transitional experiences. In the current context, these services are even more critical. As has been shared in other sections of this plan, student groups including English Learners, Homeless Youth, Foster Youth, and Low-Income students are more likely to experience disproportionate impacts from the pandemic, including trauma. This action has and continues to be a service that is open to all, but is intended to and continues to provide valuable services to unduplicated students.

Parent Teacher Home Visits This action encompasses the Parent Teacher Home Visit (PTHV) and Academic Parent Teacher Team (APTT) program. Both components are implemented at Title 1 sites, with all students/families at those sites able to participate. The PTHV program builds relationships with families and supports them in becoming equal partners in their students' education. The APTT program extends this work in a series of meetings during which teachers and families engage in collaborative learning and forming plans to support student success. This program is ultimately intended to deepen positive relationships empower parents/caregivers who are, for any number of reasons, less connected to the school. The focusing of the program at Title 1 schools is an explicit effort to target the resources at sites which have the greatest need.

Class-size Reduction Given the learning loss associated with school closures, it is critical to structure classrooms in a way that make deep relationships and regular intervention possible. This includes maintaining smaller class sizes. Class-size reduction in the primary grades has been linked to increased achievement levels for students living in poverty.

Differentiated Instructional Programs (Computer-based) and Instructional Aide Support These computer-based programs continually assess and provide targeted learning opportunities for students in the asynchronous learning environment. Instructional aides provide similar learning opportunities in the synchronous space. This is particularly critical for students who are working far below grade-level. English learners, foster youth, and students living in poverty are much more likely to re-enter school this year below grade-level. This action was developed with their needs in mind.

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

ELD instruction Small-group ELD instruction and our Rosetta Stone program are provided specifically to our English learner students. Both types of ELD instruction will provide opportunities for English learners to continue developing their English skills even from homes where a language other than English is spoken.



Learning Continuity and Attendance Plan Template (2020–21)

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
New Joseph Bonnheim Community Charter	Christie Wells-Artman Principal	christie-wells-artman@scusd.edu 916 277-6294

General Information

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

The unprecedented COVID-19 pandemic has affected the entire New Joseph Bonnheim community and drastically altered the lives of our students, families, and staff. The unexpected closure of schools in March 2020 has impacted the physical, emotional, social, and educational needs of our students and caused high levels of stress and trauma to them and their families. The closure of schools has impacted many students and families by challenging their ability to access basic services. The broader economic impacts of the pandemic, including increased unemployment, have increased existing challenges such as food insecurity and access to technology/connectivity. Families and students have also been impacted by the physical separation from targeted supports and services that are typically provided in-person, including many services for English Learners, Foster Youth, Homeless Youth, and Students with Disabilities. The COVID-19 pandemic has also resulted in increased isolation and disconnection due to the physical and social separation from the classroom and school community. Curriculum pacing, traditional methods of instruction, and assessments of student learning have also been disrupted.

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

In addition to these impacts and trauma stemming from COVID-19, many NJB community members continue to experience trauma as a result of systemic racism and violence. Recent racist acts of violence against Black and Brown people, including the killing of George Floyd, follow centuries of oppression. Just as COVID-19 has had a disparate impact on our community, the countless acts of racism and subsequent unrest have layered on additional trauma to our students, families and staff. NJB acknowledges its responsibility to recognize our own role in this trauma and the need to move beyond acknowledgement to engaging in courageous conversations and directly confronting, interrupting, and addressing the institutional racism that is present in our school system. This will require us to grow our own capacity as adults - to deeply examine and understand our own implicit biases and positions of power and privilege, to build our cultural competence, and to integrate into our curriculum the teaching and learning of social justice, anti-racism, and social and emotional learning.

In the previous academic year of 2019-20 in the month of March, The closure of NJB has impacted many students and families by challenging their ability to access basic services. The broader economic impacts of the pandemic, including increased unemployment, have amplified these challenges. To maintain access to meals for those dealing with food insecurity the district has, with less staff and at fewer sites, continued to provide meals at pre-pandemic levels. To implement distance learning, over 270 Chromebooks have been distributed and the city and SCUSD is facilitating access to wifi/broadband through local partnerships.

The pandemic has disrupted curriculum pacing and removed students and staff from their established and positive classroom environments, the school, along with SCUSD has identified essential standards across subject areas and grade levels. These standards, and additional curricular resources, focused distance learning on key academic outcomes for the remainder of the 2019-20 school year. NJB worked with the district in implementing the remote learning plan for attendance and grading. Students cannot receive a grade lower than that earned prior to the time of closures, though they can improve their grade.

In summation, the impacts on our NJB students and families as a result of pandemic, are significant and changing over time. As the national, state, and local contexts evolve during the pandemic, the school will work with the district to continue to conduct needs assessments and adjust program offerings as appropriate.

Most importantly, NJB families and students have also been impacted by the physical separation from targeted supports and services. Staff supporting English Learners, Foster Youth, Homeless Youth, and Students with Disabilities have all shifted their service delivery models to the new context of a socially-distanced environment. For example, guidance for Special Education staff has communicated the need to continue meaningfully engaging parents/guardians, 'pushing into' virtual classroom activities, supporting students in their online coursework, conducting consultations/counseling sessions via zoom/videoconference or telephone, aiding students in the use of assistive technology, making materials available in a variety of formats, and supporting caregivers to deliver instruction at home.

NJB is diligently following the Return to Learn plan, SCUSD has outlined ten specific expectations that parents/guardians, students, and the community should have for distance learning implementation:

1. Consistent, direct, live instruction for every student. Access to daily direct live instruction for students, with the option of participating in recorded instruction at alternate times of the day.
2. Access and availability. Teacher availability to students outside of direct, live instruction.
3. Symmetry and Cohesion in learning and delivery. Google Classroom as the learning management system to allow for symmetry and cohesion in instruction and learning.

4. Collaboration. Meaningful and structured collaboration between teachers, principals, and colleagues from grade levels and departments to improve outcomes for students based on data and student need.
 5. Professional development and supports for educators. Professional development for all educators on strategies needed to deliver high-quality instruction and on the District's learning management system, Google Classroom, that ensures students access to learning grounded in the essential standards.
 6. Appropriate supports for students receiving Special Education. Ensure students with disabilities are included in all offerings of school education models by using the IEP process to customize educational opportunities and supports when necessary.
 7. Targeted student support and intervention. Supports and instruction for small groups of students who need additional instructional and/or social and emotional attention.
 8. Communication and feedback. Regular communication to students and parents on learning goals and student progress, including weekly teacher-student parent/guardian communication and report of student progress consistent with the District's grading policies to maintain the home-to school connection.
 9. Assessments and accountability. Assessments during learning and throughout the school year that evaluate how students are progressing both in the moment and over time to address learning loss before and after the school closure.
 10. Support for English Learners. Designated and integrated instruction in English language development including assessment of progress toward language proficiency and targeted support to access curriculum.
- Providing these expectations to students and families represents one of SCUSD's efforts to empower stakeholders to hold the district accountable for providing consistent, high-quality instruction and other services that meet the academic, social, and emotional needs of students and families. The implementation of distance learning and design of robust and flexible modes of instruction during this pandemic have presented a unique opportunity to do things differently and create strategies that endure beyond the current crisis in order to improve student outcomes. As stakeholders have urged, and is reflected in the district's vision statement, this is a time to disrupt the status quo. Our individual and collective response to the challenges in this pandemic represent an opportunity to not only survive, but to lay strong foundations in new areas that will allow students to thrive in 2020-21 and the years beyond.

Stakeholder Engagement

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

As the 2019-20 academic year came to a close, the district administered a survey to families to gain their feedback on distance learning. This survey was made available in English, Spanish, Chinese, Hmong, and Vietnamese and administered via Google Forms. A total of 5,293 parents/caregivers responded to the survey and detailed results can be found on the Research and Data Collection page of the district's Return Together site. Overall, parent/caregiver responses represented a wide range of experiences and levels of satisfaction with the spring implementation of distance learning. An important takeaway for the district was the fact that, for most questions, the majority of respondents indicated a moderate to significant level of dissatisfaction or concern with spring implementation.

A corresponding survey was also administered to students to seek their feedback on the distance learning experience. A total of 2,362 students in grades 4-12 responded to the survey and detailed results can be found on the Research and Data Collection page of the district's Return Together site. Similar to the results of the parent/caregiver survey, student responses revealed a range of experiences with an overall trend toward dissatisfaction or concern regarding spring implementation of distance learning. Results also indicated difficulty for a significant number of students in connecting to others and establishing a strong sense of belonging with regard to their classroom or school. While the number of respondents for both of these surveys was modest relative to the district's overall population, the data gained was extremely valuable, especially when considered in combination with the other input received.

In addition to this input, NJB staff solicited family input through a Survey Monkey on changing the academic calendar, academics, social emotional learning, and at the various stakeholder group meetings in the form of our monthly Steering Committee meetings. These meetings included: Staff Meeting – June 4 and 11; Steering Committee Meetings held on the first Tuesday of every month - June 2, July, 10, August 10, September 2, 2020.

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

We have transitioned all of our public meetings to Zoom. The meeting dates/times and login information are posted on our school website, FB and sent out to all parents through Infinite Campus and Class Dojo.

As noted above, the parent/caregiver survey and the student survey revealed a significant level of dissatisfaction and concern with the spring implementation of distance learning at the district level. While this data is not specific to our school, it was indicative of the broader stakeholder voice provided throughout various input opportunities.

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

In summation, NJB's feedback and input from stakeholders in our Steering Committee feedback was a significant concern over academic learning gaps with an emphasis of reading skills and grade level readiness, student's social, emotional well-being (feeling depressed, feeling stressed, worried about grades, missing friends, etc.) and teacher and family support with technology.

Key findings from the parent/caregiver Distance Learning survey included from SCUSD:

- 50% of respondents indicated that they were somewhat to extremely concerned about their student's social, emotional well-being (feeling depressed, feeling stressed, worried about grades, missing friends, etc.)
- 60% of respondents indicated that they felt only somewhat to not at all connected to school since closure in March
- The majority of respondents (64%) reported that their student's daily learning activities included less than one hour of direct lessons from the teacher. 22% of respondents reported that no part of the day included direct lessons from the teacher.
- Only one third (33%) of respondents felt that their student's individual learning needs were often or almost always met.
- Respondents were concerned about their student's academic growth, with 45% indicating they were 'very concerned' and 39% 'somewhat concerned.'

- When asked which improvements they would most like to see their school make during distance learning, the highest priorities were more guidance for parents/caregivers on student learning (54%) and more resources for families (40%), with percentages indicating how many respondents ranked the priority as a '4' or '5' on a scale of 1-5 (with '5' being the highest priority).
- Responses for level of engagement during distance learning were mixed, with 44% of respondents indicating that their student was engaged or extremely engaged, 28% 'somewhat engaged,' and 28% either slightly engaged or not at all engaged.
- The majority of respondents indicated that, in a regular week, lessons were taught by their student's teacher a few (1-2) days per week (37%) or 'almost never' (25%).
- 60% of respondents indicated that their student was able to connect with their teacher, ask questions and request help often or almost always.
- The majority of respondents were slightly or somewhat satisfied with the distance learning experience (47%) or not at all satisfied (23%).

Key findings from the student Distance Learning survey are shared below:

60% of respondents reported spending less than 2 hours per day learning or completing schoolwork.

70% of respondents indicated that it was not at all or only slightly challenging to use Distance Learning tools (Google Classroom and Zoom).

The majority of respondents reported that, in a regular week, they watched recorded or live Zoom lessons infrequently or not all, with 30% indicating 'almost never' and 32% reporting 1-2 days/week.

The majority of respondents (61%) reported being given just the right amount of schoolwork during a typical week. 7% reported not enough or none and 34% reported too much or way too much.

The majority of respondents (66%) reported their work during distance learning to be slightly or somewhat challenging, with 24% indicating that their work was challenging or extremely challenging and 10% their work was not at all challenging.

Students' experience receiving feedback from their teachers that helped them learn was mixed, with 43% of respondents indicating that this happened often or almost always and 34% reporting that this occurred once in a while or almost never.

Almost half of the respondents (45%) reported learning quite a bit or a tremendous amount during Distance Learning, while 28% reported learning 'some' and 27% a little bit or almost nothing.

Several questions focused on the sense of connection to staff and peers.

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

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

Continuity of Learning

In-Person Instructional Offerings

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

Through mid-July, the district was moving forward with plans to reopen school in a hybrid model, with students spending portions of the day/week at school sites receiving in-person instruction and completing the rest of their learning in a distanced setting. Providing as much in-person instruction as can safely be delivered is a priority of many stakeholders and acknowledged by the district as an important means of addressing learning loss, particularly for those groups of students who are most likely to be disproportionately impacted by school closures. On July 15th the district, based on the recommendation of the Sacramento County Department of Public Health, concluded and announced that the 2020-21 school year would begin with full distance learning. This decision was later affirmed by the guidance provided by Governor Newsom to schools in his July 17th press conference. This guidance detailed the conditions under which schools will be allowed to reopen,

the requirements they will have to follow when bringing students back, and the conditions under which a school or district may have to return back to a full distance model after reopening.

While current health conditions do not permit delivery of in-person instruction, the district is continuing to plan blended learning models so it will be prepared to bring students back once it is safe to do so. SCUSD will continue to align decision-making to public health experts at the state and county level and to orders and guidance provided by Governor Newsom. One potential strategy under consideration is the continued use of Google classroom in both in-person and distance learning. This would allow students at home to participate in instruction synchronously with students who are in the physical classroom space, including interaction via virtual ‘breakout room’ groups. Teachers would use a camera to record lessons, enabling students to later watch or rewatch instruction. This model of delivery would also ensure that continuity of instruction would be maintained in the event that one or more cohorts, schools, or the entire district needs to return to a full distance learning model.

The district will continue to communicate with parents/guardians and students regarding plans and to solicit their input regarding the method of instruction that best meets their needs. SCUSD recognizes that each of its students and families have different preferences for returning, and different criteria that will make them feel safe enough to do so. To assess individual student and family preferences/needs, a Learning Options Survey for the 2020-21 school year was administered in late July - early August. This survey included questions to assess technology access (device and connectivity), learning option preference (distance, blended, full in-person), distance learning priorities, and preferred means of communication. The information gained was used for planning purposes only and parents/guardians were not required to commit to a learning model at the time. The information obtained from the survey informed the district’s efforts to create the best possible learning conditions for all students, parents/guardians, and staff.

In considering how to deliver in-person instruction that addresses identified needs, the district is examining models that would increase the amount of in-person instruction for specific students. This might include students in Special Day Classes and English Learners who are newcomers.

Most of the District’s related service providers are able to provide their services in a virtual setting; many contracted providers have been providing services online for several years. However, some of the related services are more easily provided in person, including physical therapy, adapted physical education, behavioral support and consultation, orientation and mobility, etc. Services determined to be more appropriately provided on site will be scheduled for the days that the student(s) is scheduled on site as appropriate and practical given the health and safety needs resulting from the pandemic.

Additional considerations for Students with Disabilities: For some special education instructional programs and certain related services, the optimum service delivery model is in-person, face-to- face. As each program and related service is accounted for in terms of grouping for in-person attendance, a related services schedule will be developed for each site and determination made as to which related services will be provided on days of in-school attendance and as to which students and related services are deemed appropriate for continued virtual delivery.

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

Description	Total Funds	Contributing
Personal Protective Equipment: Face coverings (masks and, where appropriate, face shields) to ensure that students, staff, and family entering the school site and staff working in the community are minimizing the spread of respiratory droplets while on campus. Increased supplies of soap and hand sanitizer that is greater than 60% alcohol.	District and County Funded	No

Description	Total Funds	Contributing
Health Materials: Additional Thermometers to screen student temperature and additional supplies to respond to students who display any signs of illness.	District and County Funded	No
Disinfecting Materials: Additional materials to support effective, routine disinfection of hightouch surfaces such as spray bottles, disinfectant, paper towels, gloves, goggles, and masks	District and County Funded	No
Signage, Posters, and Floor Decals: Visual cues throughout school sites to maximize social distancing. Cues will help to direct traffic flow, minimize interactions between families, and identify specific entry/exit points. Visuals will also reinforce face covering and hand washing protocols.	District and County Funded	No
Custodians/Plant Managers: Maintain staffing at sites to ensure that, in addition to standard maintenance and cleaning, facilities are routinely disinfected high-touch areas.	151,756	Yes
HVAC filters: Sites will replace HVAC filters 2-3 times per year as recommended rather than once a year as has been past practice.	District and County Funded	No
Plexiglass to provide barriers when close contact is likely and does not allow for physical distancing of 6 feet such as the front desk.	District and County Funded	No

Distance Learning Program

Continuity of Instruction

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

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

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

1. Most resembles a real classroom
 2. Learners can ask questions and receive feedback simultaneously
 3. Allows for collaboration between students
 4. Teachers can provide immediate feedback, assessment, and make adjustments as needed
 5. Synchronous learning can occur using computer interaction through Google Classroom or video.
- Asynchronous Learning: Asynchronous learning occurs separately and without real-time interaction.
6. Directly aligned to live learning and instruction
 7. Feedback and opportunities for questions come later
 8. Students can absorb content at their own pace
 9. Provides opportunities for students to develop questions and reflections on learning
 10. Allows for more flexibility in scheduling
 11. Asynchronous learning can occur through classwork, videos, group work, or with other support from a teacher.

The total (synchronous and asynchronous combined) instructional minutes for each grade-level is subject to district negotiations with labor partners, but at minimum, student instructional minutes will meet state requirements, of SB 98 for elementary school: 180 minutes Kinder, 230 minutes Primary grades 1-3, 240 minutes Intermediate Grades 4-6.

In addition to the instructional day, teachers will be available for office hours on a regular schedule. We will utilize Google Classroom, Class Dojo, and Infinite Campus as a way of facilitating ongoing communication between families and staff members.

Access to Devices and Connectivity

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

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

Chromebook devices for every student who was in need. In planning for the fall, the school has prepared sufficient devices to supply all those in need.

Also continuing into the fall are partnerships with city/regional agencies and corporate entities to provide connectivity. The 'super hotspot' program launched in partnership with Sacramento Regional Transit provides connectivity to strategic zones via city buses that have been equipped with free internet/Wi-Fi. The Sac City Kids Connect program provides eligible families with several months of free internet access through a partnership with the City of Sacramento and Comcast's Internet Essentials program. The district will continue to promote both of these opportunities in its outreach to families and explore how additional partnerships might expand connectivity access. Existing and future communications and information requests concerning district learning will continue to assess technology access and support needs. Parent Election forms for schedule options (Distance Learning or Blended) and outreach efforts from the Attendance and Engagement Office specifically assess technology needs and connect students and families to services. This includes specific technology support following Home Visits conducted for 'unreachable' students. On a case-by-case basis, hot spots may be provided to families who are in need of internet access and are not eligible for the Sac City Kids Connect Program.

Pupil Participation and Progress

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

Synchronous instructional minutes delivered during distance learning will be scheduled in strategic chunks and include whole-class, small-group, and independent activities. Consistent and effective formative assessment practices will enable staff to best utilize these minutes to meet collective and individual student needs. One example of such practices is the building into lessons of frequent 'Checks for Understanding.' This might be a series of short comprehension questions following a reading or a practice question following a math lecture segment. These brief, informal opportunities are embedded into lessons and provide teachers a real-time assessment of collective and individual student understanding of a specific concept or skill. This information in turn allows a teacher to determine whether additional practice or reteaching is needed before moving forward with the lesson. It also allows for identification of specific students' needs and supports differentiation of instruction.

Also important to assessing pupil progress are the periodic common assessments administered at the beginning of the year and at specific checkpoints throughout. These 'diagnostic screeners' allow teachers to conduct more detailed analysis of individual student progress on identified learning standards. The results can inform lesson and unit design as well as connection of students to specific supports. Where a student demonstrates significant gaps in a specific skill or cluster of skills, additional and targeted support can be provided. This might include differentiation of instruction during live or synchronous instructional minutes and/or provision of tiered intervention support through small group or individual opportunities.

Pupil participation will be determined based on multiple measures of a student's attendance and engagement in learning. Measures will include log-in records to the Google Classroom and other on-line applications used by the teacher (such as BoardJam, Padlet, and Quizmo) and submission of assignments to the teacher. These assignments will have a time value attached to them that will be recorded as instructional minutes for that student.

Distance Learning Professional Development

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

Teachers at NJB will participate in district professional learning opportunities listed below. (pending negotiation with labor partner)

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

1. Three self-paced modules for Universal Design for Learning (UDL) including (1) mindset, (2) frame, and (3) delivery. Teachers will complete these modules and the corresponding processing guides and submit the processing guides to their principal or supervisor before the end of August 2020. The time to complete the three (3) modules is approximately one (1) hour per module for a total of three (3) hours. These are the modules that were previously provided for voluntary completion.
2. District provided, self-paced online professional learning related to the use of Google Classroom. Teachers will complete this online professional development and certify completion before the end of August 2020. The expected time for self-paced training is approximately up to six (6) hours, but may vary depending on familiarity with Google Classroom. This module was also provided in spring 2020 for completion on a voluntary basis.
3. Ongoing professional learning throughout the year to support achievement of school goals within the School Plan for Student Achievement (SPSA) and use of improvement science to improve outcomes for all students.

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

1. Implementation of Universal Design for Learning (UDL) practices
 2. Use of Google Classroom as the Learning Management System for a virtual/blended environment
 3. Administration of district common assessments and use of resulting data to drive instruction, including the use of the Illuminate system to administer/build assessments
 4. Monitoring student engagement, participation, and progress
 - a. Zoom trainings on new attendance and engagement processes for attendance staff
 - b. Attendance and Engagement Toolkit provided to all staff - includes how-to guidelines and video tutorials
 - c. Administrator professional learning on new attendance and engagement expectations
 5. Compilation and use of a bank of exemplary lessons produced by teachers, for teachers, at each grade level and content area
- Essential learning for Substitute Teachers will include the use of instructional technology (Google Classroom, Zoom) and strategies for teaching in a virtual environment.

Staff Roles and Responsibilities

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

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

Attendance and Engagement

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

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

Special Education

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

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

Health and Safety Protocols

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

Broad responsibilities applicable to all staff include:

1. Immediately isolate any individuals who have symptoms of illness to prevent possible transmission of disease. ? Collect and track illness-related information

2. Follow all Health Insurance Portability and Accountability Act (HIPAA) to maintain required confidentiality regarding communicable diseases.
3. Immediately contact Student Support and Health Services staff if notified of any students, staff, or family member with a diagnosis or exposure to COVID-19. Health and Safety responsibilities emerging as a result of COVID that are specific to types of staff are outlined below:
4. Student Support and Health Services Staff: Actively model and support all required public health measures. Consult with Sacramento County Public Health to verify all information. Provide guidance to school sites regarding cleaning and disinfecting. Coordinate district level response to any confirmed diagnoses or exposures to COVID.
- 5 Administrator: Actively model and support all required public health measures. Designate staff liaison(s) to be responsible for responding to COVID-19 concerns. Ensure staff are providing students with appropriate distance learning opportunities and accurately tracking attendance/engagement. Reinforce stay at home requirements.
6. Office Staff: Actively model and support all required public health measures. Encourage electronic communications wherever possible.

Reinforce stay at home requirements. Work with school nurse to follow protocols that lower the risk of infectious students being on campus.

1. Operations/Custodial Staff: Actively model and support all required public health measures. Maintain a stock of personal protective equipment to ensure readiness - order additional supplies as needed. Routine disinfecting of all high-touch areas on a daily basis. Contact operations department if a large-scale disinfecting/cleaning is required.

Supports for Pupils with Unique Needs

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

To make grade-level content accessible for all students, NJB is prioritizing the planning of all lessons using Universal Design for Learning (UDL) practices. SCUSD teachers and leaders will engage in ongoing professional development on the use of UDL to support this effort. As a framework, SCUSD is using the CAST Universal Design for Learning Guidelines. These provide guidance for educators on how to plan for (a) providing students multiple means of engaging in content, (b) providing students multiple ways to access content (Representation), and (c) giving students multiple ways to demonstrate their learning (Action and Expression), with the ultimate goal being the development of expert learners who are purposeful, motivated, resourceful, knowledgeable, strategic, and goal oriented. This represents a shift, with the new frame of reference being design of lessons with student needs in mind at outset.

Distance Learning supports specific to Homeless Youth will include:

1. Coordination & communication with shelters to ensure students are engaged in distance learning
2. Coordination & communication with homeless agencies to ensure they are aware of SCUSD Homeless Services
3. Contact with parents/students to determine if they have special or unmet needs for accessing distance learning and ensure their technology needs are addressed, including provision of Wi-Fi hotspots on a case-by-case basis.
4. Communication with schools/teachers & parents/students to locate 'missing' students or students who are not engaged in distance learning, and identification of special needs or services

5. Coordination with parents/students & schools as necessary for optional distance learning delivery of assignment materials and provision of necessary school supplies.
6. Provision of community resource information for parents/students, such as shelter, housing, food, clothing, health, COVID resources, etc. and refer parents/students to appropriate community agencies and/or district departments/services when educational, health, or welfare needs are identified.
7. Coordination with County LEA Homeless Liaisons to ensure continuity of educational services as students transfer.

Distance Learning supports specific to Foster Youth will include:

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

English Learners will receive both integrated and designated English Language Development (ELD) instruction during distance and in-person learning. Within Designated ELD, English Learners receive regular instruction targeted at their proficiency level and based on the California ELD standards. Within Integrated ELD, English Learners receive regular instruction during core coursework. This instruction is provided to enable English Learners to access core content. Teachers will receive professional development on ELD instruction within the Professional Development on Universal Design for Learning (UDL).

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

1. Adherence to Individualized Education Program (IEP) Addenda that outline services to be provided during distance learning.
2. As determined by the IEP team, modification of IEP goals to appropriately address the distance learning model.
3. Provision of additional consultation/support and/or accessibility tools needed to enable students to actively engage in the distance learning process.

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

Description	Total Funds	Contributing
Devices: Chromebooks made available for all students who need a device to access distance learning at home. HP Laptops or Apple MacBooks provided to teachers for distance learning. Hot spots provided as needed on a case-by-case basis.	District funded	No
Maintain staffing and access to district provided instructional supports for students with disabilities with .Speech and RSP.	Funded Under SELPA	No

Description	Total Funds	Contributing
<p>Collaboration Time: Continue weekly hour of time for teachers to collaboration with peers on approaches to improving student achievement. While in distance learning and/or a hybrid model, collaboration further focused on assessing and address learning loss and responding to identified needs of students, particularly those who are most vulnerable to disproportionate impacts as a result of COVID.</p>	<p>Part of teacher contract (collective Bargaining)</p>	<p>No</p>

Pupil Learning Loss

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

NJB Classroom teachers are being provided a full month of time in which to administer the initial assessment to ensure that students and teachers can effectively create a safe learning environment and re-engage students in school. As noted in the Council of Great City Schools’ (CGCS) report, Addressing Unfinished Learning After COVID-19 School Closures:

“The first instinct of many districts will be to immediately test students upon their return to school in order to gauge their academic level and needs. This would be a mistake for many reasons. To begin with, districts should focus on creating learning environments that feel both physically and psychologically safe for students (and adults). Educators need to work to re-engage students in school, emphasizing the importance of the school community and the joy of learning. Administering tests too soon undermines both of these objectives...It is therefore entirely appropriate to employ assessments as a broad temperature check a few weeks into the school year—which is when they are typically administered in a normal school year.”

It is important to reiterate that assessment of students’ learning status will begin the first day of school and continue each day. The formative data being gathered by teachers throughout instruction is a critical component to understanding what learning loss has occurred and each student’s individual learning needs

Pupil Learning Loss Strategies

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

Learning Loss will be addressed through a Multi-tiered system of supports.

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

Tier 2 supports will be provided primarily through synchronous, small-group instruction that is targeted to identified student needs.

As teachers assess learning loss and their students' individual and collective learning needs, they will not only adapt Tier 1 instruction, but also schedule small group sessions to provide additional support. Similarly, students who require even more intensive (Tier 3) support will be provided 1 on 1 instruction through individual sessions. Both the small group and individual sessions will take a 'just in time' rather than 'just in case' approach. This entails the focusing of small group and individual sessions on the key prerequisite skills that students need to successfully master the content rather than broad reviews of large chunks of information for the whole class. Eligible Foster Youth will be provided online tutoring services based upon needs identified in the case management support process.

Effectiveness of Implemented Pupil Learning Loss Strategies

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

The effectiveness of the services and supports provided to address learning loss will be measured by the ongoing assessments of student progress. This will include the interim/benchmark assessments for Math and ELA administered at 3-4 points over the course of the 2020-21 school year.

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

Description	Total Funds	Contributing
Data Dashboard and Software Tools: Maintain Illuminate and Tableau data systems to support implementation of district's common assessment system and school closure dashboard.	District oversight costs: 131,728	Yes

Mental Health and Social and Emotional Well-Being

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

NJB along with SCUSD has prioritized the creation of socially, emotionally, and physically safe and nurturing environments for students to thrive in across all of the 'Return' plans

To effectively support the social and emotional well-being of students and staff during the school year, SEL lessons focused on universal themes have been developed to supplement existing SEL work and complement the academic curriculum. Themes include collaboration, confidence, gratitude, perseverance, perspective-taking, and more. Each theme includes mini-lessons for elementary and secondary and resources for connecting to families. Resources supporting universal practices across the year include guidance for implementing school wide mindfulness practices, guidance for weekly community circles, a teacher sample schedule for each month, and guidance for daily integration of SEL based upon the district's three signature practices. The three signature practices include:

1. Opening of each class with a welcoming/inclusion activity
 - a. Includes all voices
 - b. Supports new learning ahead
 - c. Can be related to an academic content area or be non-academic
2. Engaging Activities
 - a. Anchor thinking and learning throughout the experience
 - b. Individual and collective engagement and learning are supported
 - c. Balance of interactive and reflective experiences to meet the needs of all participants
3. Ending each class with an optimistic closure
 - a. Highlights individual and shared understanding of the importance of the work
 - b. Provides a sense of accomplishment and supports forward-thinking
 - c. Engages group in reflection, helps identify next steps, and/or makes connections

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

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

The monitoring of student mental health and social emotional well-being will include regular collection of student emotional engagement data via regular surveys and ongoing assessments by staff of student engagement and participation.

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

The district has developed guidance and resources for educators to inform their monitoring of student mental health and addressing trauma and the other impacts of COVID-19. This guidance begins with an acknowledgement that 'the mental wellness, coping resilience, and healing before, during, and after a crisis is suddenly at the forefront of both our region's and the world's collective consciousness.' Since schools

have closed, children have lost the safety net provided by caring teachers, nurses, support staff, counselors, and other personnel. The guidance emphasizes the role of educators in helping to mitigate the negative impact of traumatic events and stress. By prioritizing student safety and managing stress, educators can support the well-being and long-term academic success of students. Key responsibilities of educators to monitor/support mental health and address trauma include:

? Creating safe environments and conditions: Being available, compassionate, and connecting visually or auditorily with students on a regular basis.

? Providing routines and structure: Creating weekly rituals and routines that help students self-regulate.

? Provide social and emotional support to students and caregivers: Be a support system and facilitate connections.

? Prioritize health and well-being: Promote healthy sleeping, eating, and exercise habits and consider the total workload placed on students.

? Identify children and families who need additional support: Connect families and students to resources based on assessed needs and fulfill all mandated reporter duties.

Tiered supports for mental health promotion, awareness, and supports are outlined below and will be supported by a full-time Student Support Center:

TIER 1: UNIVERSAL MENTAL HEALTH PROMOTION AND AWARENESS STRATEGIES-provide to all students and staff regardless of risk or protective factors related to mental health. Intended to foster positive social, emotional and behavioral skills and well-being of all students

*Virtual Calming Room

*Community Resources

*Mindful Classes

*School-wide SEL curriculum and lessons

*Parent Teacher Home Visits

*Professional Learning for staff: Trauma-Informed Practices k-12, Mindfulness, Suicide Prevention and Mental Health Crisis Response

*District-wide focus on promoting well-being

*Parent Outreach & Engagement sessions focused on topics such as Self-Care, Trauma Informed Care & Building Resilience, Suicide Prevention, etc.

*Wellness Warm-line (available 9am-3pm, Mon-Fri) (916) 643-2333

TIER 2: TARGETED STRATEGIES-Targeted mental health practices and systems for students who need more support than is universally provided. Focus is on supporting students who are at risk of developing more serious concerns in academics, behavior, or course performance. Utilize early warning system, Early Identification and Intervention System (EIS), as well as other referral sources to identify students in need of supportive interventions and provide support and linkages. Staff will follow all outlined policies and procedures for using EIS, with a focus on connection students to school and supporting their engagement.

*Coordination of Services Team (COST) process

*Check-in/Check-out

*Psycho-educational groups: provides additional practices in developing social skills, self-regulation, self-management and other SEL skills that have been universally taught and reinforced.

*Linkage to community-based services

*School-based mental individual counseling (in person or virtually) for students and their caregivers

*mentoring

*Case Management services (ensuring needs are met)

Professional Learning for staff & caregivers

TIER 3: INTENSIVE STRATEGIES-Individualized support to improve a student's behavioral and academics outcomes. Goal is to enhance a student's quality of life by increasing adaptive skills and decreasing problems behaviors. Continuing to use EIS and all other referral sources to identify students in need of intensive support. Tier 3 strategies work for students with developmental disabilities, autism, emotional and behavioral disorders, and students impacted by toxic stress and/or trauma.

*Referral and linkage to community-based services

*Suicide Risk Assessment & Safety Planning

*Crisis Intervention

*Behavior contract support

*Special Education advocacy

*504 advocacy & supports

*School Attendance Review Board (SARB) process

*Student Behavior and Placement advocacy to assist with appropriate school placement

District guidance also includes crisis response procedures - including procedures for suicide risk assessment and child abuse reporting - and contact information/links for a range of crisis lines.

Pupil and Family Engagement and Outreach

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

NJB along with the district will implement SCUSD's 'Return to Connect' plan begins by reaffirming the important of attendance and engagement in school. It states, 'A meaningful connection to friends, caring adults, engaging subject matter and activities in class is at the core of what our students need to learn and thrive in any environment. We believe this to be true regardless of what school looks like when we return this fall. Not only do we want students to be present or "logged in," we want them to be engaged: interacting, thinking and connecting.' During the spring school closures, the district learned new best practices as a result of the efforts of teachers, administrators, and staff. A significant change made to the district's strategy for measuring engagement and informing outreach and tiered re-engagement is the expansion of the district's definition of student engagement and monitoring methods. In the spring, engagement was limited to physical actions such as logging in to a software platform, being present at a virtual meeting, or sending an e-mail. Moving forward, student engagement will be defined as having three components:

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

2. Cognitive Engagement (Cognitive Processing) Reflects the extent to which a student is thinking about the learning activity, or attending and focusing on the task

3. Emotional Engagement (Motivation and Emotional Response) Reflects a student's involvement in and enthusiasm for school as a whole as well as their emotional connectedness to others on campus

The three components of engagement will be monitored and assessed through regular engagement surveys, completion of weekly exit tickets, frequency of use of various online tools, participation in online discussions, percentage of assignments completed, number of days logged in, and participation in expanded learning.

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

Tiered re-engagement strategies for students that are absent from distance learning are organized within a Multi-Tiered System of Supports (MTSS) mode:

TIER 1-Students attending school regularly *Positive relationships, engaging school climate, clear and consistent communication between school and families

TIER 2-Students who attend/engage moderately *Phone calls home, informal postcards, training with technology, provide device for distance learning (as needed), referral to student support center or Connect Center

TIER 3-Students who attend 40% or less *Referral to Student Support Center or Connect Center, Action Plan created with student and family, School Attendance Review Team (SART) meeting

TIER 4-Unreachable students: No contact or engagement *Home visits, referral to ACCESS, referral to outside agencies

To support implementation of the above strategies, site-level attendance and engagement teams will conduct weekly data reviews, student level case management, and data-based site level planning to address identified issues. Data review is supported by the Early Identification and Intervention System (EIS), a tool that generates real-time student data to inform targeted intervention and daily practices. The data helps sites identify students who exhibit attendance, behavior, or course performance that puts them at risk of falling behind. When a student is unable to attend/engage daily, either virtually or in person, the school site will offer Short Term Independent Studies contracts. This option would not be distinct from the full distance learning model for all students. Students on Short Term Independent Studies contracts are required to work independently without synchronous learning time.

School Nutrition

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

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

With summer meal flexibility and the associated waivers ending on August 30, 2020, SCUSD will be opening on 9.3.20 with limited flexibility in place under the National School Lunch Program and School Breakfast Program parameters. These include the service of meals to SCUSD enrolled students only and meal eligibility requirements at non-Community Eligibility Provision (CEP) schools. The Nutrition Services department is actively seeking additional waivers to include the continuance of the Summer Food Service Program from state and federal agencies that would extend meal flexibilities, allowing all students 0-18 years of age to eat free of charge and regardless of eligibility or enrollment in school. There is nationwide support from districts and advocacy groups across the country to address this concern at the federal USDA level but a waiver for this flexibility has not been confirmed at the time of this writing.

The district is also seeking to qualify more schools under the Community Eligibility Provision (CEP) due to the increased number of students relying on Cal Fresh food assistance since March. This status allows schools to serve breakfast and lunch to all students at no cost to the student and without the added burden of eligibility applications. Currently 57 SCUSD schools qualify under the CEP and early data suggests that 9 more may be approved for the 2020-21 school year plus 3 more years. The Nutrition Services department will likely experience staffing shortages so it is our intention to provide meals at the most needy of our schools and all of them being CEP schools where breakfast and lunch is served at no cost. Enrollment documents are required for both school-aged children as well as child development enrolled students in order to obtain meals. All SCUSD, charter school, and child development families will be advised where meals will be available for their children and the process for obtaining meals.

When SCUSD moves to a blended learning program the Nutrition Services department will provide breakfast and lunch for students who attend in person, adhering to all social distancing requirements. Students will pick up meals in the cafeteria at elementary schools and in multiple locations on campus at secondary schools (using longer bell schedules and multiple meal periods) including outdoors. All students will either consume meals in the classroom or outdoors. Nutrition Services will offer multiple days of meals for curbside pick-up on the days students participate in remote learning. In planning the return of students and staff to the school site, Nutrition Services is putting plans into place to maximize safety within the COVID context. One measure is the implementation of cashless payments for all students and staff. This will include options for paying online, by check, or by phone. The Nutrition Services Department is collaborating with community partners including The Food Bank of Sacramento, Food Literacy Center, and Farmers to Family Food Box Program to offer additional food resources and support for our families and students in the new school year.

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

Section	Description	Total Funds	Contributing
School Nutrition	Nutrition Services Materials and Supplies: Additional materials needed to provide meals during school closures and, upon return, in a manner that is safe and consistent with public health guidelines. Includes additional kitchen equipment, sanitation supplies, and Personal Protective Equipment.	District funded	No
Mental Health and Social and Emotional Well-Being	Utilize district provided SEL coach and support. Professional learning expanded to address distance learning context, particularly to support teachers in utilizing practices that increase connectedness and address trauma within the remote context.	District funded	No
Mental Health and Social and Emotional Well-Being	Utilize district provided Nurses and Social Workers to provide critical health information, referrals, and support. Support district's broader efforts to educate community about COVID, support contact tracing, and engage in direct outreach to students and families.	District funded	No
Mental Health and Social and Emotional Well-Being	Staff a Student Support Center to provide students and families a centralized access point for support services including, but not limited to, counseling referrals, mental health/behavioral consultations, suicide risk response and intervention, attendance interventions. Collaborate in the districtwide effort to monitor and address mental health needs, in particular the trauma experienced or exacerbated as a result of the COVID pandemic.	District Funded	No

Section	Description	Total Funds	Contributing
Pupil Engagement and Outreach	Implement Virtual Parent Teacher Home Visit Program: Utilize existing staffing and supports.	Home Visit Grant	No

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
25.15%	\$598,920

Required Descriptions

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

There are several actions that are contributing to the increased/improved requirement that are being implemented across the district/school.

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

Several actions from the existing LCAP that are both (a) being implemented school-wide and (b) increasing or improving services for unduplicated students are being maintained in the 2020-21 school year. These actions include: Training Specialists The training specialists within the Curriculum and Instruction department provide a range of professional development, including coaching, and help chart the instructional course of the district. Their recent work has been focused in a number of areas that are specifically targeted at supporting the

needs of unduplicated students. Having focused in the previous two years on implementation of the ELA/ELD framework through the recent Language Arts adoption, work in the late spring expanded to the roll-out of Universal Design for Learning (UDL) practices districtwide. UDL, while supporting all students, is primarily intended to benefit those students who need additional support to access content, engage in the learning process, and express their thinking. This is a critical and synergistic effort with the work of Integrated and Designated ELD as well as differentiated instruction for students with disabilities and other learning needs. As distance learning continues for the 2020-21 school year, the district has communicated the expectations that all lessons are designed using UDL practices. This is a major shift and will not occur overnight – and only with significant coaching and support. The Training Specialists will be key leaders in this effort.

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

Student Support Center

These actions are jointly focused on providing both students and staff the training, skills, and tools they need to establish and maintain a positive school climate and culture. They are also intended to develop each individual's social and emotional capacity to be successful in college, career, and life. While a positive school culture and climate are important for all students, they are particularly important for unduplicated pupils and other groups who have historically and continue to experience disproportionate discipline and other unhealthy impacts of a negative school climate and culture. Foster Youth and Homeless youth in particular experience higher rates of discipline and lower attendance. English Learners and Low Income students are also more likely to be impacted by negative school culture and climate. These programs, while continuing their previous work, will adapt their range of supports for staff and students during distance learning. As the survey results discussed in this plan showed, connectedness during distance learning is challenging and many reported feeling less of a sense of belonging to their class or school. Student Support Center programs will be critical elements in communicating and teaching best practices for integrating SEL into daily instruction and establishing clear classroom and school wide supports to build positive culture and climate. During the time of school closures, the staff within this action will play a critical role in addressing the impact of trauma caused during the pandemic or exacerbated by the conditions of school closure. As mentioned throughout, the impacts and trauma of COVID are landing disproportionately on specific student groups, including unduplicated students. The Student Support Center coordinates a range of services through a single point of access. These services include individual and family counseling referrals, mental health/behavioral consultations, suicide risk response and intervention, attendance interventions, health insurance enrollment/health advocacy, and LGBTQ Safe Zone trainings. Prior to COVID, the Connect Center played a key role in addressing issues of trauma, including for those students who are homeless or coming from transitional experiences. In the current context, these services are even more critical. As has been shared in other sections of this plan, student groups including English Learners, Homeless Youth, Foster Youth, and Low-Income students are more likely to experience disproportionate impacts from the pandemic, including trauma. This action has and continues to be a service that is open to all, but is intended to and continues to provide valuable services to unduplicated students.

Parent Teacher Home Visits This action encompasses the Parent Teacher Home Visit (PTHV) and Academic Parent Teacher Team (APTT) program. Both components are implemented at Title 1 sites, with all students/families at those sites able to participate. The PTHV program builds relationships with families and supports them in becoming equal partners in their students' education. The APTT program extends this work in a series of meetings during which teachers and families engage in collaborative learning and forming plans to support student success. This program is ultimately intended to deepen positive relationships empower parents/caregivers who are, for any number of reasons, less connected to the school. The focusing of the program at Title 1 schools is an explicit effort to target the resources at sites which have the greatest need.

Class-size Reduction Given the learning loss associated with school closures, it is critical to structure classrooms in a way that make deep relationships and regular intervention possible. This includes maintaining smaller class sizes. Class-size reduction in the primary grades has been linked to increased achievement levels for students living in poverty.

Differentiated Instructional Programs (Computer-based) and Instructional Aide Support These computer-based programs continually assess and provide targeted learning opportunities for students in the asynchronous learning environment. Instructional aides provide similar learning opportunities in the synchronous space. This is particularly critical for students who are working far below grade-level. English learners, foster youth, and students living in poverty are much more likely to re-enter school this year below grade-level. This action was developed with their needs in mind.

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

NJB actively uses district resources such as departments, Family Community Engagement, Charter Oversight, and Connect referrals to support Foster Youth, English Language Learners, and Low-Income Students.

NJB has a grant with Parent Teacher Home Visits. Both components are implemented at NJB, with all students/families at those sites able to participate. All teachers have actively participated in the professional development per the grant and utilized resources.

NJB utilizes Class-size Reduction in all grades per the Charter.

NJB follows the district and state required ELD instruction Small-group ELD instruction and our GLAD strategies (Guided Language and Acquisition Development are provided specifically to our English learner students. Both types of ELD instruction will provide opportunities for English learners to continue developing their English skills even from homes whereas language other than English is spoken.

Learning Continuity and Attendance Plan Template (2020–21)

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Sacramento New Technology High School	Jessica Martin, Principal	Jessica-martin@scusd.edu (916)395-5254

General Information

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

The unprecedented COVID-19 pandemic has affected the entire Sacramento City Unified School District community and drastically altered the lives of our students, families, and staff. The unexpected closure of schools in March 2020 has impacted the physical, emotional, social, and educational needs of our students and caused high levels of stress and trauma to them and their families. The closure of schools has impacted many students and families by challenging their ability to access basic services. The broader economic impacts of the pandemic, including increased unemployment, have increased existing challenges such as food insecurity and access to technology/connectivity. Families and students have also been impacted by the physical separation from targeted supports and services that are typically provided in-person, including many services for English Learners, Foster Youth, Homeless Youth, and Students with Disabilities. The COVID-19 pandemic has also resulted in increased isolation and disconnection due to the physical and social separation from the classroom and school community. Curriculum pacing, traditional methods of instruction, and assessments of student learning have also been disrupted.

Sacramento New Technology High School is a member of the New Tech Network, a non-profit national organization. Our shared vision for student success – college and career readiness for all students – has a very specific meaning to our school and within the New Tech Network. Today, Sac New Tech serves 173 students in grades 9-12. 68% of our students come from socioeconomically disadvantaged homes, 16% are English Learners, and 17% are in special education.

Our vision is to prepare students to excel in an information and collaboration based, technology advanced society. Our community seeks to build a culture of Trust, Respect, Responsibility and Relationships. The community wishes to help prepare students for life after high school. We want students to reflect on the idea of what is acceptable in the professional world. Students will be empowered to take their education into their own hands more than at other schools. As a result, students will also be given a greater degree of involvement in school governance.

We commit ourselves to:

Educational excellence

Learning through collaborations with family, business, community, and other students

Using advanced learning methods, technology, and a professional environment to stimulate higher levels of learning

Creating the relationships and opportunities to consistently provide innovative technology and high quality work and college experience for high school students.

Stakeholder Engagement

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

As a school within SCUSD, Sacramento New Technology High School accesses the full range of services and implements standard programs in alignments with the district. Here is a list and summary of all the ways we promote stakeholder engagement:

School Site Council – led by a parent in collaboration with the school principal, this groups reviews, monitor and revises the Single Plan for Student Achievement. This council meets once per month

PTSA – as a member of the PTSA Board, the principal collaborates with PTSA to provide support and resources to our educational community. Despite being a small school, our PTSA raises over \$10,000 annually. The PTSA provides informational workshops for our parents 5 times per year.

Monthly Parent/Principal Chats – Once a month, the principal is available in the evenings to share information with parents and to allow parents a venue to ask questions or offer school improvement suggestions.

Principal’s Student Advisory Group – This group is comprised of students from different cultural and interest based groups within the student body. This group meets once a month to discuss school issues and ideas from the student’s perspective.

Student Leadership (ASB) – the principal attends all ASB board meetings as an immediate resource to student led ideas and activities for the purpose of building and strengthening the culture and climate of the school.

Weekly Announcements – Every Sunday at 6pm, The Sunday Night Howl is sent to all families via email and the auto-dialer system. This is a weekly announcement that provides parents with news about upcoming events and/or deadlines for the school community.

Weekly Staff Newsletter – Every Sunday afternoon a Staff Newsletter is sent to all staff with information about upcoming events and/or deadlines for the school community.

Weekly CPT Meetings – every Tuesday the teaching staff meets to discuss and collaborate about teaching and learning during distance learning and what learning will look like when we can return to a blended or fully live model.

Echo – This is our online learning platform. All students, staff and parents have access to Echo. All course information and grades are live and available to all members of the platform.

Weekly Office Meetings – Every week, the principal, the office staff, and the custodian meet to report on any issues or needs of the school.

Back to School Night (Fall) – parents and students meet teachers and learn about specific course requirements

Open House (Spring) – students and staff have an opportunity to showcase student projects and creations done throughout the school year.

School Website – all contact information and information pertaining to the school can be found on the school website which can be accessed by anyone with internet

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

All public meetings are currently held via Zoom. Meeting dates and zoom link information is sent via email and in some cases posted on the school website. During public meetings, the members of the public are able to comment and actively participate in the public meetings.

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

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

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

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

Continuity of Learning

In-Person Instructional Offerings

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

Through mid-July, the district was moving forward with plans to reopen school in a hybrid model, with students spending portions of the day/week at school sites receiving in-person instruction and completing the rest of their learning in a distanced setting. Providing as much in-person instruction as can safely be delivered is a priority of many stakeholders and acknowledged by the district as an important means of addressing learning loss, particularly for those groups of students who are most likely to be disproportionately impacted by school closures. On July 15th the district, based on the recommendation of the Sacramento County Department of Public Health, concluded and announced that the 2020-21 school year would begin with full distance learning. This decision was later affirmed by the guidance provided by Governor Newsom to schools in his July 17th press conference. This guidance detailed the conditions under which schools will be allowed to reopen, the requirements they will have to follow when bringing students back, and the conditions under which a school or district may have to return back to a full distance model after reopening. While current health conditions do not permit delivery of in-person instruction, the district is continuing to plan blended learning models so it will be prepared to bring students back once it is safe to do so. SCUSD will continue to align decision-making to public health experts at the state and county level and to orders and guidance provided by Governor Newsom. One potential strategy under consideration is the continued use of Google classroom in both in-person and distance learning. This would allow students at home to participate in instruction synchronously with students who are in the physical classroom space, including interaction via virtual 'breakout room' groups. Teachers would use a camera to record lessons, enabling students to later watch or re-watch instruction. This model of delivery would also ensure that continuity of instruction would be maintained in the event that one or more cohorts, schools, or the entire district needs to return to a full distance learning model. The district will continue to communicate with parents/guardians and students regarding plans and to solicit their input regarding the method of instruction that best meets their needs. SCUSD recognizes that each of its students and families have different preferences for returning, and different criteria that will make them feel safe enough to do so. To assess individual student and family preferences/needs, a Learning Options Survey for the 2020-21 school year was administered in late July - early August. This survey included questions to assess technology access (device and connectivity), learning option preference (distance, blended, full in-person), distance learning priorities, and preferred means of communication. The information gained was used for planning purposes only and parents/guardians were not required to commit to a learning model at the time. The information obtained from the survey informed the district's efforts to create the best possible learning conditions for all students, parents/guardians, and staff. In considering how to deliver in-person instruction that addresses identified needs, the district is examining models that would increase the amount of in-person instruction for specific students. This might include students in Special Day Classes and English Learners who are newcomers. Additional considerations for Students with Disabilities: For some special education instructional programs and certain related services, the optimum service delivery model is in-person, face-to-face. As each program and related service is accounted for in terms of grouping for in-person attendance, a related services schedule will be developed for each site and determination made as to which related services will be provided on days of in-school attendance and as to which students and related services are deemed appropriate for continued virtual delivery. Most of the District's related service providers are able to provide their services in a virtual setting; many contracted providers have been providing services online for several years. However, some of the related services are more easily provided in person, including physical therapy,

adapted physical education, behavioral support and consultation, orientation and mobility, etc. Services determined to be more appropriately provided on site will be scheduled for the days that the student(s) is scheduled on site as appropriate and practical given the health and safety needs resulting from the pandemic.

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

Description	Total Funds	Contributing
Personal Protective Equipment: Face coverings (masks and, where appropriate, face shields) to ensure that students, staff, and family entering school sites and staff working in the community are minimizing the spread of respiratory droplets while on campus. Increased supplies of soap and hand sanitizer that is greater than 60% alcohol (District Funded)	District Funded	N
Health Materials: Additional Thermometers to screen student temperature and additional supplies to respond to students who display any signs of illness.	District Funded	N
Disinfecting Materials: Additional materials to support effective, routine disinfection of hightouch surfaces such as spray bottles, disinfectant, paper towels, gloves, goggles, and masks.	District Funded	N
Signage, Posters, and Floor Decals: Visual cues throughout school sites to maximize social distancing. Cues will help to direct traffic flow, minimize interactions between families, and identify specific entry/exit points. Visuals will also reinforce face covering and hand washing protocols.	District Funded	N
Custodians/Plant Managers: Maintain staffing at sites to ensure that, in addition to standard maintenance and cleaning, facilities are routinely disinfected high-touch areas.	36456	N
HVAC filters: Sites will replace HVAC filters 2-3 times per year as recommended rather than once a year as has been past practice.	District Funded	N
Plexiglass to provide barriers when close contact is likely and does not allow for physical distancing of 6 feet such as the front desk.	District Funded	N

Continuity of Instruction

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

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

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

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

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

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

The total (synchronous and asynchronous combined) instructional minutes for each grade-level is subject to district negotiations with labor partners, but at minimum, student instructional minutes will meet state requirements.

In order to support asynchronous learning, we have purchased licenses for Echo and Gmail (@snths.org). These platforms allow for easy communication between all stakeholders. Communication includes but is not limited to assignments and due dates, grades, attendance, and correspondence. Chromebooks were distributed to every student who needed a distance learning device at home. Hotspots have been provided to students who needed extra bandwidth at home.

Access to Devices and Connectivity

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

As SCUSD begins the 2020-21 school year in a full distance-learning context and prepares for the possibility that much of the school year will be via distance learning, ensuring access to devices and connectivity for all students is imperative. The technology gaps identified at the outset of school closures deepened the district's understanding of inequities that existed prior to COVID-19 and will continue to require attention even after students and staff have fully returned to an in-person model. SCUSD's efforts in the spring to provide all students with access to devices and connectivity have significantly reduced the identified gaps. However, significant areas of need remain, particularly in ensuring that all students have access to sufficient connectivity to engage in distance learning. During the spring school closures SCUSD distributed Chromebook devices beginning with one per family and, as shipments came in, expanding to a device for every student who was in need. In planning for the fall, the district has prepared sufficient devices to supply all those in need. This includes preparations for incoming Kindergarten students, students at other grade levels new to the district, and any continuing students who are in need. Also continuing into the fall are partnerships with city/regional agencies and corporate entities to provide connectivity. The 'super hotspot' program launched in partnership with Sacramento Regional Transit provides connectivity to strategic zones via city buses that have been equipped with free internet/Wi-Fi. The Sac City Kids Connect program provides eligible families with several months of free internet access through a partnership with the City of Sacramento and Comcast's Internet Essentials program. The district will continue to promote both of these opportunities in its outreach to families and explore how additional partnerships might expand connectivity access. Existing and future communications and information requests concerning district learning will continue to assess technology access and support needs. Parent Election forms for schedule options (Distance Learning or Blended) and outreach efforts from the Attendance and Engagement Office specifically assess technology needs and connect students and families to services. This includes specific technology support following Home Visits conducted for 'unreachable' students. On a case-by-case basis, hot spots may be provided to families who are in need of internet access and are not eligible for the Sac City Kids Connect Program.

Pupil Participation and Progress

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

Synchronous instructional minutes delivered during distance learning will be scheduled in strategic chunks and include whole-class, small-group, and independent project based activities. Consistent and effective formative assessment practices will enable staff to best utilize these minutes to meet collective and individual student needs.

Also important to assessing pupil progress are the periodic assessments administered at the beginning of the year and at specific checkpoints throughout. These 'diagnostic screeners' allow teachers to conduct more detailed analysis of individual student progress on identified learning standards. The results can inform lesson and unit design as well as connection of students to specific supports. Where a student demonstrates significant gaps in a specific skill or cluster of skills, additional and targeted support can be provided. This might include differentiation of instruction during live or synchronous instructional minutes and/or provision of tiered intervention support through small group or individual opportunities.

Pupil participation will be determined based on multiple measures of a student's attendance and engagement in learning. Measures will include the weekly engagement log and other on-line applications used by the teacher and submission of assignments to the teacher.

Distance Learning Professional Development

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

Teachers at Sac New Tech will participate in district professional learning opportunities listed below.

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

- Three self-paced modules for Universal Design for Learning (UDL) including (1) mindset, (2) frame, and (3) delivery. Teachers will complete these modules and the corresponding processing guides and submit the processing guides to their principal or supervisor before the end of August 2020. The time to complete the three (3) modules is approximately one (1) hour per module for a total of three (3) hours. These are the modules that were previously provided for voluntary completion.
- District provided, self-paced online professional learning related to the use of Google Classroom. Teachers will complete this online professional development and certify completion before the end of August 2020. The expected time for self-paced training is approximately up to six (6) hours, but may vary depending on familiarity with Google Classroom. This module was also provided in spring 2020 for completion on a voluntary basis.
- Ongoing professional learning throughout the year to support achievement of school goals within the School Plan for Student Achievement (SPSA) and use of improvement science to improve outcomes for all students.

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

1. Implementation of Universal Design for Learning (UDL) practices
2. Use of Echo as the Learning Management System for a virtual/blended environment
3. Administration of district common assessments and use of resulting data to drive instruction, including the use of the Illuminate system to administer/build assessments
4. Monitoring student engagement, participation, and progress
 - a. Zoom trainings on new attendance and engagement processes for attendance staff
 - b. Attendance and Engagement Toolkit provided to all staff - includes how-to guidelines and video tutorials
 - c. Administrator professional learning on new attendance and engagement expectations
5. Compilation and use of a bank of exemplary lessons produced by teachers, for teachers, at each grade level and content area

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

In addition to district offerings, Sac New Tech teachers will participate in 1.5 hours per week of professional learning around the new tech-based instructional programs as well as best practices in regards to a distance learning classroom.

Staff Roles and Responsibilities

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

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

Attendance and Engagement

Within the full-distance and any future hybrid models, teachers will be responsible for monitoring attendance and engagement using multiple measures. While in-person, a student's attendance is determined solely by their presence or absence during the assigned date/class. In distance learning, teachers will monitor student submission of assignments, presence within the learning management system, attendance at live, synchronous instruction, and other forms of contact determined at the site. They will also be responsible for maintaining a weekly record documenting a student's synchronous and/or asynchronous engagement each day. Attendance staff will be continuing all of their core functions, though specific roles within these functions are adapted to the distance learning context. Follow-up with teachers who are not documenting attendance/engagement will specify the multiple measures to be used, attendance coding/entry will reflect any structures developed to represent the nuances of the distance learning context, and outreach/intervention within the MTSS context will connect students and families to resources in a distanced model. A key new responsibility of attendance staff will be contacting families regarding absences. Where an absence is illness-related, attendance staff will support contact tracing protocols as directed by the Sacramento County Health Department. This will include entry of detailed attendance data into the student information system.

Special Education

All staff supporting students with disabilities will continue in their roles and performing their broad responsibilities, with modifications to reflect the distance context.

Modifications include:

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

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

Broad responsibilities applicable to all staff include:

- Immediately isolate any individuals who have symptoms of illness to prevent possible transmission of disease.
- Collect and track illness-related information
- Follow all Health Insurance Portability and Accountability Act (HIPAA) to maintain required confidentiality regarding communicable diseases.
- Immediately contact Student Support and Health Services staff if notified of any students, staff, or family member with a diagnosis or exposure to COVID-19. Health and Safety responsibilities emerging as a result of COVID that are specific to types of staff are outlined below:
 - Student Support and Health Services Staff: Actively model and support all required public health measures. Consult with Sacramento County Public Health to verify all information. Provide guidance to school sites regarding cleaning and disinfecting. Coordinate district level response to any confirmed diagnoses or exposures to COVID.
 - Administrators: Actively model and support all required public health measures. Designate staff liaison(s) to be responsible for responding to COVID-19 concerns. Ensure staff are providing students with appropriate distance learning opportunities and accurately tracking attendance/engagement. Reinforce stay at home requirements.
 - Office Staff: Actively model and support all required public health measures. Encourage electronic communications wherever possible. Reinforce stay at home requirements. Work with school nurse to follow protocols that lower the risk of infectious students being on campus.
 - Operations/Custodial Staff: Actively model and support all required public health measures. Maintain a stock of personal protective equipment to ensure readiness - order additional supplies as needed. Routine disinfecting of all high-touch areas on a daily basis. Contact operations department if a large-scale disinfecting/cleaning is required.
 - Food Service Staff: Actively model and support all required public health measures. Implement one-way passage ways through meal delivery. Ensure work space has appropriate personal protective equipment and cleaning/disinfecting materials. Increase ventilation for closed areas.
 - Teachers: Actively model and support all required public health measures. Reinforce and follow all required health precautions with students including physical distancing, maximum occupancy, regular handwashing, individual supplies, and disinfecting procedures. Send any visibly sick students or students reporting that they do not feel well to the office.
 - School Nurses: Actively model and support all required public health measures. Follow Sacramento County Public Health guidelines to support contact tracing. Provide training to staff on any new procedures required by the health department as a result of contact tracing.
 - Support Staff: Actively model and support all required public health measures. Provide tele-supports rather than in-person when feasible. Encourage activities and strategies that promote positive coping during times of stress for adults and children

Supports for Pupils with Unique Needs

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

To make grade-level content accessible for all students, SCUSD is prioritizing the planning of all lessons using Universal Design for Learning (UDL) practices. SCUSD teachers and leaders will engage in ongoing professional development on the use of UDL to support this effort. As a framework, SCUSD is using the CAST Universal Design for Learning Guidelines. These provide guidance for educators on how to plan for

- (a) providing students multiple means of engaging in content,
- (b) providing students multiple ways to access content (Representation), and
- (c) giving students multiple ways to demonstrate their learning (Action and Expression), with the ultimate goal being the development of expert learners who are purposeful, motivated, resourceful, knowledgeable, strategic, and goal oriented. This represents a shift, with the new frame of reference being design of lessons with student needs in mind at outset.

Distance Learning supports specific to Homeless Youth will include:

1. Coordination & communication with shelters to ensure students are engaged in distance learning
2. Coordination & communication with homeless agencies to ensure they are aware of SCUSD Homeless Services
3. Contact with parents/students to determine if they have special or unmet needs for accessing distance learning and ensure their technology needs are addressed, including provision of Wi-Fi hotspots on a case-by-case basis.
4. Communication with schools/teachers & parents/students to locate 'missing' students or students who are not engaged in distance learning, and identification of special needs or services
5. Coordination with parents/students & schools as necessary for optional distance learning delivery of assignment materials and provision of necessary school supplies.
6. Provision of community resource information for parents/students, such as shelter, housing, food, clothing, health, COVID resources, etc. and refer parents/students to appropriate community agencies and/or district departments/services when educational, health, or welfare needs are identified.
7. Coordination with County LEA Homeless Liaisons to ensure continuity of educational services as students transfer

Distance Learning supports specific to Foster Youth will include:

- Case management to support all eligible foster youth
- Weekly and/or bi-weekly check-ins with students and foster parents via phone, zoom, and e-mail.
- Monitoring of attendance/engagement and communication with teachers and administrators when needed.
- Referrals to both district and community agencies for additional support/resources as needed.

Online tutoring services will be offered to eligible foster youth.

Collaboration with Student Hearing and Placement and Special Education offices to ensure that any new youth entering the district are placed in the appropriate school in a timely manner.

English Learners will receive both integrated and designated English Language Development (ELD) instruction during distance and in-person learning. Within Designated ELD, English Learners receive regular instruction targeted at their proficiency level and based on the California ELD standards. Within Integrated ELD, English Learners receive regular instruction during core coursework. This instruction is provided to enable English Learners to access core content. Teachers will receive professional development on ELD instruction within the Professional Development on Universal Design for Learning (UDL).

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

Adherence to Individualized Education Program (IEP) Addenda that outline services to be provided during distance learning.

As determined by the IEP team, modification of IEP goals to appropriate address the distance learning model.

Provision of additional consultation/support and/or accessibility tools needed to enable students to actively engage in the distance learning process.

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

Description	Total Funds	Contributing
Echo User Agreement – learning platform used by all stakeholders	8840	N
Collaboration Time: Twice per week. 1.5 hours whole group and 1.5 hours grade level or pathway teams with focus on student support and teaching and learning strategies that are most effective during distance learning.	0	Y
Maintain staffing and access to district provided instructional supports for students with disabilities	79504	N
Devices: Chromebooks made available for all students who need a device to access distance learning at home	10000	N
Maintain Parent Advisor to support families with transition to and support for distance learning	TBD	N
Get Focused Stay Focused Online Program – Articulated with college credits, students create a 10 year plan that starts in 9 th grade and goes into post-secondary life choices and plan.	2200	N

Pupil Learning Loss

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

Classroom teachers are being provided a full month of time in which to administer the initial assessment to ensure that students and teachers can effectively create a safe learning environment and re-engage students in school. As noted in the Council of Great City Schools' (CGCS) report, Addressing Unfinished Learning After COVID-19 School Closures:

“The first instinct of many districts will be to immediately test students upon their return to school in order to gauge their academic level and needs. This would be a mistake for many reasons. To begin with, districts should focus on creating learning environments that feel both physically and psychologically safe for students (and adults). Educators need to work to re-engage students in school, emphasizing the importance of the school community and the joy of learning. Administering tests too soon undermines both of these objectives. It is therefore entirely appropriate to employ assessments as a broad temperature check a few weeks into the school year—which is when they are typically administered in a normal school year.”

It is important to reiterate that assessment of students' learning status will begin the first day of school and continue each day. The formative data being gathered by teachers throughout instruction is a critical component to understanding what learning loss has occurred and each student's individual learning needs.

Pupil Learning Loss Strategies

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

Learning Loss will be addressed through a Multi-tiered system of supports. At Tier 1, all students will receive standards-aligned instruction focused on priority standard clusters. This will allow for depth of instructional focus on the key skills and concepts that are most critical for the respective grade level/content area. Tier 2 supports will be provided primarily through synchronous, small-group instruction that is targeted to identified student needs. As teachers assess learning loss and their students' individual and collective learning needs, they will not only adapt Tier 1 instruction, but also schedule small group sessions to provide additional support. Similarly, students who require even more intensive. (Tier 3) support will be provided 1 on 1 instruction through individual sessions. Both the small group and individual sessions will take a 'just in time' rather than 'just in case' approach. This entails the focusing of small group and individual sessions on the key prerequisite skills that students need to successfully master the content rather than broad reviews of large chunks of information for the whole class. Eligible Foster Youth will be provided online tutoring services based upon needs identified in the case management support process.

Effectiveness of Implemented Pupil Learning Loss Strategies

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

The effectiveness of the services and supports provided to address learning loss will be measured by the ongoing assessments of student progress. This will include the interim/benchmark assessments for Math and ELA administered at 3-4 points over the course of the 2020-21 school year.

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

Description	Total Funds	Contributing
Data Dashboard and Software Tools: Maintain Illuminate and Tableau data systems to support implementation of district's common assessment system and school closure dashboard.	0	N
[A description of what the action is; may include a description of how the action contributes to increasing or improving services]	[\$ 0.00]	[Y/N]

Mental Health and Social and Emotional Well-Being

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

SCUSD has prioritized the creation of socially, emotionally, and physically safe and nurturing environments for students to thrive in across all of the 'Return' plans.

To effectively support the social and emotional well-being of students and staff during the school year, SEL lessons focused on universal themes have been developed to supplement existing SEL work and complement the academic curriculum. Themes include collaboration, confidence, gratitude, perseverance, perspective-taking, and more. Each theme includes mini-lessons for elementary and secondary and resources for connecting to families. Resources supporting universal practices across the year include guidance for implementing school wide mindfulness practices, guidance for weekly community circles, a teacher sample schedule for each month, and guidance for daily integration of SEL based upon the district's three signature practices. The three signature practices include:

1. Opening of each class with a welcoming/inclusion activity
 - a. Includes all voices
 - b. Supports new learning ahead
 - c. Can be related to an academic content area or be non-academic
2. Engaging Activities
 - a. Anchor thinking and learning throughout the experience

- b. Individual and collective engagement and learning are supported
 - c. Balance of interactive and reflective experiences to meet the needs of all participants
3. Ending each class with an optimistic closure
- a. Highlights individual and shared understanding of the importance of the work
 - b. Provides a sense of accomplishment and supports forward-thinking
 - c. Engages group in reflection, helps identify next steps, and/or makes connections

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

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

The monitoring of student mental health and social emotional well-being will include regular collection of student emotional engagement data via regular surveys and ongoing assessments by staff of student engagement and participation.

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

The district has developed guidance and resources for educators to inform their monitoring of student mental health and addressing trauma and the other impacts of COVID-19. This guidance begins with an acknowledgement that 'the mental wellness, coping resilience, and healing before, during, and after a crisis is suddenly at the forefront of both our region's and the world's collective consciousness.' Since schools have closed, children have lost the safety net provided by caring teachers, nurses, support staff, counselors, and other personnel. The guidance emphasizes the role of educators in helping to mitigate the negative impact of traumatic events and stress. By prioritizing student safety and managing stress, educators can support the well-being and long-term academic success of students.

Key responsibilities of educators to monitor/support mental health and address trauma include:

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

Tiered supports for mental health promotion, awareness, and supports are outlined below and will be supported by a full-time Student Support Center:

TIER 1: UNIVERSAL MENTAL HEALTH PROMOTION AND AWARENESS STRATEGIES-provide to all students and staff regardless of risk or protective factors related to mental health. Intended to foster positive social, emotional and behavioral skills and well-being of all students

- *Virtual Calming Room

- *Community Resources

- *Mindful Classes

- *School-wide SEL curriculum and lessons

- *Parent Teacher Home Visits

- *Professional Learning for staff: Trauma-Informed Practices k-12, Mindfulness, Suicide Prevention and Mental Health Crisis Response

- *District-wide focus on promoting well-being

- *Parent Outreach & Engagement sessions focused on topics such as Self-Care, Trauma Informed Care & Building Resilience, Suicide Prevention, etc.

- *Wellness Warm-line (available 9am-3pm, Mon-Fri) (916) 643-2333

TIER 2: TARGETED STRATEGIES-Targeted mental health practices and systems for students who need more support than is universally provided. Focus is on supporting students who are at risk of developing more serious concerns in academics, behavior, or course performance. Utilize early warning system, Early Identification and Intervention System (EIS), as well as other referral sources to identify students in need of supportive interventions and provide support and linkages. Staff will follow all outlined policies and procedures for using EIS, with a focus on connection students to school and supporting their engagement.

- *Coordination of Services Team (COST) process

- *Check-in/Check-out

- *Psycho-educational groups: provides additional practices in developing social skills, self-regulation, self-management and other SEL skills that have been universally taught and reinforced.

- *Linkage to community-based services

- *School-based mental individual counseling (in person or virtually) for students and their caregivers

- *mentoring

- *Case Management services (ensuring needs are met)

Professional Learning for staff & caregivers

TIER 3: INTENSIVE STRATEGIES-Individualized support to improve a student's behavioral and academics outcomes. Goal is to enhance a student's quality of life by increasing adaptive skills and decreasing problems behaviors. Continuing to use EIS and all other referral sources to identify students in need of intensive support. Tier 3 strategies work for students with developmental disabilities, autism, emotional and behavioral disorders, and students impacted by toxic stress and/or trauma.

*Referral and linkage to community-based services

*Suicide Risk Assessment & Safety Planning

*Crisis Intervention

*Behavior contract support

*Special Education advocacy

*504 advocacy & supports

*School Attendance Review Board (SARB) process

*Student Behavior and Placement advocacy to assist with appropriate school placement

District guidance also includes crisis response procedures - including procedures for suicide risk assessment and child abuse reporting - and contact information/links for a range of crisis lines.

Pupil and Family Engagement and Outreach

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

SCUSD's 'Return to Connect' plan begins by reaffirming the important of attendance and engagement in school. It states, 'A meaningful connection to friends, caring adults, engaging subject matter and activities in class is at the core of what our students need to learn and thrive in any environment. We believe this to be true regardless of what school looks like when we return this fall. Not only do we want students to be present or "logged in," we want them to be engaged: interacting, thinking and connecting.' During the spring school closures, the district learned new best practices as a result of the efforts of teachers, administrators, and staff. A significant change made to the district's strategy for measuring engagement and informing outreach and tiered re-engagement is the expansion of the district's definition of student engagement and monitoring methods. In the spring, engagement was limited to physical actions such as logging in to a software platform, being present at a virtual meeting, or sending an e-mail. Moving forward, student engagement will be defined as having three components:

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

2. Cognitive Engagement (Cognitive Processing) Reflects the extent to which a student is thinking about the learning activity, or attending and focusing on the task

3. Emotional Engagement (Motivation and Emotional Response) Reflects a student's involvement in and enthusiasm for school as a whole as well as their emotional connectedness to others on campus

The three components of engagement will be monitored and assessed through regular engagement surveys, completion of weekly exit tickets, frequency of use of various online tools, participation in online discussions, percentage of assignments completed, number of days logged in, and participation in expanded learning.

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

Tiered re-engagement strategies for students that are absent from distance learning are organized within a Multi-Tiered System of Supports (MTSS) mode:

TIER 1-Students attending school regularly *Positive relationships, engaging school climate, clear and consistent communication between school and families

TIER 2-Students who attend/engage moderately *Phone calls home, informal postcards, training with technology, provide device for distance learning (as needed), referral to student support center or Connect Center

TIER 3-Students who attend 40% or less *Referral to Student Support Center or Connect Center, Action Plan created with student and family, School Attendance Review Team (SART) meeting

TIER 4-Unreachable students: No contact or engagement *Home visits, referral to ACCESS, referral to outside agencies

To support implementation of the above strategies, site-level attendance and engagement teams will conduct weekly data reviews, student level case management, and data-based site level planning to address identified issues. Data review is supported by the Early Identification and Intervention System (EIS), a tool that generates real-time student data to inform targeted intervention and daily practices. The data helps sites identify students who exhibit attendance, behavior, or course performance that puts them at risk of falling behind. When a student is unable to attend/engage daily, either virtually or in person, the school site will offer Short Term Independent Studies contracts. This option would not be distinct from the full distance learning model for all students. Students on Short Term Independent Studies contracts are required to work independently without synchronous learning time.

School Nutrition

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

Nutrition Services will continue implementation of key operational procedures developed during the spring school closures that continued through the summer months that ensure safe and effective meal delivery services. These include use of a drive-thru, curbside pick-up process that ensures 6-10 feet of social distancing for staff and community members, use of appropriate personal protective equipment (PPE) by all staff, and clear signage at all distribution points to reinforce social distancing practices and now use of masks for community and staff required per state and county health orders. With summer meal flexibility and the associated waivers ending on August 30, 2020, SCUSD will be opening on 9.3.20 with limited flexibility in place under the National School Lunch Program and School Breakfast Program parameters. These include the service of meals to SCUSD enrolled students only and meal eligibility requirements at non-Community Eligibility Provision (CEP) schools. The Nutrition Services department is actively seeking additional waivers to include the continuance of the Summer Food Service Program from state and federal agencies that would extend meal flexibilities, allowing all students 0-18 years of age to eat free of charge and regardless of eligibility or enrollment in school. There is nationwide support from districts and advocacy groups across the country to address this concern at the federal USDA level but a waiver for this flexibility has not been confirmed at the time of this writing. The district is also seeking to qualify more schools under the Community Eligibility Provision (CEP) due to the increased number of students relying on Cal Fresh food assistance since March. This status allows schools to serve breakfast and lunch to all students at no cost to the student and without the added burden of eligibility applications. Currently 57 SCUSD schools qualify under the CEP and early data suggests that 9 more may be approved for the 2020-21 school year plus 3 more years. The Nutrition Services department will likely experience staffing shortages so it is our intention to provide meals at the neediest of our schools and all of them being CEP schools where breakfast and lunch is served at no cost. Enrollment documents are required for both school-aged children as well as child development enrolled students in order to obtain meals. All SCUSD, charter school, and child development families will be advised where meals will be available for their children and the process for obtaining meals. When SCUSD moves to a blended learning program the Nutrition Services department will provide breakfast and lunch for students who attend in person, adhering to all social distancing requirements. Students will pick up meals in the cafeteria at elementary schools and in multiple locations on campus at secondary schools (using longer bell schedules and multiple meal periods) including outdoors. All students will either consume meals in the classroom or outdoors. Nutrition Services will offer multiple days of meals for curbside pick-up on the days students participate in remote learning. In planning the return of students and staff to the school site, Nutrition Services is putting plans into place to maximize safety within the COVID context. One measure is the implementation of cashless payments for all students and staff. This will include options for paying online, by check, or by phone. The Nutrition Services Department is collaborating with community partners including The Food Bank of Sacramento, Food Literacy Center, and Farmers to Family Food Box Program to offer additional food resources and support for our families and students in the new school year.

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

Section	Description	Total Funds	Contributing
School Nutrition	Nutrition Services Materials and Supplies: Additional materials needed to provide meals during school closures and, upon return, in a manner that is safe and consistent with public health guidelines. Includes additional kitchen equipment, sanitation supplies, and Personal Protective Equipment.	District Funded	Y
Mental Health and Social and Emotional Well-Being	Utilize district provided SEL coach and support. Professional learning expanded to address distance learning context, particularly to support teachers in utilizing practices that increase connectedness and address trauma within the remote context.	District Funded	Y
Mental Health and Social and Emotional Well-Being	Utilize district provided Nurses and Social Workers to provide critical health information, referrals, and support. Support district's broader efforts to educate community about COVID, support contact tracing, and engage in direct outreach to students and families.	District Funded	Y

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

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
21.56%	\$280,723

Required Descriptions

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

There are several actions that are contributing to the increased/improved requirement that are being implemented across the district/school. Two actions related to device and connectivity access are being applied across the entire district, but are primarily intended to ensure access for low-income students who may not have full access at home. The district purchased and distributed chromebooks to any student in need and will continue to distribute devices to incoming Kindergarten students, new students at grades 1-12, and any continuing students who still need a device. Targeted outreach is occurring through Homeless Youth services and the Attendance & Engagement Office in partnership with the Family and Community Engagement Team to make contact with 'unreachable students' and determine technology needs. On a case-by-case basis, Wi-Fi hotspots are being provided.

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

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

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

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

- Foster Youth Services
- Multilingual Literacy Department
- Homeless Services
- Curriculum Coordinators and Training Specialists

- Counselors, Master Schedule Director, and Credit Recovery Programming
- Teacher Collaboration Time

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

- Computers and Additional Technology to Support Distance Learning: This action was implemented to ensure that all students have a dedicated device with which to access distance learning. While all students are eligible to access a device, the action was principally directed towards students who did not already have a device and would not be able to obtain a device on their own. Similarly, the provision of additional technology, including hotspots on an as-needed basis, is being principally directed toward families and students who are not able to obtain this without support.

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

- Counselors: A base level of counselor staffing is provided by Local Control Funding Formula (LCFF) Base funding.
- Nurses and Social Workers: These staff provide critical support that is of particular importance in a district with high percentages of low-income families such as SCUSD.



Learning Continuity and Attendance Plan Template (2020–21)

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
The Met Sacramento	Denise Lambert Principal	Denise-lambert@metsacramento.org (916)395-5417

General Information

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

The unprecedented COVID-19 pandemic has affected the entire Sacramento City Unified School District community and drastically altered the lives of our students, families, and staff. The unexpected closure of schools in March 2020 has impacted the physical, emotional, social, and educational needs of our students and caused high levels of stress and trauma to them and their families. The closure of schools has impacted many students and families by challenging their ability to access basic services. The broader economic impacts of the pandemic, including increased unemployment, have increased existing challenges such as food insecurity and access to technology/connectivity. Families and students have also been impacted by the physical separation from targeted supports and services that are typically provided in-person, including many services for English Learners, Foster Youth, Homeless Youth, and Students with Disabilities. The COVID-19 pandemic has also resulted in increased isolation and disconnection due to the physical and social separation from the

classroom and school community. Curriculum pacing, traditional methods of instruction, and assessments of student learning have also been disrupted. The Met High School has been a successful charter school since 2003. In that time, the focus has always been on supporting students to meet high expectations for academic achievement by flexibly responding to the changing needs of our community.

Today, The Met High school is composed of 275 students, 61% of whom come from socioeconomically disadvantaged homes. 4% of our students are English learners and about 1% are foster youth.

Our vision is provide an innovative, academically rigorous, project based education that connects students to community-based internships while being a part of a safe and inclusive educational setting.

To achieve this vision, we will engage all students in rigorous, standards-based curriculum that both requires and nurtures critical thinking, self-efficacy, empathy, and cultural awareness. Because students, families, and all other stakeholders have unique strengths and needs, we will offer distinct educational programs to maximize the ability to respond to community needs as they evolve.

Below are a list of the needs of students and families that need to be addressed in a coherent way. Across the entire school and throughout this plan, you will see a commitment to the following:

1. Consistent, direct, live instruction for every student - Access to daily direct live instruction for students, with the option of participating in recorded instruction at alternate times of the day.
2. Access and availability -Teacher availability to students outside of direct, live instruction.
3. Symmetry and Cohesion in learning and delivery - Schoology as the learning management system to allow for symmetry and cohesion in instruction and learning.
4. Collaboration - Meaningful and structured collaboration between teachers, principals, and colleagues from grade levels and departments to improve outcomes for students based on data and student need.
5. Professional development and supports for educators - Professional development for all educators on strategies needed to deliver high-quality instruction
6. Appropriate supports for students receiving Special Education - Ensure students with disabilities are included in all offerings of school education models by using the IEP process to customize educational opportunities and supports when necessary.
7. Targeted student support and intervention - Supports and instruction for small groups of students who need additional instructional and/or social and emotional attention.
8. Communication and feedback -Regular communication to students and parents on learning goals and student progress. Schoology also provides a live glimpse for parents to monitor student engagement and grades which helps aid to maintain the home-to- school connection.
9. Assessments and accountability -Assessments during learning and throughout the school year that evaluate how students are progressing both in the moment and over time to address learning loss before and after the school closure.

Stakeholder Engagement

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

As the 2019-20 academic year came to a close, the district administered a survey to families to gain their feedback on distance learning. This survey was made available in English, Spanish, Chinese, Hmong, and Vietnamese and administered via Google Forms. A total of 5,293 parents/caregivers responded to the survey and detailed results can be found on the Research and Data Collection page of the district's Return Together site. Overall, parent/caregiver responses represented a wide range of experiences and levels of satisfaction with the spring implementation of distance learning. An important takeaway for the district was the fact that, for most questions, the majority of respondents indicated a moderate to significant level of dissatisfaction or concern with spring implementation. A corresponding survey was also administered to students to seek their feedback on the distance learning experience. A total of 2,362 students in grades 4-12 responded to the survey and detailed results can be found on the Research and Data Collection page of the district's Return Together site. Similar to the results of the parent/caregiver survey, student responses revealed a range of experiences with an overall trend toward dissatisfaction or concern regarding spring implementation of distance learning. Results also indicated difficulty for a significant number of students in connecting to others and establishing a strong sense of belonging with regard to their classroom or school. While the number of respondents for both of these surveys was modest relative to the district's overall population, the data gained was extremely valuable, especially when considered in combination with the other input received.

Due to the unique program at the Met we were able to transition to distant learning with greater success than the SCUSD. Our advisory program, which is part of the core of our program allows for relationship to be developed between advisors, students and families which helped us to maintain a a greater lever of engagement than experienced by SCUSD. While engagement declined over the year, we had numerous families comment that the transition was not as difficult as they thought it would be.

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

We have transitioned all of our public meetings to Zoom. The meeting dates/times and login information are sent out to community members and school members. Moving forward we will be posting on Schoology the meeting information in hopes to engage more families.

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

As noted above, the parent/caregiver survey and the student survey revealed a significant level of dissatisfaction and concern with the spring implementation of distance learning at the district level. While this data is not specific to our school, it was indicative of the broader stakeholder voice provided throughout various input opportunities. Key findings from the parent/caregiver Distance Learning survey included:

- 50% of respondents indicated that they were somewhat to extremely concerned about their student's social, emotional well-being (feeling depressed, feeling stressed, worried about grades, missing friends, etc.)
- 60% of respondents indicated that they felt only somewhat to not at all connected to school since closure in March
- The majority of respondents (64%) reported that their student's daily learning activities included less than one hour of direct lessons from the teacher. 22% of respondents reported that no part of the day included direct lessons from the teacher.
- Only one third (33%) of respondents felt that their student's individual learning needs were often or almost always met.
- Respondents were concerned about their student's academic growth, with 45% indicating they were 'very concerned' and 39% somewhat concerned.'

- When asked which improvements they would most like to see their school make during distance learning, the highest priorities were more guidance for parents/caregivers on student learning (54%) and more resources for families (40%), with percentages indicating how many respondents ranked the priority as a '4' or '5' on a scale of 1-5 (with '5' being the highest priority).
- Responses for level of engagement during distance learning were mixed, with 44% of respondents indicating that their student was engaged or extremely engaged, 28% 'somewhat engaged,' and 28% either slightly engaged or not at all engaged.
- The majority of respondents indicated that, in a regular week, lessons were taught by their student's teacher a few (1-2) days per week (37%) or 'almost never' (25%).
- 60% of respondents indicated that their student was able to connect with their teacher, ask questions and request help often or almost always.
- The majority of respondents were slightly or somewhat satisfied with the distance learning experience (47%) or not at all satisfied (23%).

Key findings from the student Distance Learning survey are shared below:

- 60% of respondents reported spending less than 2 hours per day learning or completing schoolwork.
- 70% of respondents indicated that it was not at all or only slightly challenging to use Distance Learning tools (Google Classroom and Zoom).
- The majority of respondents reported that, in a regular week, they watched recorded or live Zoom lessons infrequently or not all, with 30% indicating 'almost never' and 32% reporting 1-2 days/week.
- The majority of respondents (61%) reported being given just the right amount of schoolwork during a typical week. 7% reported not enough or none and 34% reported too much or way too much.
- The majority of respondents (66%) reported their work during distance learning to be slightly or somewhat challenging, with 24% indicating that their work was challenging or extremely challenging and 10% their work was not at all challenging.
- Students' experience receiving feedback from their teachers that helped them learn was mixed, with 43% of respondents indicating that this happened often or almost always and 34% reporting that this occurred once in a while or almost never

Almost half of the respondents (45%) reported learning quite a bit or a tremendous amount during Distance Learning, while 28% reported learning 'some' and 27% a little bit or almost nothing.

Several questions focused on the sense of connection to staff and peers. These were differentiated by grade level:

- 36% of Grade 4-6 respondents felt extremely connected to their teacher. 56% felt somewhat connected and 8% did not feel connected at all.
- At Grades 7-12, 33% of respondents felt connected to most or all of their teachers. 61% felt connected to a few or half and 7% felt connected to none of their teachers.
- 59% of Grade 4-6 respondents indicated 'extremely' in response to the question, 'How much do you feel like you belong in this class?' 35% responded that they somewhat belonged and 6% felt that they did not belong at all.
- At Grades 7-12, 38% reported an extreme sense of belonging in their school, while 52% reported feeling that they somewhat belonged and 11% reported feeling that they did not belong at all.

The above findings reinforce the importance of the requirements set forth by Senate Bill 98 for distance learning implementation in the fall. With significant percentages of parents/caregivers and/or students reporting that instruction was occurring only part of the week and or relatively few hours per day AND that recorded or live lessons were not frequent, there is a clear need for increased coherence and consistency in the district's implementation of daily, synchronous, live instruction. The survey input also speaks to a need for specific strategies that can increase student and family sense of connectedness/belonging including the facilitation of student connections to peers and staff. Parents/caregivers also indicated a clear priority for additional resources to support technology use and student learning.

Parent input via messaging and at stakeholder meetings indicated a need for a consistent schedule and daily live contact with teachers.

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

Key takeaways from the parent/caregiver and student surveys administered in the spring included the need to provide (a) daily, live, synchronous instruction, (b) increased connection to staff and peers and sense of belonging at school, and (c) more resources for parents to support their students learning and use of technology. This input has influenced the following aspects of the district's Learning Continuity and Attendance Plan:

Development of clear expectations for daily, live instruction for all students every day. This includes the minimum number of minutes for both synchronous and asynchronous instruction for a total minimum number of instructional minutes per day. The district has also included as part of the plan the expectation that lessons will be recorded to provide students the option of participating in recorded instruction later. This is seen as a critical support for students who may have different learning needs and benefit from rewatching instruction as well as a support for those students who may not be able to attend specific lessons. Development of Social Emotional Learning (SEL) lessons focused on universal themes that support connecting, belonging, and other aspects of social and emotional well-being. The district has also prioritized the expansion of its definition of engagement to encompass Emotional Engagement in addition to Behavioral and Cognitive Engagement. Regular surveys will be used by teachers and schools to monitor emotional engagement.

To support parents and caregivers in supporting their own students' learning, the distance learning plan includes specific expectations for weekly communication from teachers to students and families. Weekly communications will include the week's learning intentions, schedule of zoom times for synchronous instruction, content to be taught, criteria by which student success will be measured, and a description of assignments with related rubrics and due dates. This communication is intended to provide parents some of the key information and tools they need to support students in meeting goals. Teachers are also expected to be available to students and family members outside of instructional time. This includes maintaining open communication channels and identifying the times at which support is available.

Continuity of Learning

In-Person Instructional Offerings

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

Through mid-July, the district was moving forward with plans to reopen school in a hybrid model, with students spending portions of the day/week at school sites receiving in-person instruction and completing the rest of their learning in a distanced setting. Providing as much in person instruction as can safely be delivered is a priority of many stakeholders and acknowledged by the district as an important means of addressing learning loss, particularly for those groups of students who are most likely to be disproportionately impacted by school closures. On July 15th the district, based on the recommendation of the Sacramento County Department of Public Health, concluded and announced that the 2020-21 school year would begin with full distance learning. This decision was later affirmed by the guidance provided by Governor Newsom to schools in his July 17th press conference. This guidance detailed the conditions under which schools will be allowed to reopen, the requirements they will have to follow when bringing students back, and the conditions under which a school or district may have to return back to a full distance model after reopening.

While current health conditions do not permit delivery of in-person instruction, the district is continuing to plan blended learning models so it will be prepared to bring students back once it is safe to do so. SCUSD will continue to align decision-making to public health experts at the state and county level and to orders and guidance provided by Governor Newsom. One potential strategy under consideration is the continued use of Google classroom and Schoology in both in-person and distance learning. This would allow students at home to participate in instruction synchronously with students who are in the physical classroom space, including interaction via virtual 'breakout room' groups. Teachers would use a camera to record lessons, enabling students to later watch or rewatch instruction. This model of delivery would also ensure that 2020-21 Learning Continuity and Attendance Plan for The Met's continuity of instruction will be maintained in the event that one or more cohorts, schools, or the entire district needs to return to a full distance learning model. The district will continue to communicate with parents/guardians and students regarding plans and to solicit their input regarding the method of instruction that best meets their needs. SCUSD recognizes that each of its students and families have different preferences for returning, and different criteria that will make them feel safe enough to do so. To assess individual student and family preferences/needs, a Learning Options Survey for the 2020-21 school year was administered in late July - early August. This survey included questions to assess technology access (device and connectivity), learning option preference (distance, blended, full in-person), distance learning priorities, and preferred means of communication. The information gained was used for planning purposes only and parents/guardians were not required to commit to a learning model at the time. The information obtained from the survey informed the district's efforts to create the best possible learning conditions for all students, parents/guardians, and staff. In considering how to deliver in-person instruction that addresses identified needs, the district is examining models that would increase the amount of in-person instruction for specific students. This might include students in Special Day Classes and English Learners who are newcomers.

Additional considerations for Students with Disabilities:

For some special education instructional programs and certain related services, the optimum service delivery model is in-person, face-to-face. As each program and related service is accounted for in terms of grouping for in-person attendance, a related services schedule will be

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

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

Description	Total Funds	Contributing
Personal Protective Equipment: Face coverings (masks and, where appropriate, face shields) to ensure that students, staff, and family entering schools sites and staff working in the community are minimizing the spread of respiratory droplets while on campus. Increased supplies of soap and hand sanitizer that is greater than 60% alcohol.	0	No
Health Materials: Additional Thermometers to screen student temperature and additional supplies to respond to students who display any signs of illness.	0	No
Disinfecting Materials: Additional materials to support effective, routine disinfection of high touch surfaces such as spray bottles, disinfectant, paper towels, gloves, goggles, and masks.	0	No
Signage, Posters, and Floor Decals: Visual cues throughout school sites to maximize social distancing. Cues will help to direct traffic flow, minimize interactions between families, and identify specific entry/exit points. Visuals will also reinforce face covering and hand washing protocols.	0	No
HVAC filters: Sites will replace HVAC filters 2-3 times per year as recommended rather than once a year as has been past practice.	0	No

Description	Total Funds	Contributing
Plexiglass to provide barriers when close contact is likely and does not allow for physical distancing of 6 feet such as the front desk.	0	No
Individual Supplies: Additional supplies to limit the number of individuals using shared objects.	0	No
Custodians/Plant Managers: Maintain staffing at sites to ensure that, in addition to standard maintenance and cleaning, facilities are routinely disinfected high-touch areas.	253359	No

Distance Learning Program

Continuity of Instruction

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

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

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

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

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

- Directly aligned to live learning and instruction
- Feedback and opportunities for questions come later

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

The total (synchronous and asynchronous combined) instructional minutes for each grade-level is subject to district negotiations with labor partners, but at minimum, student instructional minutes will meet state requirements for secondary

9th - 12th - 240 minutes

In addition to the instructional day, teachers will be available for office hours on a regular schedule. We will continue to utilize Schoology as a way of facilitating ongoing communication between families and staff members.

Access to Devices and Connectivity

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

As SCUSD begins the 2020-21 school year in a full distance-learning context and prepares for the possibility that much of the school year will be via distance learning, ensuring access to devices and connectivity for all students is imperative. The technology gaps identified at the outset of school closures deepened the district's understanding of inequities that existed prior to COVID-19 and will continue to require attention even after students and staff have fully returned to an in-person model. SCUSD's efforts in the spring to provide all students with access to devices and connectivity have significantly reduced the identified gaps. However, significant areas of need remain, particularly in ensuring that all students have access to sufficient connectivity to engage in distance learning. During the spring school closures SCUSD distributed Chromebook devices beginning with one per family and, as shipments came in, expanding to a device for every student who was in need. In planning for the fall, the district has prepared sufficient devices to supply all those in need. This includes preparations for incoming Kindergarten students, students at other grade levels new to the district, and any continuing students who are in need.

Also continuing into the fall are partnerships with city/regional agencies and corporate entities to provide connectivity. The 'super hotspot' program launched in partnership with Sacramento Regional Transit provides connectivity to strategic zones via city buses that have been equipped with free internet/Wi-Fi. The Sac City Kids Connect program provides eligible families with several months of free internet access through a partnership with the City of Sacramento and Comcast's Internet Essentials program. The district will continue to promote both of these opportunities in its outreach to families and explore how additional partnerships might expand connectivity access. Existing and future communications and information requests concerning district learning will continue to assess technology access and support needs. Parent Election forms for schedule options (Distance Learning or Blended) and outreach efforts from the Attendance and Engagement Office specifically assess technology needs and connect students and families to services. This includes specific technology support following Home Visits conducted for 'unreachable' students. On a case-by-case basis, hot spots may be provided to families who are in need of internet access and are not eligible for the Sac City Kids Connect Program.

Pupil Participation and Progress

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

Synchronous instructional minutes delivered during distance learning will be scheduled in strategic chunks and include whole-class, small group, and independent activities. Consistent and effective formative assessment practices will enable staff to best utilize these minutes to meet collective and individual student needs. One example of such practices is the building into lessons of frequent 'Checks for Understanding.' This might be a series of short comprehension questions following a reading or a practice question following a math lecture segment. These brief, informal opportunities are embedded into lessons and provide teachers a real-time assessment of collective and individual student understanding of a specific concept or skill. This information in turn allows a teacher to determine whether additional 2020-21 Learning Continuity and Attendance Plan for The Met Page 11-29???? practice or reteaching is needed before moving forward with the lesson. It also allows for identification of specific students' needs and supports differentiation of instruction.

Also important to assessing pupil progress are the periodic assessments administered at the beginning of the year and at specific checkpoints throughout. These 'diagnostic screeners' allow teachers to conduct more detailed analysis of individual student progress on identified learning standards. The results can inform lesson and unit design as well as connection of students to specific supports. Where a student demonstrates significant gaps in a specific skill or cluster of skills, additional and targeted support can be provided. This might include differentiation of instruction during live or synchronous instructional minutes and/or provision of tiered intervention support through small group or individual opportunities. Pupil participation will be determined based on multiple measures of a student's attendance and engagement in learning. Measures will include log-in records to the Learning Management System (Schoology) and other on-line applications used by the teacher and submission of assignments to the teacher. These assignments will have a time value attached to them that will be recorded as instructional minutes for that student.

Distance Learning Professional Development

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

Teachers at The Met will participate in district professional learning opportunities listed below. (pending negotiation with labor partner)

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

Three self-paced modules for Universal Design for Learning (UDL) including (1) mindset, (2) frame, and (3) delivery. Teachers will completed these modules and the corresponding processing guides and submit the processing guides to their principal or supervisor before the end of August 2020. The time to complete the three (3) modules is approximately one (1) hour per module for

a total of three.

(3) hours. These are the modules that were previously provided for voluntary completion.

- District provided, self-paced online professional learning related to the use of Google Classroom. Teachers will complete this online professional development and certify completion before the end of August 2020. The expected time for self-paced training is approximately up to six (6) hours, but may vary depending on familiarity with Google Classroom. This module was also provided in

spring 2020 for completion on a voluntary basis.

- Ongoing professional learning throughout the year to support achievement of school goals within the School Plan for Student Achievement (SPSA) and use of improvement science to improve outcomes for all students.

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

1. Implementation of Universal Design for Learning (UDL) practices
2. Use of Schoology as the Learning Management System for a virtual/blended environment
3. Administration of district common assessments and use of resulting data to drive instruction, including the use of the Illuminate system to administer/build assessments
4. Monitoring student engagement, participation, and progress
 - a. Zoom trainings on new attendance and engagement processes for attendance staff
 - b. Attendance and Engagement Toolkit provided to all staff - includes how-to guidelines and video tutorials
 - c. Administrator professional learning on new attendance and engagement expectations

In addition to district offerings, The Met teachers will be offered a minimum of 9-hours of professional learning around the new tech based instructional programs as well as best practices in regards to a distance learning classroom.

Staff Roles and Responsibilities

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

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

Attendance and Engagement

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

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

Special Education

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

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

model of assigning a set of schools to each Behavior Intervention Specialist.

Health and Safety Protocols

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

Broad responsibilities applicable to all staff include:

- Immediately isolate any individuals who have symptoms of illness to prevent possible transmission of disease.
- Collect and track illness-related information

- Follow all Health Insurance Portability and Accountability Act (HIPAA) to maintain required confidentiality regarding communicable diseases.
- Immediately contact Student Support and Health Services staff if notified of any students, staff, or family member with a diagnosis or exposure to COVID-19.

Health and Safety responsibilities emerging as a result of COVID that are specific to types of staff are outlined below: Student Support and Health Services Staff: Actively model and support all required public health measures. Consult with Sacramento County Public Health to verify all information. Provide guidance to school sites regarding cleaning and disinfecting. Coordinate district level response to any confirmed diagnoses or exposures to COVID.

- Administrators: Actively model and support all required public health measures. Designate staff liaison(s) to be responsible for responding to COVID-19 concerns. Ensure staff are providing students with appropriate distance learning opportunities and accurately tracking attendance/engagement. Reinforce stay at home requirements.
- Office Staff: Actively model and support all required public health measures. Encourage electronic communications wherever possible. Reinforce stay at home requirements. Work with school nurse to follow protocols that lower the risk of infectious students being on campus.
- Operations/Custodial Staff: Actively model and support all required public health measures. Maintain a stock of personal protective equipment to ensure readiness - order additional supplies as needed. Routine disinfecting of all high-touch areas on a daily basis. Contact operations department if a large-scale disinfecting/cleaning is required.
- Food Service Staff: Actively model and support all required public health measures. Implement one-way passage ways through meal delivery. Ensure work space has appropriate personal protective equipment and cleaning/disinfecting materials. Increase ventilation for closed areas.
- Teachers: Actively model and support all required public health measures. Reinforce and follow all required health precautions with students including physical distancing, maximum occupancy, regular hand washing, individual supplies, and disinfecting procedures. Send any visibly sick students or students reporting that they do not feel well to the office.
- School Nurses: Actively model and support all required public health measures. Follow Sacramento County Public Health guidelines to support contact tracing. Provide training to staff on any new procedures required by the health department as a result of contact tracing.
- Support Staff: Actively model and support all required public health measures. Provide tele-supports rather than in-person when feasible. Encourage activities and strategies that promote positive coping during times of stress for adults and children

Supports for Pupils with Unique Needs

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

To make grade-level content accessible for all students, SCUSD is prioritizing the planning of all lessons using Universal Design for Learning (UDL) practices. SCUSD teachers and leaders will engage in ongoing professional development on the use of UDL to support this effort. As a framework, SCUSD is using the CAST Universal Design for Learning Guidelines. These provide guidance for educators on how to plan for

(a) providing students multiple means of engaging in content,

(b) providing students multiple ways to access content (Representation), and

(c) giving students multiple ways to demonstrate their learning (Action and Expression), with the ultimate goal being the development of expert learners who are purposeful, motivated, resourceful, knowledgeable, strategic, and goal oriented. This represents a shift, with the new frame of reference being design of lessons with student needs in mind at outset.

Distance Learning supports specific to Homeless Youth will include:

1. Coordination & communication with shelters to ensure students are engaged in distance learning
2. Coordination & communication with homeless agencies to ensure they are aware of SCUSD Homeless Services
3. Contact with parents/students to determine if they have special or unmet needs for accessing distance learning and ensure their technology needs are addressed, including provision of Wi-Fi hotspots on a case-by-case basis.
4. Communication with schools/teachers & parents/students to locate 'missing' students or students who are not engaged in distance learning, and identification of special needs or services
5. Coordination with parents/students & schools as necessary for optional distance learning delivery of assignment materials and provision of necessary school supplies.
6. Provision of community resource information for parents/students, such as shelter, housing, food, clothing, health, COVID resources, etc. and refer parents/students to appropriate community agencies and/or district departments/services when educational, health, or welfare needs are identified.
7. Coordination with County LEA Homeless Liaisons to ensure continuity of educational services as students transfer

Distance Learning supports specific to Foster Youth will include:

- Case management to support all eligible foster youth
- Weekly and/or bi-weekly check-ins with students and foster parents via phone, zoom, and e-mail.
- Monitoring of attendance/engagement and communication with teachers and administrators when needed.
- Referrals to both district and community agencies for additional support/resources as needed.
- Online tutoring services will be offered to eligible foster youth.

- Collaboration with Student Hearing and Placement and Special Education offices to ensure that any new youth entering the district are placed in the appropriate school in a timely manner.

English Learners will receive both integrated and designated English Language Development (ELD) instruction during distance and in-person learning. Within Designated ELD, English Learners receive regular instruction targeted at their proficiency level and based on the California ELD standards. Within Integrated ELD, English Learners receive regular instruction during core coursework. This instruction is provided to enable English Learners to access core content. Teachers will receive professional development on ELD instruction within the Professional Development on Universal Design for Learning (UDL).

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

- Adherence to Individualized Education Program (IEP) Addenda that outline services to be provided during distance learning. 2020-21 Learning Continuity and Attendance Plan
- As determined by the IEP team, modification of IEP goals to appropriate address the distance learning model.
- Provision of additional consultation/support and/or accessibility tools needed to enable students to actively engage in the distance learning process.

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

Description	Total Funds	Contributing
Maintain staffing and access to district provided instructional supports for ELA and students with disabilities	395,086	Yes
Devices: Chromebooks made available for all students who need a device to access distance learning at home.	393	Yes
Translations services for non English speaking families	901	Yes

Pupil Learning Loss

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

Classroom teachers are being provided a full month of time in which to administer the initial assessment to ensure that students and teachers can effectively create a safe learning environment and re-engage students in school. As noted in the Council of Great City Schools' (CGCS) report, Addressing Unfinished Learning After COVID-19 School Closures: "The first instinct of many districts will be to immediately test students upon their return to school in order to gauge their academic level and needs. This would be a mistake for many reasons. To begin with, districts should focus on creating learning environments that feel both physically and psychologically safe for students (and adults). Educators need to work to re-engage students in school, emphasizing the importance of the school community and the joy of learning. Administering tests too soon undermines both of these objectives.,,,It is therefore entirely appropriate to employ assessments as a broad temperature check a few weeks into the school year—which is when they are typically administered in a normal school year."

It is important to reiterate that assessment of students' learning status will begin the first day of school and continue each day. The formative data being gathered by teachers throughout instruction is a critical component to understanding what learning loss has occurred and each student's individual learning needs.

Pupil Learning Loss Strategies

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

Learning Loss will be addressed through a Multi-tiered system of supports. At Tier 1, all students will receive standards-aligned instruction focused on priority standard clusters. This will allow for depth of instructional focus on the key skills and concepts that are most critical for the respective grade level/content area. Tier 2 supports will be provided primarily through synchronous, small-group instruction that is targeted to identified student needs. As teachers assess learning loss and their students' individual and collective learning needs, they will not only adapt Tier 1 instruction, but also schedule small group sessions to provide additional support. Both the small group and individual sessions will take a 'just in time' rather than 'just in case' approach. This entails the focusing of small group and individual sessions on the key prerequisite skills that students need to successfully master the content rather than broad reviews of large chunks of information for the whole class. Eligible Foster Youth will be provided online tutoring services based upon needs identified in the case management support process.

Effectiveness of Implemented Pupil Learning Loss Strategies

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

The effectiveness of the services and supports provided to address learning loss will be measured by the ongoing assessments of student progress. This will include the interim/benchmark assessments for Math and ELA administered at 3-4 points over the course of the 2020-21 school year.

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

Description	Total Funds	Contributing
[A description of what the action is; may include a description of how the action contributes to increasing or improving services]		

Mental Health and Social and Emotional Well-Being

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

SCUSD has prioritized the creation of socially, emotionally, and physically safe and nurturing environments for students to thrive in across all of the 'Return' plans. To effectively support the social and emotional well-being of students and staff during the school year, SEL lessons focused on universal themes have been developed to supplement existing SEL work and complement the academic curriculum. Themes include collaboration, confidence, gratitude, perseverance, perspective-taking, and more. Each theme includes mini-lessons for elementary and secondary and resources for connecting to families. Resources supporting universal practices across the year include guidance for implementing school wide mindfulness practices, guidance for weekly community circles, a teacher sample schedule for each month, and guidance for daily integration of SEL based upon the district's three signature practices. The three signature practices include:

1. Opening of each class with a welcoming/inclusion activity
 - a. Includes all voices
 - b. Supports new learning ahead
 - c. Can be related to an academic content area or be non-academic

2. Engaging Activities

- a. Anchor thinking and learning throughout the experience
 - b. Individual and collective engagement and learning are supported
 - c. Balance of interactive and reflective experiences to meet the needs of all participants
3. Ending each class with an optimistic closure
- a. Highlights individual and shared understanding of the importance of the work
 - b. Provides a sense of accomplishment and supports forward-thinking
 - c. Engages group in reflection, helps identify next steps, and/or makes connections

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

Expanding upon the work in the SEL lesson materials, the Social Emotional Learning team has developed two full web pages that provide support, resources, and guidance. The first, Social Emotional Learning for Distance Learning and Beyond, includes specific resources for students, family members, and educators, including resources specific to SEL as a lever for racial justice and anti-racism. The second, The

Anti-Racist Classroom, provides teachers and other instructional staff guidance and resources to guide learning, reflection, connection, and engagement specific to eliminating racism in our school system.

The monitoring of student mental health and social emotional well-being will include regular collection of student emotional engagement data via regular surveys and ongoing assessments by staff of student engagement and participation. As was done during spring school closures with the 'SEL Check-in Survey,' staff will use the results to guide targeted outreach to students/families and potential referral to tiered supports for mental health and/or social and emotional well-being interventions.

The district has developed guidance and resources for educators to inform their monitoring of student mental health and addressing trauma and the other impacts of COVID-19. This guidance begins with an acknowledgement that 'the mental wellness, coping resilience, and healing before, during, and after a crisis is suddenly at the forefront of both our region's and the world's collective consciousness.' Since schools

have closed, children have lost the safety net provided by caring teachers, nurses, support staff, counselors, and other personnel. The guidance emphasizes the role of educators in helping to mitigate the negative impact of traumatic events and stress. By prioritizing student safety and managing stress, educators can support the well-being and long-term academic success of students. Key responsibilities of educators to monitor/support mental health and address trauma include:

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

Tiered supports for mental health promotion, awareness, and supports are outlined below and will be supported by a full-time Student Support Center:

TIER 1: UNIVERSAL MENTAL HEALTH PROMOTION AND AWARENESS STRATEGIES-provide to all students and staff regardless of risk or protective factors related to mental health. Intended to foster positive social, emotional and behavioral skills and well-being of all students

*Virtual Calming Room

*Community Resources

*Mindful Classes

*School-wide SEL curriculum and lessons

*Parent Teacher Home Visits 2020-21

*Professional Learning for staff: Trauma-Informed Practices k-12, Mindfulness, Suicide Prevention and Mental Health Crisis Response

*District-wide focus on promoting well-being

*Parent Outreach & Engagement sessions focused on topics such as Self-Care, Trauma Informed Care & Building Resilience, Suicide Prevention, etc.

*Wellness Warm-line (available 9am-3pm, Mon-Fri) (916) 643-2333

TIER 2: TARGETED STRATEGIES-Targeted mental health practices and systems for students who need more support than is universally provided. Focus is on supporting students who are at risk of developing more serious concerns in academics, behavior, or course performance. Utilize early warning system, Early Identification and Intervention System (EIS), as well as other referral sources to identify

students in need of supportive interventions and provide support and linkages. Staff will follow all outlined policies and procedures for using EIS, with a focus on connection students to school and supporting their engagement.

- *Coordination of Services Team (COST) process

- *Check-in/Check-out

- *Psycho-educational groups: provides additional practices in developing social skills, self-regulation, self-management and other SEL skills that have been universally taught and reinforced.

- *Linkage to community-based services

- *School-based mental individual counseling (in person or virtually) for students and their caregivers

- *mentoring

- *Case Management services (ensuring needs are met)Professional Learning for staff & caregivers

TIER 3: INTENSIVE STRATEGIES-Individualized support to improve a student's behavioral and academics outcomes. Goal is to enhance a student's quality of life by increasing adaptive skills and decreasing problems behaviors. Continuing to use EIS and all other referral sources to identify students in need of intensive support. Tier 3 strategies work for students with developmental disabilities, autism, emotional and behavioral disorders, and students impacted by toxic stress and/or trauma.

- *Referral and linkage to community-based services 2020-21 Learning Continuity and Attendance Plan for Bowling Green Charter Page 22 of 29

- *Suicide Risk Assessment & Safety Planning

- *Crisis Intervention

- *Behavior contract support

- *Special Education advocacy

- *504 advocacy & supports

- *School Attendance Review Board (SARB) process

*Student Behavior and Placement advocacy to assist with appropriate school placement

District guidance also includes crisis response procedures - including procedures for suicide risk assessment and child abuse reporting - and contact information/links for a range of crisis lines.

Pupil and Family Engagement and Outreach

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

SCUSD's 'Return to Connect' plan begins by reaffirming the important of attendance and engagement in school. It states, 'A meaningful connection to friends, caring adults, engaging subject matter and activities in class is at the core of what our students need to learn and thrive in any environment. We believe this to be true regardless of what school looks like when we return this fall. Not only do we want students to be present or "logged in," we want them to be engaged: interacting, thinking and connecting.

During the spring school closures, the district learned new best practices as a result of the efforts of teachers, administrators, and staff. A significant change made to the district's strategy for measuring engagement and informing outreach and tiered re-engagement is the expansion of the district's definition of student engagement and monitoring methods. In the spring, engagement was limited to physical actions such as logging in to a software platform, being present at a virtual meeting, or sending an e-mail. Moving forward, student engagement will be defined as having three components:

1. Behavioral engagement (physical actions). The physical actions a student uses to interact with the learning material such as attending, writing, reading, studying, or watching
2. Cognitive Engagement (Cognitive Processing) Reflects the extent to which a student is thinking about the learning activity, or attending and focusing on the task
3. Emotional Engagement (Motivation and Emotional Response) Reflects a student's involvement in and enthusiasm for school as a whole as well as their emotional connectedness to others on campus

The three components of engagement will be monitored and assessed through regular engagement surveys, completion of weekly exit tickets, frequency of use of various online tools, participation in online discussions, percentage of assignments completed, number of days logged in, and participation in expanded learning. The core expectations for each stakeholder group for attendance/engagement are:

Students and families: Attend/engage daily with their teacher and report absences for ANY school day to the school.

Teachers: Document attendance/engagement every school day for each scheduled class period, regardless of the instructional model.

Attendance Staff: Monitor attendance/engagement, work with teachers and families, and provide tiered interventions when necessary.
Administrators: Ensure attendance/engagement is being documented as required, work with teachers and families, and provide tiered interventions when necessary with the support of the SCUSD Attendance and Engagement Office.

Tiered re-engagement strategies for students that are absent from distance learning are organized within a Multi-Tiered System of Supports (MTSS) mode:

TIER 1-Students attending school regularly

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

TIER 2-Students who attend/engage moderately

*Phone calls home, informal postcards, training with technology, provide device for distance learning (as needed), referral to student support center or Connect Center

TIER 3-Students who attend 40% or less

*Referral to Student Support Center or Connect Center, Action Plan created with student and family, School Attendance Review Team (SART) meeting

TIER 4-Unreachable students: No contact or engagement

*Home visits, referral to ACCESS, referral to outside agencies to support implementation of the above strategies, site-level attendance and engagement teams will conduct weekly data reviews, student level case management, and data-based site level planning to address identified issues. The data helps sites identify students who exhibit attendance, behavior, or course performance that puts them at risk of falling behind. When a student is unable to attend/engage daily, either virtually or in person, the school site will offer Short Term Independent Studies contracts. This option would not be distinct from the full distance learning model for all students. Students on Short Term Independent Studies contracts are required to work independently without synchronous learning time.

School Nutrition

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

The Met is a dependent charter that contracts with SCUSD for Nutrition Services for its families. The Met will be following the SCUSD nutrition services plan for providing adequate meals to its families.

SCUSD will continue implementing key procedures developed during the spring school closures and used throughout the summer months to ensure safe and effective meal delivery services. These include use of a drive-thru, curbside pick-up process that ensures 6-10 feet of social distancing for staff and community members, use of appropriate personal protective equipment (PPE) by all staff, clear signage at all distribution points to reinforce social distancing practices, and now use of masks for community and staff required per state and county health orders. With summer meal flexibility and the associated waivers ending on August 31, 2020, SCUSD is opening school with limited flexibility in place under the National School Lunch Program and School Breakfast Program regulations. These include the service of meals to SCUSD

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

The Nutrition Services department will likely experience staffing shortages due to age, underlying health conditions, and childcare needs. In anticipation of this, the district's intention is to provide meals at the most needy of our schools, with all of them being CEP schools where breakfast and lunch is served at no cost for those enrolled children. Enrollment documents are required for both school-aged children as well as child development-enrolled students in order to obtain meals. All SCUSD, charter school, and child development families will be advised where meals will be available for their children and the process changes for obtaining meals. When SCUSD moves to a blended learning program, the Nutrition Services department will provide breakfast and lunch for students who attend in person, adhering to all social distancing requirements. Students will pick up meals in the cafeteria at elementary schools and in multiple locations on campus at secondary schools (using longer bell schedules and multiple meal periods) including outdoors. All students will either consume meals in the classroom or outdoors. Nutrition Services will offer multiple days of meals for curbside pick-up on the days students participate in remote learning. In planning the return of students and staff to the school site, Nutrition Services is putting plans into place to maximize safety within the COVID context. One measure is the implementation of cashless payments for all students and staff. This will include options for paying online, by check, or by phone. The Nutrition Services Department is collaborating with community partners including The Food Bank of Sacramento, Food Literacy Center, and Farmers to Family Food Box Program to offer additional food resources and support for our families and students in the new school year.

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

Section	Description	Total Funds	Contributing
School Nutrition	Nutrition Services Materials and Supplies: Additional materials needed to provide meals during school closures and, upon return, in a manner that is safe and consistent with public health guidelines. Includes additional kitchen equipment, sanitation supplies, and Personal Protective Equipment.	0	Yes
Mental Health and Social and Emotional Well-Being	Utilize district provided SEL coach and support. Professional learning expanded to address distance learning context, particularly to support teachers in utilizing practices that increase connectedness and address trauma within the remote context.	0	Yes
Mental Health and Social and Emotional Well-Being	Utilize district provided Nurses and Social Workers to provide critical health information, referrals, and support. Support district's broader efforts to educate community about COVID, support contact tracing, and engage in direct outreach to students and families.	0	Yes

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
11.53%	277,065

Required Descriptions

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

There are several actions that are contributing to the increased/improved requirement that are being implemented across the district/school.

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

Several actions from the existing LCAP that are both (a) being implemented school-wide and (b) increasing or improving services for unduplicated students are being maintained in the 2020-21 school year. These actions include:

Training Specialists

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

Teacher Collaboration Time

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

Student Support Center

2020-21 Learning Continuity and Attendance Plan for Bowling Green Charter Page 28 of 29. These actions are jointly focused on providing both students and staff the training, skills, and tools they need to establish and maintain a positive school climate and culture. They are also intended to develop each individual's social and emotional capacity to be successful in college, career, and life. While a positive school culture and climate are important for all students, they are particularly important for unduplicated pupils and other groups who have historically and continue to experience disproportionate discipline and other unhealthy impacts of a negative school climate and culture. Foster Youth and Homeless youth in particular experience higher rates of discipline and lower attendance. English Learners and Low Income students are also more likely to be impacted by negative school culture and climate. These programs, while continuing their previous work, will adapt their range of supports for staff and students during distance learning. As the survey results discussed in this plan showed, connectedness during distance learning is challenging and many reported feeling less of a sense of belonging to their class or school. Student Support Center programs will be critical elements in communicating and teaching best practices for integrating SEL into daily instruction and establishing clear classroom and school wide supports to build positive culture and climate. During the time of school closures, the staff within this action will play a critical role in addressing the impact of trauma caused during the pandemic or exacerbated by the conditions of school closure. As mentioned throughout, the impacts and trauma of COVID are landing disproportionately on specific student groups, including unduplicated students. The Student Support Center coordinates a range of services through a single point of access. These services include individual and family counseling referrals, mental health/behavioral consultations, suicide risk response and intervention, attendance interventions, health insurance enrollment/health advocacy, and LGBTQ Safe Zone trainings. Prior to COVID, the Connect Center played a key role in addressing issues of trauma, including for those students who are homeless or coming from transitional experiences. In the current context, these services are even more critical. As has been shared in other sections of this plan, student groups including English Learners, Homeless Youth, Foster Youth, and Low-Income students are more likely to experience disproportionate impacts from the pandemic, including trauma. This action has and continues to be a service that is open to all, but is intended to and continues to provide valuable services to unduplicated students.

Parent Teacher Home Visits

This action encompasses the Parent Teacher Home Visit (PTHV) and Academic Parent Teacher Team (APTT) program. Both components are implemented at Title 1 sites, with all students/families at those sites able to participate. The PTHV program builds relationships with families and supports them in becoming equal partners in their students' education. The APTT program extends this work in a series of meetings during which teachers and families engage in collaborative learning and forming plans to support student success. This program is

ultimately intended to deepen positive relationships empower parents/caregivers who are, for any number of reasons, less connected to the school. The focusing of the program at Title 1 schools is an explicit effort to target the resources at sites which have the greatest need.

Differentiated Instructional Programs (Computer-based) and Instructional Aide Support

These computer-based programs continually assess and provide targeted learning opportunities for students in the asynchronous learning environment. Instructional aides provide similar learning opportunities in the synchronous space. This is particularly critical for students who are working far below grade-level. English learners, foster youth, and students living in poverty are much more likely to re-enter school this year below grade-level. This action was developed with their needs in mind. 2020-21 Learning Continuity and Attendance Plan for Bowling Green Charter Page 29 of 29.

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

ELD instruction

Small-group ELD instruction and our Rosetta Stone program are provided specifically to our English learner students. Both types of ELD instruction will provide opportunities for English learners to continue developing their English skills even from homes whereas language other than English is spoken.

Overview Comparison of the Learning Continuity and Attendance Plan and the Local Control and Accountability Plan

The following chart reflects a high-level comparison of the Local Control and Accountability Plan (LCAP) and the Learning Continuity and Attendance Plan. While the two terms start with the same letters, they should not be referred to with the same acronym. The LCAP is distinct from the Learning Continuity and Attendance Plan.

In general, it appears that the **Learning Continuity and Attendance Plan is expected to follow a process very similar to that of the LCAP; however, the timelines are different and the contents of the new plan are distinct.**

Process:

PROCESS	Learning Continuity and Attendance Plan	LCAP
Local governing board adoption by	September 30, 2020	On or before July 1 (not applicable for 2020–21)
Submission to county office of education (COE)	No later than 5 days after adoption	No later than 5 days after adoption (see above)
COE Review	Yes	Yes
COE Approval	No	Yes
COE provide written recommendations for amendments to the plan from reviewing authority	October 30, 2020	August 15 clarification/October 8 – approval deadline
Local educational agencies (LEAs) shall consider COE written recommendations in a public meeting within 15 days	Yes	Yes
Budget Overview for Parents (BOP)	Yes, by December 15, 2020 with the First Interim Report; with new deadline the BOP is not tied to LCAP submission	Yes
Solicit recommendations and comments of members of the public regarding specific actions and expenditures proposed to be included in the learning continuity and attendance plan (p1)	Yes	Yes
Notify members of the public of the opportunity to submit written comments	Yes	Yes



PROCESS	Learning Continuity and Attendance Plan	LCAP
Present to the PAC) and English Learner Parent Advisory Committee (EL PAC)	Yes	Yes
Respond to comments from PAC and EL PAC in writing	Yes	Yes
Consult with teachers, principals, administrators, other school personnel, local bargaining units of the school district, county office of education, or charter school, parents, and pupils in developing a learning continuity and attendance plan	Yes	Yes
Present at public hearing and post the notice for the hearing at least 72 hours before	Yes	Yes
Provide options for remote participation in public hearings and include efforts to solicit feedback to reach pupils, families, educators, and other stakeholders who do not have internet access, or who speak languages other than English.	Yes	Not mandated
Adopt in a public meeting (to be held after the public hearing)	Yes	Yes
Charters must file plan with LCAP approving authority not later than 5 days after adoption (charters with chartering authority and COE)	Yes	Yes
Posted prominently to homepage of the LEA website	Yes	Yes



Template contents and requirements:

TEMPLATE	Learning Continuity and Attendance Plan	LCAP
Annual update	No	Yes
Plan summary	No	Yes
CSI prompts	No	Yes
Stakeholder engagement	Yes	Yes
Goal statements	No	Yes
Why Statement	No	Yes
Actions/Expenditures	Yes	Yes
Metrics, Baseline, Yearly Outcomes, Desired Outcomes	Yes per SB98, not LCFF state priorities	Yes
Goal Analysis	No	Yes
Increased/improved for unduplicated	Yes	Yes
Students experiencing homelessness	Yes	Not specifically
Meeting Increase/Improve services requirements	Yes	Yes
Expenditure tables	No	Yes
In person instructional offerings	Yes	Yes; generally
Plans for a distance learning program	Yes	No
How the LEA will address pupil learning loss from 2019-21 school years as a result of COVID-19.	Yes	No
How the LEA will monitor and support the mental health and social and emotional well-being of pupils and staff	Yes	No
The professional development to be provided to staff and the resources to be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community	Yes	No
Pupil engagement and outreach	Yes	Yes
School nutrition	Yes	No
How federal and state funding is used to support efforts in continuity plan	Potentially as backfill funding	Generally no, but allowable





SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 9.3

Meeting Date: September 17, 2020

Subject: Approve 2019-20 Year End Financial Report Unaudited Actuals

- 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 2019-20 Year End Financial Report Unaudited Actuals

Background/Rationale: At the close of each fiscal year, school districts must complete a financial report. This unaudited financial report is filed with the county superintendent, provided to the auditors as the basis of their annual financial audit, and subsequently filed with the state. The 2019-20 Year End Financial Report includes a summary by fund of revenues and expenditures for the period beginning July 1, 2019, and ending June 30, 2020.

Financial Considerations: District revenue and expenditures for the 2019-20 fiscal year are reported each year and are part of the responsibilities of the Business Services Division. No additional expenses will be incurred nor will any additional revenue be received.

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

Documents Attached:

1. Executive Summary
2. The 2019-20 Year End Report

<p>Estimated Time of Presentation: 5 minutes Submitted by: Rose Ramos, Chief Business Officer Approved by: Jorge A. Aguilar, Superintendent</p>
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Board of Education Executive Summary

Business Services

Approve 2019-20 Unaudited Actuals (Year End Financial Report)

September 17, 2020

I. OVERVIEW/HISTORY:

Per Education Code 42100(a), the governing board of each school district shall approve an annual statement of all receipts and expenditures of the district for the preceding fiscal year. The unaudited actuals financial report represents the financial position and results of operations of the Sacramento City Unified School District for the fiscal year of 2019-20.

The 2019-20 unaudited actuals represent the actual revenues, expenditures and ending fund balance for all the District's funds for the fiscal year ended June 30, 2020.

II. Driving Governance:

Per Education Code Section 42100 (b), on or before September 15, the governing board of each school district shall approve, in a format prescribed by the Superintendent of Public Instruction, an annual statement of all receipts and expenditures of the district for the preceding fiscal year and shall file the statement, along with the statement received pursuant to subdivision (b), with the county superintendent of schools. On or before October 15, the county superintendent of schools shall verify the mathematical accuracy of the statements and shall transmit a copy to the Superintendent of Public Instruction.”

III. Budget:

The 2019-20 Year-End Financial Report recognizes additional revenue and expenses per Education Code section 42601 and Sacramento City Board Policy 3110 that allow the Superintendent and/or designee to make any necessary budget revisions at year-end to permit payment of obligations. All expenditures were supported by available district funds.

IV. Goals, Objectives and Measures:

Follow the timeline and financial planning calendar for submitting and adopting interim and annual financial reports, take action on all necessary budget adjustments and reductions. Continue to improve the budget development process to comply with Local Control Accountability Plan (LCAP).

V. Major Initiatives:

- Present the 2019-20 Unaudited Actuals (Year End Financial Report) to the Board for consideration and approval
- Use the 2019-20 Year End Financial Report to guide budget development
- Continue to work with the Fiscal Advisor assigned by the Sacramento County Superintendent of Schools

VI. Results:

The Unaudited Actuals are filed with the County Superintendent by September 15th. The 2019-20 Unaudited Actuals will be presented by staff at the September 17th, 2020 Board meeting.

Board of Education Executive Summary

Business Services

Approve 2019-20 Unaudited Actuals (Year End Financial Report)

September 17, 2020

VII. Lessons Learned/Next Steps:

- Adhere to budget timelines throughout the fiscal year.
- Observe trends and prepare for significant events in the budgeting process.
- Continue to monitor State budget and its impact on District finances.
- The District will present a proposed revised 2020-2021 budget at the October 8, 2020 Board Meeting. This proposed budget will reflect updated revenues and expenditures.



Board of Education Executive Summary

Business Services

Approve 2019-20 Unaudited Actuals (Year End Financial Report)

September 17, 2020

**Sacramento City Unified School District
2019-20 Unaudited Actuals
General Fund**

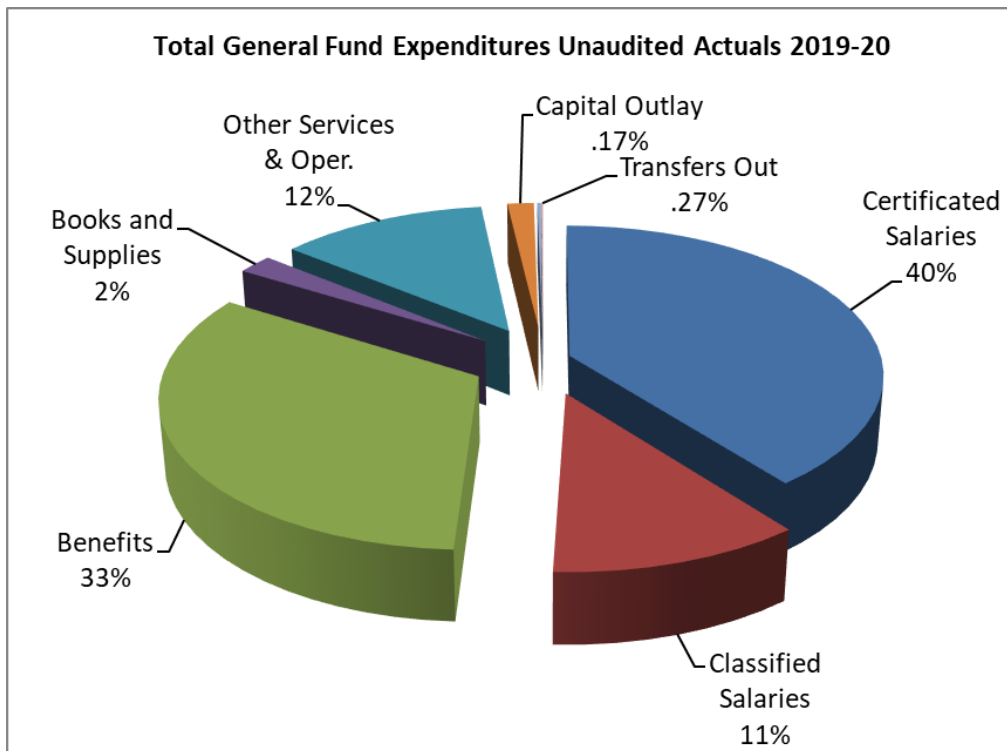
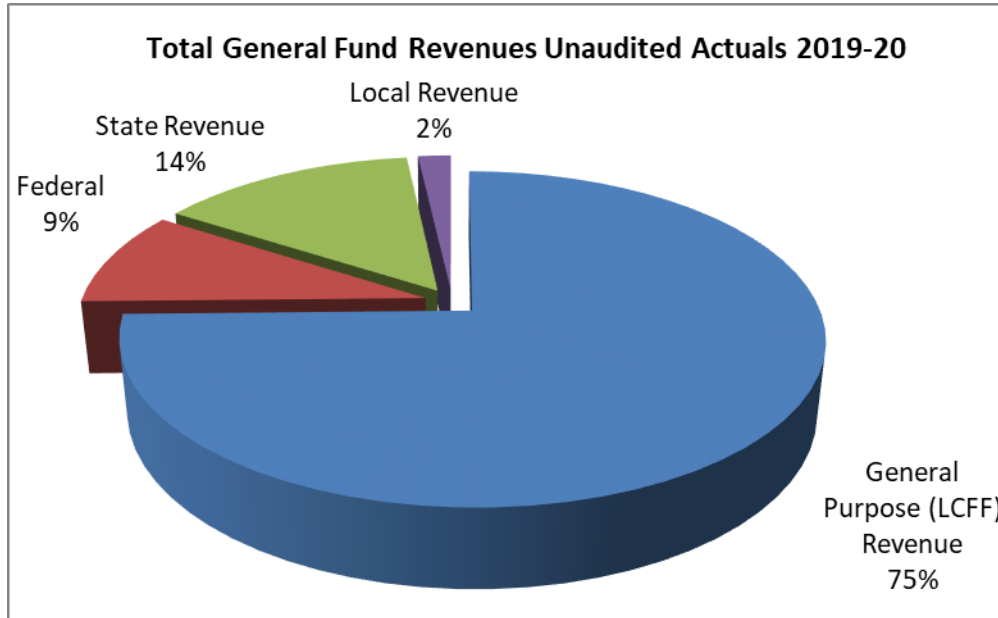
Description	General Fund		
	Unrestricted	Restricted	Total
REVENUES			
General Purpose (LCFF) Revenues:			
State Aid & EPA	313,649,770	2,214,282	315,864,052
Property Taxes & Misc. Local	97,845,064	-	97,845,064
Total General Purpose	411,494,834	2,214,282	413,709,116
Federal Revenues	573,457	51,304,920	51,878,378
Other State Revenues	11,998,361	66,373,857	78,372,218
Other Local Revenues	8,284,591	1,704,287	9,988,878
TOTAL - REVENUES	432,351,243	121,597,347	553,948,590
EXPENDITURES			
Certificated Salaries	155,638,666	54,170,161	209,808,827
Classified Salaries	39,146,734	21,016,887	60,163,621
Employee Benefits (All)	106,175,868	69,772,282	175,948,151
Books & Supplies	4,756,255	6,389,533	11,145,788
Other Operating Expenses (Services)	21,971,055	43,577,184	65,548,239
Capital Outlay	328,373	8,032,849	8,361,222
Other Outgo	1,153,517	-	1,153,517
Direct Support/Indirect Costs	(7,117,814)	5,823,616	(1,294,198)
TOTAL - EXPENDITURES	322,052,655	208,782,512	530,835,167
EXCESS (DEFICIENCY)	110,298,588	(87,185,165)	23,113,423
OTHER SOURCES/USES			
Transfers In	2,226,774	77,331	2,304,105
Transfers (Out)	(2,698,262)	-	(2,698,262)
Net Other Sources (Uses)		-	-
Contributions (to Restricted Programs)	(86,261,831)	86,261,831	-
TOTAL - OTHER SOURCES/USES	(86,733,320)	86,339,162	(394,158)
FUND BALANCE INCREASE (DECREASE)	23,565,268	(846,003)	22,719,265
FUND BALANCE			
Beginning Fund Balance	61,133,835	9,195,511	70,329,345
Ending Balance, June 30	84,699,103	8,349,508	93,048,611

Board of Education Executive Summary

Business Services

Approve 2019-20 Unaudited Actuals (Year End Financial Report)

September 17, 2020





Board of Education Executive Summary

Business Services

Approve 2019-20 Unaudited Actuals (Year End Financial Report)

September 17, 2020

	Estimated Actuals 2019-20			Unaudited Actuals 2019-20			Change in 2019-20 Since Estimated Actuals			Note
	Unrestricted	Restricted	Combined	Unrestricted	Restricted	Combined	Unrestricted	Restricted	Combined	
Revenue										
General Purpose	411,121,607	0	411,121,607	411,494,834	2,214,282	413,709,116	373,227	2,214,282	2,587,509	1
Federal Revenue	155,908	66,565,043	66,720,951	573,457	51,304,920	51,878,378	417,549	(15,260,122)	(14,842,573)	2
State Revenue	12,021,398	63,050,864	75,072,262	11,998,361	66,373,857	78,372,218	(23,037)	3,322,993	3,299,956	3
Local Revenue	7,578,848	3,618,127	11,196,975	8,284,591	1,704,287	9,988,878	705,743	(1,913,840)	(1,208,097)	4
Total Revenue	430,877,761	133,234,034	564,111,795	432,351,243	121,597,347	553,948,590	1,473,482	(11,636,687)	(10,163,205)	
Expenditures										
Certificated Salaries	160,387,285	59,163,044	219,550,329	155,638,666	54,170,161	209,808,827	(4,748,619)	(4,992,883)	(9,741,502)	5
Classified Salaries	40,679,195	22,462,998	63,142,193	39,146,734	21,016,887	60,163,621	(1,532,462)	(1,446,111)	(2,978,572)	6
Benefits	109,141,398	65,739,407	174,880,805	106,175,868	69,772,282	175,948,151	(2,965,530)	4,032,876	1,067,346	7
Books and Supplies	6,231,944	16,360,372	22,592,316	4,756,255	6,389,533	11,145,788	(1,475,689)	(9,970,839)	(11,446,528)	8
Other Services & Oper. Expenses	25,403,269	55,096,621	80,499,890	21,971,055	43,577,184	65,548,239	(3,432,214)	(11,519,437)	(14,951,651)	9
Capital Outlay	457,761	9,604,877	10,062,638	328,373	8,032,849	8,361,222	(129,388)	(1,572,028)	(1,701,415)	10
Other Outgo 7xxx	917,738	0	917,738	1,153,517	0	1,153,517	235,779	0	235,779	11
Transfer of Indirect 73xx	(8,833,569)	7,422,264	(1,411,305)	(7,117,814)	5,823,616	(1,294,198)	1,715,755	(1,598,647)	117,108	12
Total Expenditures	334,385,022	235,849,581	570,234,603	322,052,655	208,782,512	530,835,167	(12,332,367)	(27,067,070)	(39,399,436)	
Deficit/Surplus	96,492,739	(102,615,547)	(6,122,808)	110,298,588	(87,185,165)	23,113,423	13,805,849	15,430,382	29,236,231	
Other Sources/(uses)	0	0	0	0	0	0	0	0	0	
Transfers in/(out)	(403,272)	0	(403,272)	(471,488)	77,331	(394,158)	(68,216)	77,331	9,115	13
Contributions to Restricted	(93,420,037)	93,420,037	0	(86,261,831)	86,261,831	0	7,158,206	(7,158,206)	0	14
Net increase (decrease) in Fund Balance	2,669,430	(9,195,510)	(6,526,081)	23,565,268	(846,003)	22,719,265	20,895,839	8,349,508	29,245,346	
Beginning Balance	61,133,835	9,195,511	70,329,345	61,133,835	9,195,511	70,329,345	0	0	0	
Ending Balance	63,803,264	0	63,803,265	84,699,103	8,349,508	93,048,611	20,895,839	8,349,508	29,245,346	
Revolving/Stores/Prepays	329,064		329,064	329,537		329,537	473	0	473	
Reserve for Econ Uncertainty (2%)	11,412,758		11,412,758	10,624,586		10,624,586	(788,171)	0	(788,171)	
Restricted Programs		0	0	0	8,349,508	8,349,508	0	8,349,508	8,349,508	
Assigned for H&H Cap City				40,000			40,000			15
Assigned for Textbooks	5,000,000		5,000,000	0		0	(5,000,000)	0	(5,000,000)	16
Unappropriated Fund Balance	47,061,443	0	47,061,443	73,704,980	0	73,744,980	26,643,537	(0)	26,683,537	

Due to the COVID-19 Pandemic, the District had to close schools effective March 16, 2020 and unfortunately was unable to re-open schools for on-site instruction for the remainder of the 2019-2020 school year. For the District, this closure resulted in a reduction in the number of on-site instructional days totaling 62 days or 34% of the 180 annual instructional days.

Percent of 2019-2020 Budget Expended (as of Estimated Actuals)				
	Unrestricted	Restricted	Combined	Contributions
Percent Expended	96%	89%	93%	92%
Percent Remaining	4%	11%	7%	8%

Consequently, the District's actual revenue and expenditures differed from the projections due to a decline in purchasing and services utilized. The following explanations will provide additional details on the revenue and expenditures changes.

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Business Services

Approve 2019-20 Unaudited Actuals (Year End Financial Report)

September 17, 2020

Notes/Explanation of changes from 2019-2020 Estimated Actuals to Unaudited Actuals:

REVENUES		
1	Unrestricted: LCFF year-end adjustments property taxes, State Aid and transfers	373,226.23
1	Restricted: Transfer of Property Tax for Special Ed, no net impact on overall Special Ed Funding	2,214,282.00
2	Unrestricted: MAA earnings received above projected	417,549.09
2	Restricted: Federal Revenue deferred due to less spending. Top five - Title I, SIG, Title III & IV, & Medi-Cal	(15,260,122.32)
3	Unrestricted: Year-end adjustments in various awards including Lottery & Special Ed (Early Intervention)	(23,036.97)
3	Restricted: Year-end adjustments in various awards, top five include ASES, CTE, Workability, Partnership Academies, Strong Workforce	3,322,992.79
4	Unrestricted: Interest & Charter Oversight Fee above projections	705,743.26
4	Restricted: Deferred revenue due to less spending, top five include Gear Up, Safe Zone, Ed Tech, Local solutions Education Prep	(1,913,839.93)

Notes/Explanation of changes from 2019-2020 Estimated Actuals to Unaudited Actuals:

EXPENDITURES		
<i>Due to COVID-19 requiring school closures for approximately four months, the following line item expenditures were underspent as described below.</i>		
5	Unrestricted savings of \$3.8M in regular salaries (\$3.5M in teacher salaries and \$300K in other categories), and \$1.2M in teacher temp salaries), vacancies and temporary positions did not get filled	(4,748,619.03)
5	Restricted savings of \$1.9M in regular teacher salaries, and \$2.8M in temp teacher salaries. Largest savings in Title I, Special Education, SIG, Medi-Cal, and CTE, vacancies and temporary positions did not get filled	(4,992,883.24)
6	Unrestricted savings of \$1.4M in regular salaries (\$1M bus drivers & \$300K other positions) and \$100K in temp salaries, vacancies and temporary positions did not get filled	(1,532,461.69)
6	Restricted: savings of \$1M in regular salaries (\$400K classified management, \$200K clerical, \$100K M&O, \$300K other positions) and \$400K in temp salaries, vacancies and temporary positions did not get filled	(1,446,110.55)
7	Unrestricted savings of \$1.4M in health,\$1M PERS/STRS, \$600K in other benefits - related to personnel vacancies and less temporary contracts	(2,965,529.73)
7	Restricted additional expense is due to the STRS on behalf or \$5.9M, this was offset by health savings of \$1.3M, and PERS \$300K and \$300K in other personnel benefits	4,032,875.78
8	Unrestricted savings - \$1M in equipment and \$480K in supplies,	(1,475,688.70)
8	Restricted savings - \$8M in supplies, \$1.4 in textbooks, \$500K in equipment. Major savings in RRM, Title I, SIG, Medi-Cal, Title III.	(9,970,839.38)
9	Unrestricted savings in utilities \$1.1M, contracts \$900K, field trips/fees \$800K, telecommunications \$300K, equipment/property rentals \$200K, and travel \$100K	(3,432,213.92)
9	Restricted savings mainly in contracts \$9.8M in contracts, \$800K in field trips/fees, \$400K in travel and \$500K other fees (postage, transportation, duplication, fingerprinting, etc.).	(11,519,437.23)
10	Major contract savings in Special Education -\$2.6 million, Low Performing Schools - \$1.8M, Title IV - \$1.3M, SIG - \$1M, Medi-Cal - \$700K, Clean Energy Air Grant - \$600K, and CTE- \$600K	
10	Unrestricted - \$129K in equipment and equipment replacement	(129,387.71)
10	Restricted savings due to projects suspended in CTE, and Clean Air Energy Grant and postponing RRM equipment purchases - projects that were suspended are planned to resume in 2020-2021	(1,572,027.76)
11	Additional expense for Special Education Tuition to County Office and State Special Schools	235,779.12
12	Unrestricted Lower indirect due to suspended expenses	1,715,755.01
12	Restricted Lower indirect due to suspended expenses. Top Five - Title I, SIG, Title IV, RRM and Special	(1,598,647.28)
13	Net increase contribution to Other Funds - Children Center increase \$229K, Adult Education increase \$27K, Charter Schools \$188K (\$0 contribution and additional reimbursement)	(68,216.03)
13	Restricted district match for storm project	77,330.95
14	Lower contribution to Special Education of \$5.7M and to RRM of \$1.5M	7,158,205.57
15	Funds reserved from H&H carryover for H&H program in 2020-2021	40,000
16	Planned textbook adoption postponed to 2020-2021	(5,000,000)



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Other Funds				
Fund	Beginning Fund Balance	Budgeted Net Change	2020-21 Proposed Budget Fund Balance	
9 Charter Schools	\$3,854,437	\$120,928	\$3,975,366	
11 Adult	\$77,992	\$275,253	\$353,245	
12 Child Development	\$15,636	(\$352)	\$15,285	
13 Cafeteria	\$12,582,507	\$224,552	\$12,807,058	
21 Building Fund	\$95,280,449	(\$32,812,856)	\$62,467,593	
25 Capital Facilities	\$16,104,357	\$4,092,150	\$20,196,507	
35 County School Facilities Fund	\$0	\$0	\$0	
49 Capital Projects for Blended Components	\$1,991,387	\$29,358	\$2,020,746	
51 Bond Interest and Redemption	\$31,953,446	(\$4,912)	\$31,948,534	
67 Self-Insurance Fund	\$12,448,490	\$486,767	\$12,935,257	

Contributions and Transfers From Unrestricted to Restricted				
Contributions	2019-20 Estimated Actuals	2019-20 Unaudited Actuals	Changes	2020-21
Special Education	75,966,898	70,215,043	(5,751,855)	83,101,487
Routine Restricted Maintenance Account	17,453,139	15,997,056	(1,456,083)	17,765,074
Various Programs (ROTC, Partnership Academies, Lifelong Readers, Indep Living)	-	49,732	49,732	
Total	93,420,037	86,261,831	(7,158,206)	100,866,561
Transfers to Other Funds	2019-20 Estimated Actuals	2019-20 Unaudited Actuals	Changes	2020-21
Adult Ed	1,573,345	1,600,000	26,655	596,835
Child Development	868,661	1,098,262	229,601	438,792
Charter	152,528		(152,528)	-
Totals	2,594,534	2,698,262	103,728	1,035,627

Board of Education Executive Summary

Business Services

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Comparison of Multi-Year Projections

Multi-Year Projection (Total GF)			
Description	*Proposed 2020-21	Projected 2021-22	Projected 2022-23
Total Revenues	590,956,135	549,127,112	528,073,562
Total Expenditures	631,390,632	609,173,192	615,485,518
Excess/(Deficiency)	(40,434,498)	(60,046,079)	(87,411,956)
Other Sources/Uses	913,015	913,015	913,015
Net Increase/(Decrease)	(39,521,483)	(59,133,064)	(86,498,941)
Add: Beginning Fund Balance	93,048,611	53,527,128	(5,605,936)
Ending Fund Balance	53,527,128	(5,605,936)	(92,104,877)
<i>*as of Unaudited Actuals (updated beginning fund balance in 2020-2021)</i>			

Multi-Year Projection (Total GF)*			
Description	* Revised 2020-21	Projected 2021-22	Projected 2022-23
Total Revenues	590,948,889	549,127,112	528,073,562
Total Expenditures	631,616,026	609,173,192	615,485,518
Excess/(Deficiency)	(40,667,137)	(60,046,079)	(87,411,956)
Other Sources/Uses	690,752	690,752	690,752
Net Increase/(Decrease)	(39,976,385)	(59,355,327)	(86,721,204)
Add: Beginning Fund Balance	63,803,265	23,826,881	(35,528,447)
Ending Fund Balance	23,826,881	(35,528,447)	(122,249,651)
<i>*as of Budget Revisions Board Approved 8/20/20</i>			

Summary

The reduced spending in the final months (mid-March thru June 30, 2020) of 2019-2020 improved the unrestricted general fund beginning balance for the 2020-2021 fiscal year by \$20M. However, the impact is a one-time improvement and the projected deficits remain relatively unchanged. Based on these projections, the District remains unable to meet the 2% required reserve starting in 2021-2022. In order to achieve fiscal solvency, the District needs on-going reductions to eliminate the deficit and satisfy the 2% required reserve. It is unknown when the District will be able to hold on-site instruction and this



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delay may generate additional one-time savings in operational costs. The District will review possible areas for one-time savings to include in the proposed revised 2020-2021 budget due October 8, 2020.

2019-20 **Year End Financial Report Unaudited Actuals**

For the Period Ending June 30, 2020



Guiding Principle

All students graduate with the greatest number of post-secondary choices from the widest array of options.

Board of Education
September 17, 2020

Sacramento City Unified School District

Board of Education

Jessie Ryan, President, Area 7
Christina Pritchett, Vice President, Area 3
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Lisa Murawski, Area 1
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Lisa Allen, Deputy Superintendent
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Tara Gallegos, Chief Communications Officer
Vincent Harris, Chief Continuous Improvement and Accountability Officer
Cancy McArn, Chief Human Resource Officer
Rose F. Ramos, Chief Business Officer
Vacant, Chief Information Officer

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UNAUDITED ACTUAL FINANCIAL REPORT:

To the County Superintendent of Schools:

2019-20 UNAUDITED ACTUAL FINANCIAL REPORT. This report was prepared in accordance with Education Code Section 41010 and is hereby approved and filed by the governing board of the school district pursuant to Education Code Section 42100.

Signed: _____
Clerk/Secretary of the Governing Board
(Original signature required)

Date of Meeting: Sep 17, 2020

To the Superintendent of Public Instruction:

2019-20 UNAUDITED ACTUAL FINANCIAL REPORT. This report has been verified for accuracy by the County Superintendent of Schools pursuant to Education Code Section 42100.

Signed: _____
County Superintendent/Designee
(Original signature required)

Date: _____

For additional information on the unaudited actual reports, please contact:

For County Office of Education:

For School District:

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E-mail Address

Following is a summary of the critical data elements contained in your unaudited actual data. Since these data may have fiscal implications for your agency, please verify their accuracy before filing your unaudited actual financial reports.

Form	Description	Value
CEA	Percent of Current Cost of Education Expended for Classroom Compensation Must equal or exceed 60% for elementary, 55% for unified, and 50% for high school districts or future apportionments may be affected. (EC 41372)	61.61%
	CEA Deficiency Amount Applicable to districts not exempt from the requirement and not meeting the minimum classroom compensation percentage - see Form CEA for further details.	\$0.00
ESMOE	Every Student Succeeds Act (ESSA) Maintenance of Effort (MOE) Determination If MOE Not Met, the 2021-22 apportionment may be reduced by the lesser of the following two percentages: MOE Deficiency Percentage - Based on Total Expenditures MOE Deficiency Percentage - Based on Expenditures Per ADA	MOE Met
GANN	Adjustments to Appropriations Limit Per Government Code Section 7902.1 If this amount is not zero, it represents an increase to your Appropriations Limit. The Department of Finance must be notified of increases within 45 days of budget adoption.	\$0.00
	Adjusted Appropriations Limit	\$284,839,769.11
	Appropriations Subject to Limit These amounts represent the board approved Appropriations Limit and Appropriations Subject to Limit pursuant to Government Code Section 7906 and EC 42132.	\$284,839,769.11
ICR	Preliminary Proposed Indirect Cost Rate Fixed-with-carry-forward indirect cost rate for use in 2021-22, subject to CDE approval.	3.87%

Description	2019-20 Unaudited Actuals			2020-21 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
A. DISTRICT						
1. Total District Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (includes Necessary Small School ADA)	38,219.84	38,219.84	38,387.53	38,219.84	38,219.84	38,219.84
2. Total Basic Aid Choice/Court Ordered Voluntary Pupil Transfer Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)						
3. Total Basic Aid Open Enrollment Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)						
4. Total, District Regular ADA (Sum of Lines A1 through A3)	38,219.84	38,219.84	38,387.53	38,219.84	38,219.84	38,219.84
5. District Funded County Program ADA						
a. County Community Schools	75.40	86.18	75.40	75.40	75.40	75.40
b. Special Education-Special Day Class	25.54	25.54	25.54	25.54	25.54	25.54
c. Special Education-NPS/LCI						
d. Special Education Extended Year	1.98	3.93	1.98	1.98	1.98	1.98
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]						
g. Total, District Funded County Program ADA (Sum of Lines A5a through A5f)	102.92	115.65	102.92	102.92	102.92	102.92
6. TOTAL DISTRICT ADA (Sum of Line A4 and Line A5g)	38,322.76	38,335.49	38,490.45	38,322.76	38,322.76	38,322.76
7. Adults in Correctional Facilities						
8. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

Description	2019-20 Unaudited Actuals			2020-21 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
B. COUNTY OFFICE OF EDUCATION						
1. County Program Alternative Education ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
d. Total, County Program Alternative Education ADA (Sum of Lines B1a through B1c)	0.00	0.00	0.00	0.00	0.00	0.00
2. District Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]						
g. Total, District Funded County Program ADA (Sum of Lines B2a through B2f)	0.00	0.00	0.00	0.00	0.00	0.00
3. TOTAL COUNTY OFFICE ADA (Sum of Lines B1d and B2g)	0.00	0.00	0.00	0.00	0.00	0.00
4. Adults in Correctional Facilities						
5. County Operations Grant ADA						
6. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

Description	2019-20 Unaudited Actuals			2020-21 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
C. CHARTER SCHOOL ADA						
Authorizing LEAs reporting charter school SACS financial data in their Fund 01, 09, or 62 use this worksheet to report ADA for those charter schools. Charter schools reporting SACS financial data separately from their authorizing LEAs in Fund 01 or Fund 62 use this worksheet to report their ADA.						
FUND 01: Charter School ADA corresponding to SACS financial data reported in Fund 01.						
1. Total Charter School Regular ADA						
2. Charter School County Program Alternative Education ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C2a through C2c)	0.00	0.00	0.00	0.00	0.00	0.00
3. Charter School Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. Total, Charter School Funded County Program ADA (Sum of Lines C3a through C3e)	0.00	0.00	0.00	0.00	0.00	0.00
4. TOTAL CHARTER SCHOOL ADA (Sum of Lines C1, C2d, and C3f)	0.00	0.00	0.00	0.00	0.00	0.00
FUND 09 or 62: Charter School ADA corresponding to SACS financial data reported in Fund 09 or Fund 62.						
5. Total Charter School Regular ADA	1,722.97	1,722.64	1,722.97	1,662.47	1,662.47	1,662.47
6. Charter School County Program Alternative Education ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C6a through C6c)	0.00	0.00	0.00	0.00	0.00	0.00
7. Charter School Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. Total, Charter School Funded County Program ADA (Sum of Lines C7a through C7e)	0.00	0.00	0.00	0.00	0.00	0.00
8. TOTAL CHARTER SCHOOL ADA (Sum of Lines C5, C6d, and C7f)	1,722.97	1,722.64	1,722.97	1,662.47	1,662.47	1,662.47
9. TOTAL CHARTER SCHOOL ADA Reported in Fund 01, 09, or 62 (Sum of Lines C4 and C8)	1,722.97	1,722.64	1,722.97	1,662.47	1,662.47	1,662.47

Current Expense Formula/Minimum Classroom Compensation

PART I - CURRENT EXPENSE FORMULA	Total Expense for Year (1)	EDP No.	Reductions (See Note 1) (2)	EDP No.	Current Expense of Education (Col 1 - Col 2) (3)	EDP No.	Reductions (Extracted) (See Note 2) (4a)	Reductions (Overrides)* (See Note 2) (4b)	EDP No.	Current Expense-Part II (Col 3 - Col 4) (5)	EDP No.
1000 - Certificated Salaries	209,808,826.57	301	0.00	303	209,808,826.57	305	5,592,541.79		307	204,216,284.78	309
2000 - Classified Salaries	60,163,620.72	311	229,803.77	313	59,933,816.95	315	6,288,452.29		317	53,645,364.66	319
3000 - Employee Benefits	175,948,150.59	321	20,992,662.74	323	154,955,487.85	325	7,022,965.14		327	147,932,522.71	329
4000 - Books, Supplies Equip Replace. (6500)	11,166,412.85	331	11,009.35	333	11,155,403.50	335	3,095,427.98		337	8,059,975.52	339
5000 - Services... & 7300 - Indirect Costs	64,254,041.31	341	134,439.39	343	64,119,601.92	345	29,619,368.55		347	34,500,233.37	349
TOTAL					499,973,136.79	365			TOTAL	448,354,381.04	369

Note 1 - In Column 2, report expenditures for the following programs: Nonagency (Goals 7100-7199), Community Services (Goal 8100), Food Services (Function 3700), Fringe Benefits for Retired Persons (Objects 3701-3702), and Facilities Acquisition & Construction (Function 8500).

Note 2 - In Column 4, report expenditures for: Transportation (Function 3600), Lottery Expenditures (Resource 1100), Special Education Students in Nonpublic Schools (Function 1180), and other federal or state categorical aid in which funds were granted for expenditures in a program not incurring any teacher salary expenditures or requiring disbursement of the funds without regard to the requirements of EC Section 41372.

* If an amount (even zero) is entered in any row of Column 4b or in Line 13b, the form uses only the values in Column 4b and Line 13b rather than the values in Column 4a and Line 13a.

PART II: MINIMUM CLASSROOM COMPENSATION (Instruction, Functions 1000-1999)		Object	EDP No.
1. Teacher Salaries as Per EC 41011.		1100	163,884,707.08 375
2. Salaries of Instructional Aides Per EC 41011.		2100	9,849,362.62 380
3. STRS.		3101 & 3102	46,727,442.03 382
4. PERS.		3201 & 3202	2,183,660.35 383
5. OASDI - Regular, Medicare and Alternative.		3301 & 3302	3,284,616.41 384
6. Health & Welfare Benefits (EC 41372) (Include Health, Dental, Vision, Pharmaceutical, and Annuity Plans).		3401 & 3402	47,732,547.35 385
7. Unemployment Insurance.		3501 & 3502	86,918.98 390
8. Workers' Compensation Insurance.		3601 & 3602	2,779,722.95 392
9. OPEB, Active Employees (EC 41372).		3751 & 3752	0.00
10. Other Benefits (EC 22310).		3901 & 3902	30,526.22 393
11. SUBTOTAL Salaries and Benefits (Sum Lines 1 - 10).			276,559,503.99 395
12. Less: Teacher and Instructional Aide Salaries and Benefits deducted in Column 2.			0.00
13a. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4a (Extracted).			345,823.04 396
b. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4b (Overrides)*.			396
14. TOTAL SALARIES AND BENEFITS.			276,213,680.95 397
15. Percent of Current Cost of Education Expended for Classroom Compensation (EDP 397 divided by EDP 369) Line 15 must equal or exceed 60% for elementary, 55% for unified and 50% for high school districts to avoid penalty under provisions of EC 41372.			61.61%
16. District is exempt from EC 41372 because it meets the provisions of EC 41374. (If exempt, enter 'X').			

PART III: DEFICIENCY AMOUNT	
A deficiency amount (Line 5) is only applicable to districts not meeting the minimum classroom compensation percentage required under EC 41372 and not exempt under the provisions of EC 41374.	
1. Minimum percentage required (60% elementary, 55% unified, 50% high)	55.00%
2. Percentage spent by this district (Part II, Line 15)	61.61%
3. Percentage below the minimum (Part III, Line 1 minus Line 2)	0.00%
4. District's Current Expense of Education after reductions in columns 4a or 4b (Part I, EDP 369).	448,354,381.04
5. Deficiency Amount (Part III, Line 3 times Line 4)	0.00

PART IV: Explanation for adjustments entered in Part I, Column 4b (required)

--

GENERAL FUND

General Fund Definition

The General Fund is the general operating fund of the District and accounts for all revenues and expenditures of the District not encompassed within other funds. All general tax revenues and other receipts that are not allocated by law or contractual agreement to some other fund are accounted for in this fund. General operating expenditures and the capital improvement costs that are not paid through other funds are paid from the General Fund. The General Fund also contains categorical programs such as Every Student Succeeds Act (ESSA), Title I, After School Education and Safety (ASES) and others.

Description	Resource Codes	Object Codes	2019-20 Unaudited Actuals			2020-21 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
A. REVENUES									
1) LCFF Sources		8010-8099	411,494,833.98	2,214,282.00	413,709,115.98	410,569,689.00	1,777,094.00	412,346,783.00	-0.3%
2) Federal Revenue		8100-8299	573,457.39	51,304,920.27	51,878,377.66	155,908.00	98,463,391.35	98,619,299.35	90.1%
3) Other State Revenue		8300-8599	11,998,360.81	66,373,857.08	78,372,217.89	6,588,341.00	66,141,396.18	72,729,737.18	-7.2%
4) Other Local Revenue		8600-8799	8,284,590.88	1,704,287.39	9,988,878.27	6,049,381.90	1,210,933.50	7,260,315.40	-27.3%
5) TOTAL, REVENUES			432,351,243.06	121,597,346.74	553,948,589.80	423,363,319.90	167,592,815.03	590,956,134.93	6.7%
B. EXPENDITURES									
1) Certificated Salaries		1000-1999	155,638,666.00	54,170,160.57	209,808,826.57	166,623,639.26	56,342,874.60	222,966,513.86	6.3%
2) Classified Salaries		2000-2999	39,146,733.69	21,016,887.03	60,163,620.72	38,951,846.16	22,571,840.01	61,523,686.17	2.3%
3) Employee Benefits		3000-3999	106,175,868.29	69,772,282.30	175,948,150.59	119,663,134.21	69,442,822.07	189,105,956.28	7.5%
4) Books and Supplies		4000-4999	4,756,255.35	6,389,532.85	11,145,788.20	12,835,839.89	60,499,722.07	73,335,561.96	558.0%
5) Services and Other Operating Expenditures		5000-5999	21,971,055.30	43,577,183.61	65,548,238.91	31,349,047.66	52,782,352.53	84,131,400.19	28.4%
6) Capital Outlay		6000-6999	328,373.25	8,032,849.06	8,361,222.31	1,038,323.00	414,735.00	1,453,058.00	-82.6%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	1,153,517.12	0.00	1,153,517.12	5,000.00	0.00	5,000.00	-99.6%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(7,117,813.95)	5,823,616.35	(1,294,197.60)	(6,491,765.15)	5,361,221.15	(1,130,544.00)	-12.6%
9) TOTAL, EXPENDITURES			322,052,655.05	208,782,511.77	530,835,166.82	363,975,065.03	267,415,567.43	631,390,632.46	18.9%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)									
			110,298,588.01	(87,185,165.03)	23,113,422.98	59,388,254.87	(99,822,752.40)	(40,434,497.53)	-274.9%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	2,226,774.00	77,330.96	2,304,104.96	2,639,394.20	0.00	2,639,394.20	14.6%
b) Transfers Out		7600-7629	2,698,262.45	0.00	2,698,262.45	1,726,379.21	0.00	1,726,379.21	-36.0%
2) Other Sources/Uses									
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(86,261,831.43)	86,261,831.43	0.00	(99,827,302.21)	99,827,302.21	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(86,733,319.88)	86,339,162.39	(394,157.49)	(98,914,287.22)	99,827,302.21	913,014.99	-331.6%

Description	Resource Codes	Object Codes	2019-20 Unaudited Actuals			2020-21 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			23,565,268.13	(846,002.64)	22,719,265.49	(39,526,032.35)	4,549.81	(39,521,482.54)	-274.0%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	61,133,834.79	9,195,510.53	70,329,345.32	84,699,102.92	8,349,507.89	93,048,610.81	32.3%
b) Audit Adjustments		9793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			61,133,834.79	9,195,510.53	70,329,345.32	84,699,102.92	8,349,507.89	93,048,610.81	32.3%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			61,133,834.79	9,195,510.53	70,329,345.32	84,699,102.92	8,349,507.89	93,048,610.81	32.3%
2) Ending Balance, June 30 (E + F1e)			84,699,102.92	8,349,507.89	93,048,610.81	45,173,070.57	8,354,057.70	53,527,128.27	-42.5%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	225,000.00	0.00	225,000.00	225,000.00	0.00	225,000.00	0.0%
Stores		9712	104,536.53	0.00	104,536.53	0.00	0.00	0.00	-100.0%
Prepaid Items		9713	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	8,586,428.77	8,586,428.77	0.00	8,586,428.77	8,586,428.77	0.0%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) Assigned									
Other Assignments		9780	40,000.00	0.00	40,000.00	40,000.00	0.00	40,000.00	0.0%
Home/Hospital Program at Capital City	0000	9780	40,000.00		40,000.00				
Home/Hospital Program at Capital City	0000	9780				40,000.00		40,000.00	
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	10,624,586.00	0.00	10,624,586.00	12,614,060.00	0.00	12,614,060.00	18.7%
Unassigned/Unappropriated Amount		9790	73,704,980.39	(236,920.88)	73,468,059.51	32,294,010.57	(232,371.07)	32,061,639.50	-56.4%

Description	Resource Codes	Object Codes	2019-20 Unaudited Actuals			2020-21 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
G. ASSETS									
1) Cash									
a) in County Treasury		9110	51,996,634.97	(6,098,209.42)	45,898,425.55				
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00	0.00	0.00				
b) in Banks		9120	51,109.37	34,773.62	85,882.99				
c) in Revolving Cash Account		9130	225,000.00	0.00	225,000.00				
d) with Fiscal Agent/Trustee		9135	0.00	0.00	0.00				
e) Collections Awaiting Deposit		9140	57,382.09	2,271,345.61	2,328,727.70				
2) Investments		9150	0.00	0.00	0.00				
3) Accounts Receivable		9200	60,123,779.28	4,584,019.67	64,707,798.95				
4) Due from Grantor Government		9290	0.00	24,179,665.13	24,179,665.13				
5) Due from Other Funds		9310	2,814,280.46	356.30	2,814,636.76				
6) Stores		9320	104,536.53	0.00	104,536.53				
7) Prepaid Expenditures		9330	0.00	0.00	0.00				
8) Other Current Assets		9340	0.00	0.00	0.00				
9) TOTAL, ASSETS			115,372,722.70	24,971,950.91	140,344,673.61				
H. DEFERRED OUTFLOWS OF RESOURCES									
1) Deferred Outflows of Resources		9490	0.00	0.00	0.00				
2) TOTAL, DEFERRED OUTFLOWS			0.00	0.00	0.00				
I. LIABILITIES									
1) Accounts Payable		9500	29,237,258.95	10,826,224.98	40,063,483.93				
2) Due to Grantor Governments		9590	0.00	0.00	0.00				
3) Due to Other Funds		9610	1,436,360.83	198,817.28	1,635,178.11				
4) Current Loans		9640	0.00	0.00	0.00				
5) Unearned Revenue		9650	0.00	5,597,400.76	5,597,400.76				
6) TOTAL, LIABILITIES			30,673,619.78	16,622,443.02	47,296,062.80				
J. DEFERRED INFLOWS OF RESOURCES									
1) Deferred Inflows of Resources		9690	0.00	0.00	0.00				
2) TOTAL, DEFERRED INFLOWS			0.00	0.00	0.00				
K. FUND EQUITY									
Ending Fund Balance, June 30 (must agree with line F2) (G9 + H2) - (I6 + J2)			84,699,102.92	8,349,507.89	93,048,610.81				

Description	Resource Codes	Object Codes	2019-20 Unaudited Actuals			2020-21 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
LCFF SOURCES									
Principal Apportionment									
State Aid - Current Year		8011	280,693,104.00	0.00	280,693,104.00	280,655,757.00	0.00	280,655,757.00	0.0%
Education Protection Account State Aid - Current Year		8012	33,282,583.00	0.00	33,282,583.00	32,770,742.00	0.00	32,770,742.00	-1.5%
State Aid - Prior Years		8019	(325,917.00)	0.00	(325,917.00)	0.00	0.00	0.00	-100.0%
Tax Relief Subventions									
Homeowners' Exemptions		8021	705,915.12	0.00	705,915.12	705,915.00	0.00	705,915.00	0.0%
Timber Yield Tax		8022	16.44	0.00	16.44	16.00	0.00	16.00	-2.7%
Other Subventions/In-Lieu Taxes		8029	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
County & District Taxes									
Secured Roll Taxes		8041	75,296,619.39	0.00	75,296,619.39	75,296,619.00	0.00	75,296,619.00	0.0%
Unsecured Roll Taxes		8042	2,945,967.72	0.00	2,945,967.72	2,945,968.00	0.00	2,945,968.00	0.0%
Prior Years' Taxes		8043	888,492.21	0.00	888,492.21	888,492.00	0.00	888,492.00	0.0%
Supplemental Taxes		8044	1,941,402.72	0.00	1,941,402.72	1,941,403.00	0.00	1,941,403.00	0.0%
Education Revenue Augmentation Fund (ERAF)		8045	18,867,979.69	0.00	18,867,979.69	18,867,980.00	0.00	18,867,980.00	0.0%
Community Redevelopment Funds (SB 617/699/1992)		8047	10,450,902.70	0.00	10,450,902.70	9,887,550.00	0.00	9,887,550.00	-5.4%
Penalties and Interest from Delinquent Taxes		8048	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Miscellaneous Funds (EC 41604)									
Royalties and Bonuses		8081	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other In-Lieu Taxes		8082	30,399.99	0.00	30,399.99	27,839.00	0.00	27,839.00	-8.4%
Less: Non-LCFF (50%) Adjustment		8089	(15,200.00)	0.00	(15,200.00)	(13,920.00)	0.00	(13,920.00)	-8.4%
Subtotal, LCFF Sources			424,762,265.98	0.00	424,762,265.98	423,974,361.00	0.00	423,974,361.00	-0.2%
LCFF Transfers									
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00		0.00	0.00		0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	(13,267,432.00)	0.00	(13,267,432.00)	(13,404,672.00)	0.00	(13,404,672.00)	1.0%
Property Taxes Transfers		8097	0.00	2,214,282.00	2,214,282.00	0.00	1,777,094.00	1,777,094.00	-19.7%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			411,494,833.98	2,214,282.00	413,709,115.98	410,569,689.00	1,777,094.00	412,346,783.00	-0.3%
FEDERAL REVENUE									
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	9,138,872.78	9,138,872.78	0.00	9,342,242.00	9,342,242.00	2.2%
Special Education Discretionary Grants		8182	0.00	899,883.57	899,883.57	0.00	759,919.00	759,919.00	-15.6%
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Forest Reserve Funds		8260	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Flood Control Funds		8270	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Wildlife Reserve Funds		8280	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from Federal Sources		8287	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290		20,201,419.15	20,201,419.15		23,927,203.96	23,927,203.96	18.4%
Title I, Part D, Local Delinquent Programs	3025	8290		0.00	0.00		0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290		1,626,442.25	1,626,442.25		1,727,289.00	1,727,289.00	6.2%
Title III, Part A, Immigrant Student Program	4201	8290		251,425.94	251,425.94		111,101.00	111,101.00	-55.8%

Description	Resource Codes	Object Codes	2019-20 Unaudited Actuals			2020-21 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Title III, Part A, English Learner Program	4203	8290		573,568.18	573,568.18		843,895.00	843,895.00	47.1%
Public Charter Schools Grant Program (PCSGP)	4610	8290		0.00	0.00		0.00	0.00	0.0%
Other NCLB / Every Student Succeeds Act	3020, 3040, 3041, 3045, 3060, 3061, 3110, 3150, 3155, 3177, 3180, 3181, 3182, 3185, 4037, 4050, 4123, 4124, 4126, 4127, 4128, 5510, 5630	8290		16,440,716.53	16,440,716.53		21,849,904.64	21,849,904.64	32.9%
Career and Technical Education	3500-3599	8290		382,879.34	382,879.34		427,243.00	427,243.00	11.6%
All Other Federal Revenue	All Other	8290	573,457.39	1,789,712.53	2,363,169.92	155,908.00	39,474,593.75	39,630,501.75	1577.0%
TOTAL, FEDERAL REVENUE			573,457.39	51,304,920.27	51,878,377.66	155,908.00	98,463,391.35	98,619,299.35	90.1%
OTHER STATE REVENUE									
Other State Apportionments									
ROC/P Entitlement Prior Years	6360	8319		0.00	0.00		0.00	0.00	0.0%
Special Education Master Plan Current Year	6500	8311		22,996,864.00	22,996,864.00		26,790,862.00	26,790,862.00	16.5%
Prior Years	6500	8319		95,380.00	95,380.00		30,968.00	30,968.00	-67.5%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	1,548,748.00	0.00	1,548,748.00	1,593,194.00	0.00	1,593,194.00	2.9%
Lottery - Unrestricted and Instructional Materials		8560	6,084,521.81	2,176,659.22	8,261,181.03	4,995,147.00	1,762,993.00	6,758,140.00	-18.2%
Tax Relief Subventions Restricted Levies - Other									
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590		7,370,016.64	7,370,016.64		8,011,528.00	8,011,528.00	8.7%
Charter School Facility Grant	6030	8590		0.00	0.00		0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6650, 6690, 6695	8590		312,190.53	312,190.53		0.00	0.00	-100.0%
California Clean Energy Jobs Act	6230	8590		0.00	0.00		0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590		2,309,869.05	2,309,869.05		1,051,384.00	1,051,384.00	-54.5%
American Indian Early Childhood Education	7210	8590		0.00	0.00		0.00	0.00	0.0%
Specialized Secondary	7370	8590		0.00	0.00		0.00	0.00	0.0%
Quality Education Investment Act	7400	8590		0.00	0.00		0.00	0.00	0.0%
All Other State Revenue	All Other	8590	4,365,091.00	31,112,877.64	35,477,968.64	0.00	28,493,661.18	28,493,661.18	-19.7%
TOTAL, OTHER STATE REVENUE			11,998,360.81	66,373,857.08	78,372,217.89	6,588,341.00	66,141,396.18	72,729,737.18	-7.2%

Description	Resource Codes	Object Codes	2019-20 Unaudited Actuals			2020-21 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
OTHER LOCAL REVENUE									
Other Local Revenue									
County and District Taxes									
Other Restricted Levies									
Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes									
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds									
Not Subject to LCFF Deduction		8625	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from									
Delinquent Non-LCFF									
Taxes		8629	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Sales									
Sale of Equipment/Supplies		8631	16,950.82	0.00	16,950.82	20,000.00	0.00	20,000.00	18.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	2,622,050.00	0.00	2,622,050.00	2,638,431.45	0.00	2,638,431.45	0.6%
Interest		8660	2,147,937.21	0.00	2,147,937.21	1,455,400.00	0.00	1,455,400.00	-32.2%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts									
Adult Education Fees		8671	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Resident Students		8672	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	2,314,621.77	0.00	2,314,621.77	1,335,550.45	0.00	1,335,550.45	-42.3%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue Plus: Misc Funds Non-LCFF (50%) Adjustment		8691	15,200.00	0.00	15,200.00	0.00	0.00	0.00	-100.0%
Pass-Through Revenues From Local Sources		8697	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Local Revenue		8699	1,167,831.08	1,545,213.81	2,713,044.89	600,000.00	1,207,473.50	1,807,473.50	-33.4%
Tuition		8710	0.00	159,073.58	159,073.58	0.00	3,460.00	3,460.00	-97.8%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Apportionments									
Special Education SELPA Transfers									
From Districts or Charter Schools	6500	8791		0.00	0.00		0.00	0.00	0.0%
From County Offices	6500	8792		0.00	0.00		0.00	0.00	0.0%
From JPAs	6500	8793		0.00	0.00		0.00	0.00	0.0%
ROC/P Transfers									
From Districts or Charter Schools	6360	8791		0.00	0.00		0.00	0.00	0.0%
From County Offices	6360	8792		0.00	0.00		0.00	0.00	0.0%
From JPAs	6360	8793		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments									
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			8,284,590.88	1,704,287.39	9,988,878.27	6,049,381.90	1,210,933.50	7,260,315.40	-27.3%
TOTAL, REVENUES			432,351,243.06	121,597,346.74	553,948,589.80	423,363,319.90	167,592,815.03	590,956,134.93	6.7%

Description	Resource Codes	Object Codes	2019-20 Unaudited Actuals			2020-21 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
CERTIFICATED SALARIES									
Certificated Teachers' Salaries		1100	130,772,830.08	34,670,850.90	165,443,680.98	141,071,126.82	37,047,321.45	178,118,448.27	7.7%
Certificated Pupil Support Salaries		1200	7,354,844.80	7,065,162.57	14,420,007.37	6,997,862.94	7,089,049.30	14,086,912.24	-2.3%
Certificated Supervisors' and Administrators' Salaries		1300	16,568,217.48	3,091,786.57	19,660,004.05	17,459,486.95	3,094,224.37	20,553,711.32	4.5%
Other Certificated Salaries		1900	942,773.64	9,342,360.53	10,285,134.17	1,095,162.55	9,112,279.48	10,207,442.03	-0.8%
TOTAL, CERTIFICATED SALARIES			155,638,666.00	54,170,160.57	209,808,826.57	166,623,639.26	56,342,874.60	222,966,513.86	6.3%
CLASSIFIED SALARIES									
Classified Instructional Salaries		2100	1,656,245.43	8,840,621.51	10,496,866.94	1,199,414.24	9,637,454.97	10,836,869.21	3.2%
Classified Support Salaries		2200	16,449,073.58	7,279,867.30	23,728,940.88	16,070,726.06	8,032,398.40	24,103,124.46	1.6%
Classified Supervisors' and Administrators' Salaries		2300	4,566,189.71	2,454,140.60	7,020,330.31	4,681,297.78	2,582,106.47	7,263,404.25	3.5%
Clerical, Technical and Office Salaries		2400	14,760,191.42	1,594,628.84	16,354,820.26	15,067,703.39	1,693,524.58	16,761,227.97	2.5%
Other Classified Salaries		2900	1,715,033.55	847,628.78	2,562,662.33	1,932,704.69	626,355.59	2,559,060.28	-0.1%
TOTAL, CLASSIFIED SALARIES			39,146,733.69	21,016,887.03	60,163,620.72	38,951,846.16	22,571,840.01	61,523,686.17	2.3%
EMPLOYEE BENEFITS									
STRS		3101-3102	25,322,674.60	33,971,466.74	59,294,141.34	26,660,816.34	28,718,604.59	55,379,420.93	-6.6%
PERS		3201-3202	7,158,657.19	4,247,736.39	11,406,393.58	7,986,886.47	4,859,735.34	12,846,621.81	12.6%
OASDI/Medicare/Alternative		3301-3302	5,246,297.12	2,467,657.65	7,713,954.77	5,831,953.41	2,691,470.60	8,523,424.01	10.5%
Health and Welfare Benefits		3401-3402	50,640,579.06	21,445,280.83	72,085,859.89	60,538,462.93	25,173,961.32	85,712,424.25	18.9%
Unemployment Insurance		3501-3502	96,450.88	37,306.55	133,757.43	125,146.19	39,260.74	164,406.93	22.9%
Workers' Compensation		3601-3602	3,104,142.69	1,198,380.36	4,302,523.05	3,094,780.81	1,284,662.67	4,379,443.48	1.8%
OPEB, Allocated		3701-3702	14,548,086.74	6,382,157.10	20,930,243.84	15,332,704.43	6,651,434.49	21,984,138.92	5.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	58,980.01	22,296.68	81,276.69	92,383.63	23,692.32	116,075.95	42.8%
TOTAL, EMPLOYEE BENEFITS			106,175,868.29	69,772,282.30	175,948,150.59	119,663,134.21	69,442,822.07	189,105,956.28	7.5%
BOOKS AND SUPPLIES									
Approved Textbooks and Core Curricula Materials		4100	31,246.90	2,013,494.71	2,044,741.61	5,593,642.78	1,652,655.00	7,246,297.78	254.4%
Books and Other Reference Materials		4200	82,116.69	6,997.85	89,114.54	247,116.98	13,599.66	260,716.64	192.6%
Materials and Supplies		4300	3,987,530.71	3,292,479.84	7,280,010.55	6,478,488.31	57,974,236.66	64,452,724.97	785.3%
Noncapitalized Equipment		4400	655,361.05	1,076,560.45	1,731,921.50	516,591.82	859,230.75	1,375,822.57	-20.6%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			4,756,255.35	6,389,532.85	11,145,788.20	12,835,839.89	60,499,722.07	73,335,561.96	558.0%
SERVICES AND OTHER OPERATING EXPENDITURES									
Subagreements for Services		5100	448,158.00	37,219,473.87	37,667,631.87	755,379.00	33,724,981.01	34,480,360.01	-8.5%
Travel and Conferences		5200	137,800.26	481,677.70	619,477.96	492,185.00	494,787.00	986,972.00	59.3%
Dues and Memberships		5300	99,729.60	13,825.00	113,554.60	164,336.00	3,000.00	167,336.00	47.4%
Insurance		5400 - 5450	1,804,893.73	0.00	1,804,893.73	1,913,000.00	0.00	1,913,000.00	6.0%
Operations and Housekeeping Services		5500	9,571,665.45	4,274.40	9,575,939.85	12,570,117.00	1,000.00	12,571,117.00	31.3%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	997,665.11	303,368.96	1,301,034.07	886,362.00	487,975.00	1,374,337.00	5.6%
Transfers of Direct Costs		5710	(108,077.14)	108,077.14	0.00	(208,622.00)	208,622.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	(1,559,543.69)	(36,861.45)	(1,596,405.14)	(1,692,749.00)	(52,886.00)	(1,745,635.00)	9.3%
Professional/Consulting Services and Operating Expenditures		5800	9,723,178.63	5,451,750.11	15,174,928.74	16,017,211.20	17,881,816.41	33,899,027.61	123.4%
Communications		5900	855,585.35	31,597.88	887,183.23	451,828.46	33,057.11	484,885.57	-45.3%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			21,971,055.30	43,577,183.61	65,548,238.91	31,349,047.66	52,782,352.53	84,131,400.19	28.4%

Description	Resource Codes	Object Codes	2019-20 Unaudited Actuals			2020-21 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
CAPITAL OUTLAY									
Land		6100	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	57,385.07	288,688.11	346,073.18	0.00	100,000.00	100,000.00	-71.1%
Buildings and Improvements of Buildings		6200	30,880.88	6,233,424.99	6,264,305.87	0.00	100,000.00	100,000.00	-98.4%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	233,023.85	1,497,194.76	1,730,218.61	22,200.00	214,735.00	236,935.00	-86.3%
Equipment Replacement		6500	7,083.45	13,541.20	20,624.65	1,016,123.00	0.00	1,016,123.00	4826.7%
TOTAL, CAPITAL OUTLAY			328,373.25	8,032,849.06	8,361,222.31	1,038,323.00	414,735.00	1,453,058.00	-82.6%
OTHER OUTGO (excluding Transfers of Indirect Costs)									
Tuition									
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
State Special Schools		7130	50,438.00	0.00	50,438.00	0.00	0.00	0.00	-100.0%
Tuition, Excess Costs, and/or Deficit Payments Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	1,100,796.00	0.00	1,100,796.00	0.00	0.00	0.00	-100.0%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Pass-Through Revenues To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments To Districts or Charter Schools	6500	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6500	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6500	7223		0.00	0.00		0.00	0.00	0.0%
ROC/P Transfers of Apportionments To Districts or Charter Schools	6360	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6360	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6360	7223		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments All Other		7221-7223	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service									
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	2,283.12	0.00	2,283.12	5,000.00	0.00	5,000.00	119.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			1,153,517.12	0.00	1,153,517.12	5,000.00	0.00	5,000.00	-99.6%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS									
Transfers of Indirect Costs		7310	(5,823,616.35)	5,823,616.35	0.00	(5,361,221.15)	5,361,221.15	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	(1,294,197.60)	0.00	(1,294,197.60)	(1,130,544.00)	0.00	(1,130,544.00)	-12.6%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			(7,117,813.95)	5,823,616.35	(1,294,197.60)	(6,491,765.15)	5,361,221.15	(1,130,544.00)	-12.6%
TOTAL, EXPENDITURES			322,052,655.05	208,782,511.77	530,835,166.82	363,975,065.03	267,415,567.43	631,390,632.46	18.9%

Description	Resource Codes	Object Codes	2019-20 Unaudited Actuals			2020-21 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
INTERFUND TRANSFERS									
INTERFUND TRANSFERS IN									
From: Special Reserve Fund		8912	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From: Bond Interest and Redemption Fund		8914	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	2,226,774.00	77,330.96	2,304,104.96	2,639,394.20	0.00	2,639,394.20	14.6%
(a) TOTAL, INTERFUND TRANSFERS IN			2,226,774.00	77,330.96	2,304,104.96	2,639,394.20	0.00	2,639,394.20	14.6%
INTERFUND TRANSFERS OUT									
To: Child Development Fund		7611	1,098,262.45	0.00	1,098,262.45	438,792.30	0.00	438,792.30	-60.0%
To: Special Reserve Fund		7612	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Cafeteria Fund		7616	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	1,600,000.00	0.00	1,600,000.00	1,287,586.91	0.00	1,287,586.91	-19.5%
(b) TOTAL, INTERFUND TRANSFERS OUT			2,698,262.45	0.00	2,698,262.45	1,726,379.21	0.00	1,726,379.21	-36.0%
OTHER SOURCES/USES									
SOURCES									
State Apportionments Emergency Apportionments		8931	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
USES									
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS									
Contributions from Unrestricted Revenues		8980	(86,261,831.43)	86,261,831.43	0.00	(99,827,302.21)	99,827,302.21	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			(86,261,831.43)	86,261,831.43	0.00	(99,827,302.21)	99,827,302.21	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES									
(a - b + c - d + e)			(86,733,319.88)	86,339,162.39	(394,157.49)	(98,914,287.22)	99,827,302.21	913,014.99	-331.6%

Description	Function Codes	Object Codes	2019-20 Unaudited Actuals			2020-21 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
A. REVENUES									
1) LCFF Sources		8010-8099	411,494,833.98	2,214,282.00	413,709,115.98	410,569,689.00	1,777,094.00	412,346,783.00	-0.3%
2) Federal Revenue		8100-8299	573,457.39	51,304,920.27	51,878,377.66	155,908.00	98,463,391.35	98,619,299.35	90.1%
3) Other State Revenue		8300-8599	11,998,360.81	66,373,857.08	78,372,217.89	6,588,341.00	66,141,396.18	72,729,737.18	-7.2%
4) Other Local Revenue		8600-8799	8,284,590.88	1,704,287.39	9,988,878.27	6,049,381.90	1,210,933.50	7,260,315.40	-27.3%
5) TOTAL REVENUES			432,351,243.06	121,597,346.74	553,948,589.80	423,363,319.90	167,592,815.03	590,956,134.93	6.7%
B. EXPENDITURES (Objects 1000-7999)									
1) Instruction	1000-1999		203,291,723.30	136,882,321.55	340,174,044.85	230,148,846.84	198,532,589.52	428,681,436.36	26.0%
2) Instruction - Related Services	2000-2999		42,347,730.33	21,516,469.42	63,864,199.75	45,831,664.25	19,811,028.70	65,642,692.95	2.8%
3) Pupil Services	3000-3999		23,827,949.07	23,816,143.08	47,644,092.15	26,087,603.64	24,894,115.07	50,981,718.71	7.0%
4) Ancillary Services	4000-4999		3,102,244.25	128,761.44	3,231,005.69	3,998,507.06	161,836.00	4,160,343.06	28.8%
5) Community Services	5000-5999		174,416.09	0.00	174,416.09	1,793.10	0.00	1,793.10	-99.0%
6) Enterprise	6000-6999		22,000.00	0.00	22,000.00	0.00	0.00	0.00	-100.0%
7) General Administration	7000-7999		17,028,476.93	6,298,472.75	23,326,949.68	22,710,184.38	5,586,222.15	28,296,406.53	21.3%
8) Plant Services	8000-8999		31,104,597.96	20,140,343.53	51,244,941.49	35,191,465.76	18,429,775.99	53,621,241.75	4.6%
9) Other Outgo	9000-9999	Except 7600-7699	1,153,517.12	0.00	1,153,517.12	5,000.00	0.00	5,000.00	-99.6%
10) TOTAL EXPENDITURES			322,052,655.05	208,782,511.77	530,835,166.82	363,975,065.03	267,415,567.43	631,390,632.46	18.9%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			110,298,588.01	(87,185,165.03)	23,113,422.98	59,388,254.87	(99,822,752.40)	(40,434,497.53)	-274.9%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	2,226,774.00	77,330.96	2,304,104.96	2,639,394.20	0.00	2,639,394.20	14.6%
b) Transfers Out		7600-7629	2,698,262.45	0.00	2,698,262.45	1,726,379.21	0.00	1,726,379.21	-36.0%
2) Other Sources/Uses									
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(86,261,831.43)	86,261,831.43	0.00	(99,827,302.21)	99,827,302.21	0.00	0.0%
4) TOTAL OTHER FINANCING SOURCES/USES			(86,733,319.88)	86,339,162.39	(394,157.49)	(98,914,287.22)	99,827,302.21	913,014.99	-331.6%

Description	Function Codes	Object Codes	2019-20 Unaudited Actuals			2020-21 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			23,565,268.13	(846,002.64)	22,719,265.49	(39,526,032.35)	4,549.81	(39,521,482.54)	-274.0%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	61,133,834.79	9,195,510.53	70,329,345.32	84,699,102.92	8,349,507.89	93,048,610.81	32.3%
b) Audit Adjustments		9793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			61,133,834.79	9,195,510.53	70,329,345.32	84,699,102.92	8,349,507.89	93,048,610.81	32.3%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			61,133,834.79	9,195,510.53	70,329,345.32	84,699,102.92	8,349,507.89	93,048,610.81	32.3%
2) Ending Balance, June 30 (E + F1e)			84,699,102.92	8,349,507.89	93,048,610.81	45,173,070.57	8,354,057.70	53,527,128.27	-42.5%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	225,000.00	0.00	225,000.00	225,000.00	0.00	225,000.00	0.0%
Stores		9712	104,536.53	0.00	104,536.53	0.00	0.00	0.00	-100.0%
Prepaid Items		9713	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	8,586,428.77	8,586,428.77	0.00	8,586,428.77	8,586,428.77	0.0%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) Assigned									
Other Assignments (by Resource/Object)		9780	40,000.00	0.00	40,000.00	40,000.00	0.00	40,000.00	0.0%
Home/Hospital Program at Capital City	0000	9780	40,000.00		40,000.00				
Home/Hospital Program at Capital City	0000	9780				40,000.00		40,000.00	
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	10,624,586.00	0.00	10,624,586.00	12,614,060.00	0.00	12,614,060.00	18.7%
Unassigned/Unappropriated Amount		9790	73,704,980.39	(236,920.88)	73,468,059.51	32,294,010.57	(232,371.07)	32,061,639.50	-56.4%

Resource	Description	2019-20 Unaudited Actuals	2020-21 Budget
5640	Medi-Cal Billing Option	1,597,468.50	1,597,468.50
6230	California Clean Energy Jobs Act	1,116,183.91	1,116,183.91
6300	Lottery: Instructional Materials	1,088,014.55	1,088,014.55
6371	CalWORKs for ROCP or Adult Education	11,331.00	11,331.00
7085	Learning Communities for School Success Program	45,973.26	45,973.26
7311	Classified School Employee Professional Development Block Grant	261,532.00	261,532.00
7388	SB 117 COVID-19 LEA Response Funds	556,768.42	556,768.42
7510	Low-Performing Students Block Grant	1,801,628.17	1,801,628.17
8150	Ongoing & Major Maintenance Account (RMA: Education Code Secti	1,965,239.00	1,965,239.00
9010	Other Restricted Local	142,289.96	142,289.96
Total, Restricted Balance		8,586,428.77	8,586,428.77

SPECIAL REVENUE FUNDS

Special Revenue Funds Definition

The Special Revenue Funds are used to account for the proceeds of specific revenue sources that are legally restricted to expenditures for specified purposes. This classification includes the Charter Schools, Adult Education, Child Development, and Cafeteria Funds.

Description	Resource Codes	Object Codes	2019-20 Unaudited Actuals	2020-21 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	18,126,140.00	16,790,582.00	-7.4%
2) Federal Revenue		8100-8299	273,881.86	302,327.39	10.4%
3) Other State Revenue		8300-8599	1,462,646.18	1,139,715.84	-22.1%
4) Other Local Revenue		8600-8799	103,167.10	0.00	-100.0%
5) TOTAL, REVENUES			19,965,835.14	18,232,625.23	-8.7%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	8,172,537.52	8,263,039.00	1.1%
2) Classified Salaries		2000-2999	1,095,502.13	934,553.53	-14.7%
3) Employee Benefits		3000-3999	5,860,577.32	6,006,506.33	2.5%
4) Books and Supplies		4000-4999	183,878.94	362,224.14	97.0%
5) Services and Other Operating Expenditures		5000-5999	1,799,679.81	2,089,083.00	16.1%
6) Capital Outlay		6000-6999	505,562.74	0.00	-100.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	394.54	0.00	-100.0%
9) TOTAL, EXPENDITURES			17,618,133.00	17,655,406.00	0.2%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			2,347,702.14	577,219.23	-75.4%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	690,752.00	New
b) Transfers Out		7600-7629	2,226,774.00	2,639,394.20	18.5%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(2,226,774.00)	(1,948,642.20)	-12.5%

Description	Resource Codes	Object Codes	2019-20 Unaudited Actuals	2020-21 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			120,928.14	(1,371,422.97)	-1234.1%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	3,854,437.40	3,975,365.54	3.1%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			3,854,437.40	3,975,365.54	3.1%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			3,854,437.40	3,975,365.54	3.1%
2) Ending Balance, June 30 (E + F1e)			3,975,365.54	2,603,942.57	-34.5%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted			1,141,903.76	1,141,903.76	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	2,835,397.26	1,635,271.61	-42.3%
Charter Schools Fund	0000	9780	2,781,355.58		
Charter Schools Fund	0000	9780		1,635,271.61	
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	(1,935.48)	(173,232.80)	8850.4%

Description	Resource Codes	Object Codes	2019-20 Unaudited Actuals	2020-21 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	2,935,207.19		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	5,731.43		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	16,905.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	2,442,198.90		
4) Due from Grantor Government		9290	68,612.45		
5) Due from Other Funds		9310	922,442.04		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			6,391,097.01		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	860,462.07		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	1,518,723.79		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	36,545.61		
6) TOTAL, LIABILITIES			2,415,731.47		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (must agree with line F2) (G9 + H2) - (I6 + J2)			3,975,365.54		

Description	Resource Codes	Object Codes	2019-20 Unaudited Actuals	2020-21 Budget	Percent Difference
LCFF SOURCES					
Principal Apportionment State Aid - Current Year		8011	13,102,506.00	11,406,720.00	-12.9%
Education Protection Account State Aid - Current Year		8012	1,369,697.00	1,670,806.00	22.0%
State Aid - Prior Years		8019	(150,025.00)	0.00	-100.0%
LCFF Transfers					
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00	0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	3,803,962.00	3,713,056.00	-2.4%
Property Taxes Transfers		8097	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			18,126,140.00	16,790,582.00	-7.4%
FEDERAL REVENUE					
Maintenance and Operations		8110	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	0.00	0.0%
Special Education Discretionary Grants		8182	0.00	0.00	0.0%
Child Nutrition Programs		8220	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290	273,881.86	302,327.39	10.4%
Title I, Part D, Local Delinquent Programs	3025	8290	0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290	0.00	0.00	0.0%
Title III, Part A, Immigrant Student Program	4201	8290	0.00	0.00	0.0%
Title III, Part A, English Learner Program	4203	8290	0.00	0.00	0.0%
Public Charter Schools Grant Program (PCSGP)	4610	8290	0.00	0.00	0.0%
Other NCLB / Every Student Succeeds Act	3020, 3040, 3041, 3045, 3060, 3061, 3150, 3155, 3180, 3181, 3182, 3185, 4037, 4124, 4126, 4127, 4128, 5510, 5630	8290	0.00	0.00	0.0%
Career and Technical Education	3500-3599	8290	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			273,881.86	302,327.39	10.4%

Description	Resource Codes	Object Codes	2019-20 Unaudited Actuals	2020-21 Budget	Percent Difference
OTHER STATE REVENUE					
Other State Apportionments					
Special Education Master Plan Current Year	6500	8311	0.00	0.00	0.0%
Prior Years	6500	8319	0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	49,607.00	49,285.00	-0.6%
Lottery - Unrestricted and Instructional Materials		8560	376,295.18	305,014.84	-18.9%
After School Education and Safety (ASES)	6010	8590	0.00	0.00	0.0%
Charter School Facility Grant	6030	8590	0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6690, 6695	8590	0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590	0.00	0.00	0.0%
Specialized Secondary	7370	8590	0.00	0.00	0.0%
Quality Education Investment Act	7400	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	1,036,744.00	785,416.00	-24.2%
TOTAL, OTHER STATE REVENUE			1,462,646.18	1,139,715.84	-22.1%

Description	Resource Codes	Object Codes	2019-20 Unaudited Actuals	2020-21 Budget	Percent Difference
OTHER LOCAL REVENUE					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.0%
Leases and Rentals		8650	(7,224.00)	0.00	-100.0%
Interest		8660	98,746.10	0.00	-100.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Child Development Parent Fees		8673	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.0%
All Other Local Revenue		8699	11,645.00	0.00	-100.0%
Tuition		8710	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.0%
Transfers of Apportionments					
Special Education SELPA Transfers					
From Districts or Charter Schools	6500	8791	0.00	0.00	0.0%
From County Offices	6500	8792	0.00	0.00	0.0%
From JPAs	6500	8793	0.00	0.00	0.0%
Other Transfers of Apportionments					
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			103,167.10	0.00	-100.0%
TOTAL, REVENUES			19,965,835.14	18,232,625.23	-8.7%

Description	Resource Codes	Object Codes	2019-20 Unaudited Actuals	2020-21 Budget	Percent Difference
CERTIFICATED SALARIES					
Certificated Teachers' Salaries		1100	7,219,389.32	7,335,833.66	1.6%
Certificated Pupil Support Salaries		1200	120,743.98	193,781.81	60.5%
Certificated Supervisors' and Administrators' Salaries		1300	740,381.19	729,657.53	-1.4%
Other Certificated Salaries		1900	92,023.03	3,766.00	-95.9%
TOTAL, CERTIFICATED SALARIES			8,172,537.52	8,263,039.00	1.1%
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	69,109.42	99,358.47	43.8%
Classified Support Salaries		2200	375,734.35	348,860.38	-7.2%
Classified Supervisors' and Administrators' Salaries		2300	91,549.61	0.00	-100.0%
Clerical, Technical and Office Salaries		2400	460,410.55	351,288.63	-23.7%
Other Classified Salaries		2900	98,698.20	135,046.05	36.8%
TOTAL, CLASSIFIED SALARIES			1,095,502.13	934,553.53	-14.7%
EMPLOYEE BENEFITS					
STRS		3101-3102	2,316,073.57	2,095,343.44	-9.5%
PERS		3201-3202	190,393.83	180,241.82	-5.3%
OASDI/Medicare/Alternative		3301-3302	203,265.39	193,381.49	-4.9%
Health and Welfare Benefits		3401-3402	2,322,393.60	2,710,865.25	16.7%
Unemployment Insurance		3501-3502	4,611.48	4,579.97	-0.7%
Workers' Compensation		3601-3602	147,710.97	142,625.07	-3.4%
OPEB, Allocated		3701-3702	673,629.78	682,153.03	1.3%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	2,498.70	(2,683.74)	-207.4%
TOTAL, EMPLOYEE BENEFITS			5,860,577.32	6,006,506.33	2.5%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	6,161.85	79,720.14	1193.8%
Books and Other Reference Materials		4200	661.80	0.00	-100.0%
Materials and Supplies		4300	134,200.90	282,504.00	110.5%
Noncapitalized Equipment		4400	42,854.39	0.00	-100.0%
Food		4700	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			183,878.94	362,224.14	97.0%

Description	Resource Codes	Object Codes	2019-20 Unaudited Actuals	2020-21 Budget	Percent Difference
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Dues and Memberships		5300	8,840.00	0.00	-100.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	372,361.87	410,067.00	10.1%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	21,088.27	29,458.00	39.7%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	1,317,561.20	1,618,949.00	22.9%
Professional/Consulting Services and Operating Expenditures		5800	78,352.61	24,809.00	-68.3%
Communications		5900	1,475.86	5,800.00	293.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			1,799,679.81	2,089,083.00	16.1%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	505,562.74	0.00	-100.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			505,562.74	0.00	-100.0%

Description	Resource Codes	Object Codes	2019-20 Unaudited Actuals	2020-21 Budget	Percent Difference
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Tuition					
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments Payments to Districts or Charter Schools		7141	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.0%
Other Transfers Out					
All Other Transfers		7281-7283	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs		7310	0.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	394.54	0.00	-100.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			394.54	0.00	-100.0%
TOTAL, EXPENDITURES			17,618,133.00	17,655,406.00	0.2%

Description	Resource Codes	Object Codes	2019-20 Unaudited Actuals	2020-21 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	690,752.00	New
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	690,752.00	New
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	2,226,774.00	2,639,394.20	18.5%
(b) TOTAL, INTERFUND TRANSFERS OUT			2,226,774.00	2,639,394.20	18.5%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Capital Leases		8972	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			(2,226,774.00)	(1,948,642.20)	-12.5%

Description	Function Codes	Object Codes	2019-20 Unaudited Actuals	2020-21 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	18,126,140.00	16,790,582.00	-7.4%
2) Federal Revenue		8100-8299	273,881.86	302,327.39	10.4%
3) Other State Revenue		8300-8599	1,462,646.18	1,139,715.84	-22.1%
4) Other Local Revenue		8600-8799	103,167.10	0.00	-100.0%
5) TOTAL, REVENUES			19,965,835.14	18,232,625.23	-8.7%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		12,245,595.61	12,718,526.93	3.9%
2) Instruction - Related Services	2000-2999		2,895,081.94	2,888,706.42	-0.2%
3) Pupil Services	3000-3999		372,424.42	393,068.96	5.5%
4) Ancillary Services	4000-4999		19,583.57	519.00	-97.3%
5) Community Services	5000-5999		774.01	0.00	-100.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		394.54	0.00	-100.0%
8) Plant Services	8000-8999		2,084,278.91	1,654,584.69	-20.6%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			17,618,133.00	17,655,406.00	0.2%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			2,347,702.14	577,219.23	-75.4%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	690,752.00	New
b) Transfers Out		7600-7629	2,226,774.00	2,639,394.20	18.5%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(2,226,774.00)	(1,948,642.20)	-12.5%

Description	Function Codes	Object Codes	2019-20 Unaudited Actuals	2020-21 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			120,928.14	(1,371,422.97)	-1234.1%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	3,854,437.40	3,975,365.54	3.1%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			3,854,437.40	3,975,365.54	3.1%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			3,854,437.40	3,975,365.54	3.1%
2) Ending Balance, June 30 (E + F1e)			3,975,365.54	2,603,942.57	-34.5%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted			1,141,903.76	1,141,903.76	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	2,835,397.26	1,635,271.61	-42.3%
Charter Schools Fund	0000	9780	2,781,355.58		
Charter Schools Fund	0000	9780		1,635,271.61	
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	(1,935.48)	(173,232.80)	8850.4%

Resource	Description	2019-20 Unaudited Actuals	2020-21 Budget
6230	California Clean Energy Jobs Act	706,036.63	706,036.63
6300	Lottery: Instructional Materials	236,708.05	236,708.05
7311	Classified School Employee Professional Development Block	5,567.00	5,567.00
7388	SB 117 COVID-19 LEA Response Funds	25,438.00	25,438.00
7510	Low-Performing Students Block Grant	35,006.17	35,006.17
9010	Other Restricted Local	133,147.91	133,147.91
Total, Restricted Balance		1,141,903.76	1,141,903.76

Description	Resource Codes	Object Codes	2019-20 Unaudited Actuals	2020-21 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	1,197,363.45	656,334.68	-45.2%
3) Other State Revenue		8300-8599	2,149,372.00	1,975,815.00	-8.1%
4) Other Local Revenue		8600-8799	3,159,438.30	4,098,850.00	29.7%
5) TOTAL, REVENUES			6,506,173.75	6,730,999.68	3.5%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	2,296,601.82	2,231,370.00	-2.8%
2) Classified Salaries		2000-2999	1,445,994.79	1,371,769.31	-5.1%
3) Employee Benefits		3000-3999	2,448,949.16	2,416,881.41	-1.3%
4) Books and Supplies		4000-4999	132,506.59	252,026.87	90.2%
5) Services and Other Operating Expenditures		5000-5999	1,427,840.58	992,867.00	-30.5%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	79,027.51	62,920.00	-20.4%
9) TOTAL, EXPENDITURES			7,830,920.45	7,327,834.59	-6.4%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(1,324,746.70)	(596,834.91)	-54.9%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	1,600,000.00	596,834.91	-62.7%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			1,600,000.00	596,834.91	-62.7%

Description	Resource Codes	Object Codes	2019-20 Unaudited Actuals	2020-21 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			275,253.30	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	77,991.70	353,245.00	352.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			77,991.70	353,245.00	352.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			77,991.70	353,245.00	352.9%
2) Ending Balance, June 30 (E + F1e)			353,245.00	353,245.00	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted			317,936.87	317,936.87	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	35,308.13	35,308.13	0.0%
Adult Education Fund	0000	9780	35,308.13		
Adult Education Fund	0000	9780		35,308.13	
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2019-20 Unaudited Actuals	2020-21 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	85,186.03		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	864,129.66		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	37,433.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	248,997.49		
4) Due from Grantor Government		9290	182,701.26		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			1,418,447.44		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	973,220.29		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	90,982.15		
4) Current Loans		9640			
5) Unearned Revenue		9650	1,000.00		
6) TOTAL, LIABILITIES			1,065,202.44		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (must agree with line F2) (G9 + H2) - (I6 + J2)			353,245.00		

Description	Resource Codes	Object Codes	2019-20 Unaudited Actuals	2020-21 Budget	Percent Difference
LCFF SOURCES					
LCFF Transfers					
LCFF Transfers - Current Year		8091	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			0.00	0.00	0.0%
FEDERAL REVENUE					
Interagency Contracts Between LEAs					
		8285	0.00	0.00	0.0%
Pass-Through Revenues from Federal Sources					
		8287	0.00	0.00	0.0%
Career and Technical Education	3500-3599	8290	282,006.99	296,220.00	5.0%
All Other Federal Revenue	All Other	8290	915,356.46	360,114.68	-60.7%
TOTAL, FEDERAL REVENUE			1,197,363.45	656,334.68	-45.2%
OTHER STATE REVENUE					
Other State Apportionments					
All Other State Apportionments - Current Year		8311	0.00	0.00	0.0%
All Other State Apportionments - Prior Years		8319	0.00	0.00	0.0%
Pass-Through Revenues from State Sources					
		8587	0.00	0.00	0.0%
Adult Education Program	6391	8590	1,326,193.00	1,231,788.00	-7.1%
All Other State Revenue	All Other	8590	823,179.00	744,027.00	-9.6%
TOTAL, OTHER STATE REVENUE			2,149,372.00	1,975,815.00	-8.1%

Description	Resource Codes	Object Codes	2019-20 Unaudited Actuals	2020-21 Budget	Percent Difference
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	(28,133.88)	0.00	-100.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Adult Education Fees		8671	1,718,539.97	2,703,850.00	57.3%
Interagency Services		8677	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	1,469,032.21	1,395,000.00	-5.0%
Tuition		8710	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			3,159,438.30	4,098,850.00	29.7%
TOTAL, REVENUES			6,506,173.75	6,730,999.68	3.5%

Description	Resource Codes	Object Codes	2019-20 Unaudited Actuals	2020-21 Budget	Percent Difference
CERTIFICATED SALARIES					
Certificated Teachers' Salaries		1100	1,901,290.64	1,838,109.70	-3.3%
Certificated Pupil Support Salaries		1200	125,479.70	123,622.10	-1.5%
Certificated Supervisors' and Administrators' Salaries		1300	269,638.20	269,638.20	0.0%
Other Certificated Salaries		1900	193.28	0.00	-100.0%
TOTAL, CERTIFICATED SALARIES			2,296,601.82	2,231,370.00	-2.8%
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	128,685.58	152,948.34	18.9%
Classified Support Salaries		2200	496,666.14	451,175.30	-9.2%
Classified Supervisors' and Administrators' Salaries		2300	294,732.02	290,300.91	-1.5%
Clerical, Technical and Office Salaries		2400	415,730.86	363,175.76	-12.6%
Other Classified Salaries		2900	110,180.19	114,169.00	3.6%
TOTAL, CLASSIFIED SALARIES			1,445,994.79	1,371,769.31	-5.1%
EMPLOYEE BENEFITS					
STRS		3101-3102	589,578.50	534,710.31	-9.3%
PERS		3201-3202	272,957.10	310,466.06	13.7%
OASDI/Medicare/Alternative		3301-3302	139,933.91	146,183.95	4.5%
Health and Welfare Benefits		3401-3402	1,067,740.16	1,063,347.36	-0.4%
Unemployment Insurance		3501-3502	1,828.52	1,786.58	-2.3%
Workers' Compensation		3601-3602	59,995.41	55,948.85	-6.7%
OPEB, Allocated		3701-3702	315,723.60	303,282.00	-3.9%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	1,191.96	1,156.30	-3.0%
TOTAL, EMPLOYEE BENEFITS			2,448,949.16	2,416,881.41	-1.3%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	16,534.75	0.00	-100.0%
Materials and Supplies		4300	106,476.44	248,744.87	133.6%
Noncapitalized Equipment		4400	9,495.40	3,282.00	-65.4%
TOTAL, BOOKS AND SUPPLIES			132,506.59	252,026.87	90.2%

Description	Resource Codes	Object Codes	2019-20 Unaudited Actuals	2020-21 Budget	Percent Difference
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	467,725.22	452,744.00	-3.2%
Travel and Conferences		5200	13,564.58	16,000.00	18.0%
Dues and Memberships		5300	7,434.00	7,000.00	-5.8%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	249,503.97	235,800.00	-5.5%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	31,555.39	31,523.00	-0.1%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	4,736.21	0.00	-100.0%
Professional/Consulting Services and Operating Expenditures		5800	652,636.76	249,800.00	-61.7%
Communications		5900	684.45	0.00	-100.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			1,427,840.58	992,867.00	-30.5%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Tuition					
Tuition, Excess Costs, and/or Deficit Payments					
Payments to Districts or Charter Schools		7141	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.0%
Other Transfers Out					
Transfers of Pass-Through Revenues					
To Districts or Charter Schools		7211	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2019-20 Unaudited Actuals	2020-21 Budget	Percent Difference
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	79,027.51	62,920.00	-20.4%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			79,027.51	62,920.00	-20.4%
TOTAL, EXPENDITURES			7,830,920.45	7,327,834.59	-6.4%

Description	Resource Codes	Object Codes	2019-20 Unaudited Actuals	2020-21 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	1,600,000.00	596,834.91	-62.7%
(a) TOTAL, INTERFUND TRANSFERS IN			1,600,000.00	596,834.91	-62.7%
INTERFUND TRANSFERS OUT					
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			1,600,000.00	596,834.91	-62.7%

Description	Function Codes	Object Codes	2019-20 Unaudited Actuals	2020-21 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	1,197,363.45	656,334.68	-45.2%
3) Other State Revenue		8300-8599	2,149,372.00	1,975,815.00	-8.1%
4) Other Local Revenue		8600-8799	3,159,438.30	4,098,850.00	29.7%
5) TOTAL, REVENUES			6,506,173.75	6,730,999.68	3.5%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		4,704,857.68	4,392,393.77	-6.6%
2) Instruction - Related Services	2000-2999		1,727,930.87	1,636,224.87	-5.3%
3) Pupil Services	3000-3999		578,757.64	577,021.46	-0.3%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		79,027.51	62,920.00	-20.4%
8) Plant Services	8000-8999		740,346.75	659,274.49	-11.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			7,830,920.45	7,327,834.59	-6.4%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(1,324,746.70)	(596,834.91)	-54.9%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	1,600,000.00	596,834.91	-62.7%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			1,600,000.00	596,834.91	-62.7%

Description	Function Codes	Object Codes	2019-20 Unaudited Actuals	2020-21 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			275,253.30	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	77,991.70	353,245.00	352.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			77,991.70	353,245.00	352.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			77,991.70	353,245.00	352.9%
2) Ending Balance, June 30 (E + F1e)			353,245.00	353,245.00	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted			317,936.87	317,936.87	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	35,308.13	35,308.13	0.0%
Adult Education Fund	0000	9780	35,308.13		
Adult Education Fund	0000	9780		35,308.13	
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2019-20 Unaudited Actuals	2020-21 Budget
6371	CalWORKs for ROCP or Adult Education	184,152.00	184,152.00
7810	Other Restricted State	563.70	563.70
9010	Other Restricted Local	133,221.17	133,221.17
Total, Restricted Balance		<u>317,936.87</u>	<u>317,936.87</u>

Description	Resource Codes	Object Codes	2019-20 Unaudited Actuals	2020-21 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	5,563,709.30	6,000,061.00	7.8%
3) Other State Revenue		8300-8599	6,058,797.37	5,522,651.00	-8.8%
4) Other Local Revenue		8600-8799	1,402,380.63	1,906,374.00	35.9%
5) TOTAL, REVENUES			13,024,887.30	13,429,086.00	3.1%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	5,205,766.39	4,806,923.83	-7.7%
2) Classified Salaries		2000-2999	2,763,129.69	2,620,475.27	-5.2%
3) Employee Benefits		3000-3999	5,378,095.50	5,315,198.51	-1.2%
4) Books and Supplies		4000-4999	85,980.47	445,794.69	418.5%
5) Services and Other Operating Expenditures		5000-5999	118,310.58	207,028.00	75.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	572,218.78	472,458.00	-17.4%
9) TOTAL, EXPENDITURES			14,123,501.41	13,867,878.30	-1.8%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(1,098,614.11)	(438,792.30)	-60.1%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	1,098,262.45	438,792.30	-60.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			1,098,262.45	438,792.30	-60.0%

Description	Resource Codes	Object Codes	2019-20 Unaudited Actuals	2020-21 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(351.66)	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	15,636.49	15,284.83	-2.2%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			15,636.49	15,284.83	-2.2%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			15,636.49	15,284.83	-2.2%
2) Ending Balance, June 30 (E + F1e)			15,284.83	15,284.83	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted			0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	15,284.83	15,284.83	0.0%
Child Development Fund	0000	9780	15,284.83		
Child Development Fund	0000	9780		15,284.83	
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2019-20 Unaudited Actuals	2020-21 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	56,531.03		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	20,318.55		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	850.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	2,240,783.63		
4) Due from Grantor Government		9290	95,159.94		
5) Due from Other Funds		9310	298,262.45		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			2,711,905.60		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	1,808,126.18		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	358,485.89		
4) Current Loans		9640			
5) Unearned Revenue		9650	530,008.70		
6) TOTAL, LIABILITIES			2,696,620.77		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (must agree with line F2) (G9 + H2) - (I6 + J2)			15,284.83		

Description	Resource Codes	Object Codes	2019-20 Unaudited Actuals	2020-21 Budget	Percent Difference
FEDERAL REVENUE					
Child Nutrition Programs		8220	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	5,563,709.30	6,000,061.00	7.8%
TOTAL, FEDERAL REVENUE			5,563,709.30	6,000,061.00	7.8%
OTHER STATE REVENUE					
Child Nutrition Programs		8520	0.00	0.00	0.0%
Child Development Apportionments		8530	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
State Preschool	6105	8590	5,142,204.05	5,016,912.00	-2.4%
All Other State Revenue	All Other	8590	916,593.32	505,739.00	-44.8%
TOTAL, OTHER STATE REVENUE			6,058,797.37	5,522,651.00	-8.8%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.0%
Interest		8660	(16,304.00)	0.00	-100.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Child Development Parent Fees		8673	570,026.95	919,282.00	61.3%
Interagency Services		8677	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	848,657.68	987,092.00	16.3%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			1,402,380.63	1,906,374.00	35.9%
TOTAL, REVENUES			13,024,887.30	13,429,086.00	3.1%

Description	Resource Codes	Object Codes	2019-20 Unaudited Actuals	2020-21 Budget	Percent Difference
CERTIFICATED SALARIES					
Certificated Teachers' Salaries		1100	4,599,945.64	4,243,329.67	-7.8%
Certificated Pupil Support Salaries		1200	130,317.69	102,535.08	-21.3%
Certificated Supervisors' and Administrators' Salaries		1300	466,211.53	461,059.08	-1.1%
Other Certificated Salaries		1900	9,291.53	0.00	-100.0%
TOTAL, CERTIFICATED SALARIES			5,205,766.39	4,806,923.83	-7.7%
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	1,434,587.38	1,265,053.97	-11.8%
Classified Support Salaries		2200	571,735.43	611,095.18	6.9%
Classified Supervisors' and Administrators' Salaries		2300	93,583.08	89,619.00	-4.2%
Clerical, Technical and Office Salaries		2400	619,885.47	654,707.12	5.6%
Other Classified Salaries		2900	43,338.33	0.00	-100.0%
TOTAL, CLASSIFIED SALARIES			2,763,129.69	2,620,475.27	-5.2%
EMPLOYEE BENEFITS					
STRS		3101-3102	1,370,269.17	1,142,907.80	-16.6%
PERS		3201-3202	495,660.86	557,258.39	12.4%
OASDI/Medicare/Alternative		3301-3302	293,453.20	306,488.24	4.4%
Health and Welfare Benefits		3401-3402	2,439,418.39	2,566,583.18	5.2%
Unemployment Insurance		3501-3502	3,958.23	3,795.01	-4.1%
Workers' Compensation		3601-3602	127,306.06	115,745.35	-9.1%
OPEB, Allocated		3701-3702	645,886.60	620,372.94	-4.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	2,142.99	2,047.60	-4.5%
TOTAL, EMPLOYEE BENEFITS			5,378,095.50	5,315,198.51	-1.2%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	82,968.51	440,249.69	430.6%
Noncapitalized Equipment		4400	3,011.96	5,545.00	84.1%
Food		4700	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			85,980.47	445,794.69	418.5%

Description	Resource Codes	Object Codes	2019-20 Unaudited Actuals	2020-21 Budget	Percent Difference
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	7,163.39	10,000.00	39.6%
Dues and Memberships		5300	0.00	400.00	New
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	11,161.80	12,600.00	12.9%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	13,381.87	14,600.00	9.1%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	52,081.27	108,686.00	108.7%
Professional/Consulting Services and Operating Expenditures		5800	32,830.67	58,442.00	78.0%
Communications		5900	1,691.58	2,300.00	36.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			118,310.58	207,028.00	75.0%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	572,218.78	472,458.00	-17.4%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			572,218.78	472,458.00	-17.4%
TOTAL, EXPENDITURES			14,123,501.41	13,867,878.30	-1.8%

Description	Resource Codes	Object Codes	2019-20 Unaudited Actuals	2020-21 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund		8911	1,098,262.45	438,792.30	-60.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			1,098,262.45	438,792.30	-60.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			1,098,262.45	438,792.30	-60.0%

Description	Function Codes	Object Codes	2019-20 Unaudited Actuals	2020-21 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	5,563,709.30	6,000,061.00	7.8%
3) Other State Revenue		8300-8599	6,058,797.37	5,522,651.00	-8.8%
4) Other Local Revenue		8600-8799	1,402,380.63	1,906,374.00	35.9%
5) TOTAL, REVENUES			13,024,887.30	13,429,086.00	3.1%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		10,412,887.10	10,159,810.50	-2.4%
2) Instruction - Related Services	2000-2999		2,458,322.22	2,615,753.80	6.4%
3) Pupil Services	3000-3999		319,855.48	209,597.16	-34.5%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		572,218.78	472,458.00	-17.4%
8) Plant Services	8000-8999		360,217.83	410,258.84	13.9%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			14,123,501.41	13,867,878.30	-1.8%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(1,098,614.11)	(438,792.30)	-60.1%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	1,098,262.45	438,792.30	-60.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			1,098,262.45	438,792.30	-60.0%

Description	Function Codes	Object Codes	2019-20 Unaudited Actuals	2020-21 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(351.66)	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	15,636.49	15,284.83	-2.2%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			15,636.49	15,284.83	-2.2%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			15,636.49	15,284.83	-2.2%
2) Ending Balance, June 30 (E + F1e)			15,284.83	15,284.83	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted					
		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	15,284.83	15,284.83	0.0%
Child Development Fund	0000	9780	15,284.83		
Child Development Fund	0000	9780		15,284.83	
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2019-20 Unaudited Actuals	2020-21 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	23,891,686.41	25,000,000.00	4.6%
3) Other State Revenue		8300-8599	1,079,321.87	1,561,218.00	44.6%
4) Other Local Revenue		8600-8799	1,187,802.76	3,120,000.00	162.7%
5) TOTAL, REVENUES			26,158,811.04	29,681,218.00	13.5%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	7,738,785.38	8,143,153.65	5.2%
3) Employee Benefits		3000-3999	5,077,232.02	6,023,955.38	18.6%
4) Books and Supplies		4000-4999	10,380,214.02	11,108,242.97	7.0%
5) Services and Other Operating Expenditures		5000-5999	455,695.69	310,700.00	-31.8%
6) Capital Outlay		6000-6999	1,639,775.32	3,500,000.00	113.4%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	642,556.77	595,166.00	-7.4%
9) TOTAL, EXPENDITURES			25,934,259.20	29,681,218.00	14.4%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			224,551.84	0.00	-100.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2019-20 Unaudited Actuals	2020-21 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			224,551.84	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	12,582,506.51	12,807,058.35	1.8%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			12,582,506.51	12,807,058.35	1.8%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			12,582,506.51	12,807,058.35	1.8%
2) Ending Balance, June 30 (E + F1e)			12,807,058.35	12,807,058.35	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	2,000.00	0.00	-100.0%
Stores		9712	1,871,399.91	0.00	-100.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted			10,710,836.18	12,584,236.09	17.5%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	222,822.26	222,822.26	0.0%
Cafeteria Fund	0000	9780	222,822.26		
Cafeteria Fund	0000	9780		222,822.26	
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2019-20 Unaudited Actuals	2020-21 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	7,482,115.01		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	16,960.34		
c) in Revolving Cash Account		9130	2,000.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	28,590.98		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	5,575,961.48		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	499.50		
6) Stores		9320	1,871,399.91		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			14,977,527.22		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	1,501,964.19		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	659,044.94		
4) Current Loans		9640			
5) Unearned Revenue		9650	9,459.74		
6) TOTAL, LIABILITIES			2,170,468.87		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (must agree with line F2) (G9 + H2) - (I6 + J2)			12,807,058.35		

Description	Resource Codes	Object Codes	2019-20 Unaudited Actuals	2020-21 Budget	Percent Difference
FEDERAL REVENUE					
Child Nutrition Programs		8220	22,686,892.72	25,000,000.00	10.2%
Donated Food Commodities		8221	1,204,793.69	0.00	-100.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			23,891,686.41	25,000,000.00	4.6%
OTHER STATE REVENUE					
Child Nutrition Programs		8520	1,066,873.87	1,555,000.00	45.8%
All Other State Revenue		8590	12,448.00	6,218.00	-50.0%
TOTAL, OTHER STATE REVENUE			1,079,321.87	1,561,218.00	44.6%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	1,800,000.00	New
Food Service Sales		8634	774,109.31	1,000,000.00	29.2%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	127,058.00	120,000.00	-5.6%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Interagency Services		8677	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	286,635.45	200,000.00	-30.2%
TOTAL, OTHER LOCAL REVENUE			1,187,802.76	3,120,000.00	162.7%
TOTAL, REVENUES			26,158,811.04	29,681,218.00	13.5%

Description	Resource Codes	Object Codes	2019-20 Unaudited Actuals	2020-21 Budget	Percent Difference
CERTIFICATED SALARIES					
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	6,853,518.78	6,908,500.45	0.8%
Classified Supervisors' and Administrators' Salaries		2300	626,212.02	856,839.89	36.8%
Clerical, Technical and Office Salaries		2400	259,054.58	377,813.31	45.8%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			7,738,785.38	8,143,153.65	5.2%
EMPLOYEE BENEFITS					
STRS		3101-3102	29,088.97	21,954.89	-24.5%
PERS		3201-3202	992,590.98	1,231,597.67	24.1%
OASDI/Medicare/Alternative		3301-3302	515,165.68	568,706.54	10.4%
Health and Welfare Benefits		3401-3402	2,708,384.40	3,271,778.41	20.8%
Unemployment Insurance		3501-3502	3,760.05	4,024.64	7.0%
Workers' Compensation		3601-3602	123,306.23	126,231.75	2.4%
OPEB, Allocated		3701-3702	702,285.21	786,267.88	12.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	2,650.50	13,393.60	405.3%
TOTAL, EMPLOYEE BENEFITS			5,077,232.02	6,023,955.38	18.6%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	960,599.65	1,112,000.00	15.8%
Noncapitalized Equipment		4400	65,439.98	120,000.00	83.4%
Food		4700	9,354,174.39	9,876,242.97	5.6%
TOTAL, BOOKS AND SUPPLIES			10,380,214.02	11,108,242.97	7.0%

Description	Resource Codes	Object Codes	2019-20 Unaudited Actuals	2020-21 Budget	Percent Difference
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	9,236.00	15,000.00	62.4%
Travel and Conferences		5200	18,082.61	15,700.00	-13.2%
Dues and Memberships		5300	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	907.00	0.00	-100.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	102,940.73	63,000.00	-38.8%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	35,764.61	14,000.00	-60.9%
Professional/Consulting Services and Operating Expenditures		5800	285,010.87	200,000.00	-29.8%
Communications		5900	3,753.87	3,000.00	-20.1%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			455,695.69	310,700.00	-31.8%
CAPITAL OUTLAY					
Buildings and Improvements of Buildings		6200	1,485,423.98	3,400,000.00	128.9%
Equipment		6400	154,351.34	100,000.00	-35.2%
Equipment Replacement		6500	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			1,639,775.32	3,500,000.00	113.4%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	642,556.77	595,166.00	-7.4%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			642,556.77	595,166.00	-7.4%
TOTAL, EXPENDITURES			25,934,259.20	29,681,218.00	14.4%

Description	Resource Codes	Object Codes	2019-20 Unaudited Actuals	2020-21 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund		8916	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Capital Leases		8972	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2019-20 Unaudited Actuals	2020-21 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	23,891,686.41	25,000,000.00	4.6%
3) Other State Revenue		8300-8599	1,079,321.87	1,561,218.00	44.6%
4) Other Local Revenue		8600-8799	1,187,802.76	3,120,000.00	162.7%
5) TOTAL, REVENUES			26,158,811.04	29,681,218.00	13.5%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		23,765,076.27	25,686,052.00	8.1%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		642,556.77	595,166.00	-7.4%
8) Plant Services	8000-8999		1,526,626.16	3,400,000.00	122.7%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			25,934,259.20	29,681,218.00	14.4%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)					
			224,551.84	0.00	-100.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2019-20 Unaudited Actuals	2020-21 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			224,551.84	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	12,582,506.51	12,807,058.35	1.8%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			12,582,506.51	12,807,058.35	1.8%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			12,582,506.51	12,807,058.35	1.8%
2) Ending Balance, June 30 (E + F1e)			12,807,058.35	12,807,058.35	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	2,000.00	0.00	-100.0%
Stores		9712	1,871,399.91	0.00	-100.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted			10,710,836.18	12,584,236.09	17.5%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	222,822.26	222,822.26	0.0%
Cafeteria Fund	0000	9780	222,822.26		
Cafeteria Fund	0000	9780		222,822.26	
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2019-20 Unaudited Actuals	2020-21 Budget
5310	Child Nutrition: School Programs (e.g., School Lunch, School I	2,738,510.77	4,611,910.68
5320	Child Nutrition: Child Care Food Program (CCFP) Claims-Cen	4,364,090.06	4,364,090.06
5330	Child Nutrition: Summer Food Service Program Operations	3,608,218.04	3,608,218.04
9010	Other Restricted Local	17.31	17.31
Total, Restricted Balance		10,710,836.18	12,584,236.09

CAPITAL PROJECTS FUNDS

Capital Projects Funds Definition

The Capital Projects Funds are used to account for resources used for the acquisition or construction of capital facilities by the District. This classification includes the Building Fund, Capital Facilities Fund and Capital Project Fund for Blended Components Units.

Description	Resource Codes	Object Codes	2019-20 Unaudited Actuals	2020-21 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	4,618,773.07	3,082,009.75	-33.3%
5) TOTAL, REVENUES			4,618,773.07	3,082,009.75	-33.3%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	565,538.53	665,640.41	17.7%
3) Employee Benefits		3000-3999	286,876.19	364,911.94	27.2%
4) Books and Supplies		4000-4999	5,350,705.09	0.00	-100.0%
5) Services and Other Operating Expenditures		5000-5999	2,058,054.45	0.00	-100.0%
6) Capital Outlay		6000-6999	59,993,124.22	27,907,620.73	-53.5%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			68,254,298.48	28,938,173.08	-57.6%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(63,635,525.41)	(25,856,163.33)	-59.4%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	77,330.96	0.00	-100.0%
2) Other Sources/Uses					
a) Sources		8930-8979	30,900,000.00	0.00	-100.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			30,822,669.04	0.00	-100.0%

Description	Resource Codes	Object Codes	2019-20 Unaudited Actuals	2020-21 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(32,812,856.37)	(25,856,163.33)	-21.2%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	95,280,449.19	62,467,592.82	-34.4%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			95,280,449.19	62,467,592.82	-34.4%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			95,280,449.19	62,467,592.82	-34.4%
2) Ending Balance, June 30 (E + F1e)					
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	62,471,651.55	36,615,488.22	-41.4%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	(4,058.73)	(4,058.73)	0.0%

Description	Resource Codes	Object Codes	2019-20 Unaudited Actuals	2020-21 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	36,230,733.46		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	684.83		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	33,122,749.93		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	1,458,659.67		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	413,089.82		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			71,225,917.71		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	8,758,324.89		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			8,758,324.89		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (must agree with line F2) (G9 + H2) - (I6 + J2)			62,467,592.82		

Description	Resource Codes	Object Codes	2019-20 Unaudited Actuals	2020-21 Budget	Percent Difference
FEDERAL REVENUE					
FEMA		8281	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Tax Relief Subventions Restricted Levies - Other					
Homeowners' Exemptions		8575	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue County and District Taxes					
Other Restricted Levies Secured Roll					
		8615	0.00	0.00	0.0%
Unsecured Roll					
		8616	0.00	0.00	0.0%
Prior Years' Taxes					
		8617	0.00	0.00	0.0%
Supplemental Taxes					
		8618	0.00	0.00	0.0%
Non-Ad Valorem Taxes Parcel Taxes					
		8621	0.00	0.00	0.0%
Other					
		8622	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction					
		8625	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes					
		8629	0.00	0.00	0.0%
Sales Sale of Equipment/Supplies					
		8631	0.00	0.00	0.0%
Leases and Rentals					
		8650	0.00	0.00	0.0%
Interest					
		8660	1,541,441.36	1,171,303.92	-24.0%
Net Increase (Decrease) in the Fair Value of Investments					
		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	3,077,331.71	1,910,705.83	-37.9%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			4,618,773.07	3,082,009.75	-33.3%
TOTAL, REVENUES			4,618,773.07	3,082,009.75	-33.3%

Description	Resource Codes	Object Codes	2019-20 Unaudited Actuals	2020-21 Budget	Percent Difference
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	264,744.55	388,928.03	46.9%
Clerical, Technical and Office Salaries		2400	300,793.98	276,712.38	-8.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			565,538.53	665,640.41	17.7%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	106,355.22	137,546.25	29.3%
OASDI/Medicare/Alternative		3301-3302	42,195.05	49,316.07	16.9%
Health and Welfare Benefits		3401-3402	98,853.40	132,633.72	34.2%
Unemployment Insurance		3501-3502	279.24	328.62	17.7%
Workers' Compensation		3601-3602	9,113.72	10,317.37	13.2%
OPEB, Allocated		3701-3702	29,588.92	34,445.00	16.4%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	490.64	324.91	-33.8%
TOTAL, EMPLOYEE BENEFITS			286,876.19	364,911.94	27.2%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	4,754,367.41	0.00	-100.0%
Noncapitalized Equipment		4400	596,337.68	0.00	-100.0%
TOTAL, BOOKS AND SUPPLIES			5,350,705.09	0.00	-100.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2019-20 Unaudited Actuals	2020-21 Budget	Percent Difference
Professional/Consulting Services and Operating Expenditures		5800	2,058,054.45	0.00	-100.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			2,058,054.45	0.00	-100.0%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	6,405,629.22	0.00	-100.0%
Buildings and Improvements of Buildings		6200	53,342,305.12	27,907,620.73	-47.7%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	245,189.88	0.00	-100.0%
Equipment Replacement		6500	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			59,993,124.22	27,907,620.73	-53.5%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Repayment of State School Building Fund Aid - Proceeds from Bonds		7435	0.00	0.00	0.0%
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			68,254,298.48	28,938,173.08	-57.6%

Description	Resource Codes	Object Codes	2019-20 Unaudited Actuals	2020-21 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	77,330.96	0.00	-100.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			77,330.96	0.00	-100.0%

Description	Resource Codes	Object Codes	2019-20 Unaudited Actuals	2020-21 Budget	Percent Difference
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Sale of Bonds		8951	30,900,000.00	0.00	-100.0%
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
County School Bldg Aid		8961	0.00	0.00	0.0%
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			30,900,000.00	0.00	-100.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			30,822,669.04	0.00	-100.0%

Description	Function Codes	Object Codes	2019-20 Unaudited Actuals	2020-21 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	4,618,773.07	3,082,009.75	-33.3%
5) TOTAL, REVENUES			4,618,773.07	3,082,009.75	-33.3%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		68,069,188.90	28,938,173.08	-57.5%
9) Other Outgo	9000-9999	Except 7600-7699	185,109.58	0.00	-100.0%
10) TOTAL, EXPENDITURES			68,254,298.48	28,938,173.08	-57.6%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)					
			(63,635,525.41)	(25,856,163.33)	-59.4%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	77,330.96	0.00	-100.0%
2) Other Sources/Uses					
a) Sources		8930-8979	30,900,000.00	0.00	-100.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			30,822,669.04	0.00	-100.0%

Description	Function Codes	Object Codes	2019-20 Unaudited Actuals	2020-21 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(32,812,856.37)	(25,856,163.33)	-21.2%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	95,280,449.19	62,467,592.82	-34.4%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			95,280,449.19	62,467,592.82	-34.4%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			95,280,449.19	62,467,592.82	-34.4%
2) Ending Balance, June 30 (E + F1e)			62,467,592.82	36,611,429.49	-41.4%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted			62,471,651.55	36,615,488.22	-41.4%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	(4,058.73)	(4,058.73)	0.0%

Resource	Description	2019-20 Unaudited Actuals	2020-21 Budget
9010	Other Restricted Local	62,471,651.55	36,615,488.22
Total, Restricted Balance		<u>62,471,651.55</u>	<u>36,615,488.22</u>

Description	Resource Codes	Object Codes	2019-20 Unaudited Actuals	2020-21 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	9,304,733.45	6,114,650.67	-34.3%
5) TOTAL, REVENUES			9,304,733.45	6,114,650.67	-34.3%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	82,316.14	0.00	-100.0%
5) Services and Other Operating Expenditures		5000-5999	226,288.90	40,000.00	-82.3%
6) Capital Outlay		6000-6999	1,235,471.54	7,000,000.00	466.6%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	3,668,507.00	2,695,000.00	-26.5%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			5,212,583.58	9,735,000.00	86.8%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			4,092,149.87	(3,620,349.33)	-188.5%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2019-20 Unaudited Actuals	2020-21 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			4,092,149.87	(3,620,349.33)	-188.5%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	16,104,357.19	20,196,507.06	25.4%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			16,104,357.19	20,196,507.06	25.4%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			16,104,357.19	20,196,507.06	25.4%
2) Ending Balance, June 30 (E + F1e)			20,196,507.06	16,576,157.73	-17.9%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted			20,196,507.06	16,576,157.73	-17.9%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2019-20 Unaudited Actuals	2020-21 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	18,779,611.83		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	1,660,011.81		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	178,247.28		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			20,617,870.92		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	235,102.01		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	186,261.85		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			421,363.86		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (must agree with line F2) (G9 + H2) - (I6 + J2)			20,196,507.06		

Description	Resource Codes	Object Codes	2019-20 Unaudited Actuals	2020-21 Budget	Percent Difference
OTHER STATE REVENUE					
Tax Relief Subventions Restricted Levies - Other					
Homeowners' Exemptions		8575	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue County and District Taxes					
Other Restricted Levies Secured Roll					
		8615	0.00	0.00	0.0%
Unsecured Roll					
		8616	0.00	0.00	0.0%
Prior Years' Taxes					
		8617	0.00	0.00	0.0%
Supplemental Taxes					
		8618	0.00	0.00	0.0%
Non-Ad Valorem Taxes Parcel Taxes					
		8621	0.00	0.00	0.0%
Other					
		8622	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction					
		8625	2,795,374.26	1,514,338.66	-45.8%
Penalties and Interest from Delinquent Non-LCFF Taxes					
		8629	0.00	0.00	0.0%
Sales Sale of Equipment/Supplies					
		8631	0.00	0.00	0.0%
Interest					
		8660	300,631.00	159,851.00	-46.8%
Net Increase (Decrease) in the Fair Value of Investments					
		8662	0.00	0.00	0.0%
Fees and Contracts Mitigation/Developer Fees					
		8681	6,208,728.19	4,440,461.01	-28.5%
Other Local Revenue All Other Local Revenue					
		8699	0.00	0.00	0.0%
All Other Transfers In from All Others					
		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			9,304,733.45	6,114,650.67	-34.3%
TOTAL, REVENUES			9,304,733.45	6,114,650.67	-34.3%

Description	Resource Codes	Object Codes	2019-20 Unaudited Actuals	2020-21 Budget	Percent Difference
CERTIFICATED SALARIES					
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	82,316.14	0.00	-100.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			82,316.14	0.00	-100.0%

Description	Resource Codes	Object Codes	2019-20 Unaudited Actuals	2020-21 Budget	Percent Difference
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	186,261.85	0.00	-100.0%
Professional/Consulting Services and Operating Expenditures		5800	40,027.05	40,000.00	-0.1%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			226,288.90	40,000.00	-82.3%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	1,235,471.54	7,000,000.00	466.6%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			1,235,471.54	7,000,000.00	466.6%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	1,098,507.00	0.00	-100.0%
Other Debt Service - Principal		7439	2,570,000.00	2,695,000.00	4.9%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			3,668,507.00	2,695,000.00	-26.5%
TOTAL, EXPENDITURES			5,212,583.58	9,735,000.00	86.8%

Description	Resource Codes	Object Codes	2019-20 Unaudited Actuals	2020-21 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2019-20 Unaudited Actuals	2020-21 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	9,304,733.45	6,114,650.67	-34.3%
5) TOTAL, REVENUES			9,304,733.45	6,114,650.67	-34.3%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		1,544,076.58	7,040,000.00	355.9%
9) Other Outgo	9000-9999	Except 7600-7699	3,668,507.00	2,695,000.00	-26.5%
10) TOTAL, EXPENDITURES			5,212,583.58	9,735,000.00	86.8%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			4,092,149.87	(3,620,349.33)	-188.5%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2019-20 Unaudited Actuals	2020-21 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			4,092,149.87	(3,620,349.33)	-188.5%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	16,104,357.19	20,196,507.06	25.4%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			16,104,357.19	20,196,507.06	25.4%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			16,104,357.19	20,196,507.06	25.4%
2) Ending Balance, June 30 (E + F1e)			20,196,507.06	16,576,157.73	-17.9%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted			20,196,507.06	16,576,157.73	-17.9%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2019-20 Unaudited Actuals	2020-21 Budget
9010	Other Restricted Local	20,196,507.06	16,576,157.73
Total, Restricted Balance		<u>20,196,507.06</u>	<u>16,576,157.73</u>

Description	Resource Codes	Object Codes	2019-20 Unaudited Actuals	2020-21 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	1,842,125.84	1,823,598.00	-1.0%
5) TOTAL, REVENUES			1,842,125.84	1,823,598.00	-1.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	14,260.63	15,500.00	8.7%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	1,798,507.00	2,770,334.00	54.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			1,812,767.63	2,785,834.00	53.7%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			29,358.21	(962,236.00)	-3377.6%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2019-20 Unaudited Actuals	2020-21 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			29,358.21	(962,236.00)	-3377.6%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,991,387.41	2,020,745.62	1.5%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,991,387.41	2,020,745.62	1.5%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,991,387.41	2,020,745.62	1.5%
2) Ending Balance, June 30 (E + F1e)			2,020,745.62	1,058,509.62	-47.6%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted			2,020,745.62	1,058,509.62	-47.6%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2019-20 Unaudited Actuals	2020-21 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	2,008,902.62		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	11,843.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			2,020,745.62		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (must agree with line F2) (G9 + H2) - (I6 + J2)			2,020,745.62		

Description	Resource Codes	Object Codes	2019-20 Unaudited Actuals	2020-21 Budget	Percent Difference
FEDERAL REVENUE					
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Tax Relief Subventions Restricted Levies - Other					
Homeowners' Exemptions		8575	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
County and District Taxes					
Other Restricted Levies					
Secured Roll		8615	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.0%
Non-Ad Valorem Taxes					
Parcel Taxes		8621	1,820,482.84	1,813,798.00	-0.4%
Other		8622	0.00	0.00	0.0%
Community Redevelopment Funds					
Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes					
		8629	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	21,643.00	9,800.00	-54.7%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			1,842,125.84	1,823,598.00	-1.0%
TOTAL, REVENUES			1,842,125.84	1,823,598.00	-1.0%

Description	Resource Codes	Object Codes	2019-20 Unaudited Actuals	2020-21 Budget	Percent Difference
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2019-20 Unaudited Actuals	2020-21 Budget	Percent Difference
Professional/Consulting Services and Operating Expenditures		5800	14,260.63	15,500.00	8.7%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			14,260.63	15,500.00	8.7%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
Transfers of Pass-Through Revenues To Districts or Charter Schools		7211	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Repayment of State School Building Fund Aid - Proceeds from Bonds		7435	0.00	0.00	0.0%
Debt Service - Interest		7438	1,798,507.00	2,770,334.00	54.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			1,798,507.00	2,770,334.00	54.0%
TOTAL, EXPENDITURES			1,812,767.63	2,785,834.00	53.7%

Description	Resource Codes	Object Codes	2019-20 Unaudited Actuals	2020-21 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2019-20 Unaudited Actuals	2020-21 Budget	Percent Difference
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Sale of Bonds		8951	0.00	0.00	0.0%
Other Sources					
County School Bldg Aid		8961	0.00	0.00	0.0%
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)					
			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2019-20 Unaudited Actuals	2020-21 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	1,842,125.84	1,823,598.00	-1.0%
5) TOTAL, REVENUES			1,842,125.84	1,823,598.00	-1.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		14,260.63	15,500.00	8.7%
9) Other Outgo	9000-9999	Except 7600-7699	1,798,507.00	2,770,334.00	54.0%
10) TOTAL, EXPENDITURES			1,812,767.63	2,785,834.00	53.7%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)					
			29,358.21	(962,236.00)	-3377.6%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2019-20 Unaudited Actuals	2020-21 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			29,358.21	(962,236.00)	-3377.6%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,991,387.41	2,020,745.62	1.5%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,991,387.41	2,020,745.62	1.5%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,991,387.41	2,020,745.62	1.5%
2) Ending Balance, June 30 (E + F1e)			2,020,745.62	1,058,509.62	-47.6%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted			2,020,745.62	1,058,509.62	-47.6%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2019-20 Unaudited Actuals	2020-21 Budget
9010	Other Restricted Local	2,020,745.62	1,058,509.62
Total, Restricted Balance		<u>2,020,745.62</u>	<u>1,058,509.62</u>

DEBT SERVICE FUNDS

Debt Service Funds Definition

The Debt Service Funds are used to account for the accumulation of resources for, and the payment of, general long-term debt principal, interest, and related costs. This classification includes the Bond Interest and Redemption Fund.

Description	Resource Codes	Object Codes	2019-20 Unaudited Actuals	2020-21 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	376,868.00	330,000.00	-12.4%
4) Other Local Revenue		8600-8799	48,752,269.72	44,417,325.00	-8.9%
5) TOTAL, REVENUES			49,129,137.72	44,747,325.00	-8.9%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	50,076,531.00	48,556,901.00	-3.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			50,076,531.00	48,556,901.00	-3.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(947,393.28)	(3,809,576.00)	302.1%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	1,331,988.50	0.00	-100.0%
b) Uses		7630-7699	389,507.09	0.00	-100.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			942,481.41	0.00	-100.0%

Description	Resource Codes	Object Codes	2019-20 Unaudited Actuals	2020-21 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(4,911.87)	(3,809,576.00)	77458.6%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	31,953,446.22	31,948,534.35	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			31,953,446.22	31,948,534.35	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			31,953,446.22	31,948,534.35	0.0%
2) Ending Balance, June 30 (E + F1e)			31,948,534.35	28,138,958.35	-11.9%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted			0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	31,948,534.35	28,138,958.35	-11.9%
Bond Interest and Redemption Fund	0000	9780	31,948,534.35		
Bond Interest and Redemption Fund	0000	9780		28,138,958.35	
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2019-20 Unaudited Actuals	2020-21 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	48,893,758.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	800,635.00		
3) Accounts Receivable		9200	315,633.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			50,010,026.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	7,073,186.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	10,988,305.65		
6) TOTAL, LIABILITIES			18,061,491.65		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (must agree with line F2) (G9 + H2) - (I6 + J2)			31,948,534.35		

Description	Resource Codes	Object Codes	2019-20 Unaudited Actuals	2020-21 Budget	Percent Difference
FEDERAL REVENUE					
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Tax Relief Subventions Voted Indebtedness Levies					
Homeowners' Exemptions		8571	376,007.00	329,115.00	-12.5%
Other Subventions/In-Lieu Taxes		8572	861.00	885.00	2.8%
TOTAL, OTHER STATE REVENUE			376,868.00	330,000.00	-12.4%
OTHER LOCAL REVENUE					
Other Local Revenue County and District Taxes Voted Indebtedness Levies					
Secured Roll		8611	43,622,217.00	34,074,893.00	-21.9%
Unsecured Roll		8612	1,608,492.00	1,439,814.00	-10.5%
Prior Years' Taxes		8613	320,255.00	2,677,807.00	736.1%
Supplemental Taxes		8614	1,620,079.00	1,281,072.00	-20.9%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	8,485.00	5,569.00	-34.4%
Interest		8660	1,572,741.72	1,247,083.00	-20.7%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	3,691,087.00	New
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			48,752,269.72	44,417,325.00	-8.9%
TOTAL, REVENUES			49,129,137.72	44,747,325.00	-8.9%

Description	Resource Codes	Object Codes	2019-20 Unaudited Actuals	2020-21 Budget	Percent Difference
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Bond Redemptions		7433	0.00	0.00	0.0%
Bond Interest and Other Service Charges		7434	0.00	0.00	0.0%
Debt Service - Interest		7438	20,126,531.00	19,432,524.00	-3.4%
Other Debt Service - Principal		7439	29,950,000.00	29,124,377.00	-2.8%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			50,076,531.00	48,556,901.00	-3.0%
TOTAL, EXPENDITURES			50,076,531.00	48,556,901.00	-3.0%

Description	Resource Codes	Object Codes	2019-20 Unaudited Actuals	2020-21 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: General Fund		7614	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
All Other Financing Sources		8979	1,331,988.50	0.00	-100.0%
(c) TOTAL, SOURCES			1,331,988.50	0.00	-100.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	389,507.09	0.00	-100.0%
(d) TOTAL, USES			389,507.09	0.00	-100.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			942,481.41	0.00	-100.0%

Description	Function Codes	Object Codes	2019-20 Unaudited Actuals	2020-21 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	376,868.00	330,000.00	-12.4%
4) Other Local Revenue		8600-8799	48,752,269.72	44,417,325.00	-8.9%
5) TOTAL, REVENUES			49,129,137.72	44,747,325.00	-8.9%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	50,076,531.00	48,556,901.00	-3.0%
10) TOTAL, EXPENDITURES			50,076,531.00	48,556,901.00	-3.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(947,393.28)	(3,809,576.00)	302.1%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	1,331,988.50	0.00	-100.0%
b) Uses		7630-7699	389,507.09	0.00	-100.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			942,481.41	0.00	-100.0%

Description	Function Codes	Object Codes	2019-20 Unaudited Actuals	2020-21 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(4,911.87)	(3,809,576.00)	77458.6%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	31,953,446.22	31,948,534.35	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			31,953,446.22	31,948,534.35	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			31,953,446.22	31,948,534.35	0.0%
2) Ending Balance, June 30 (E + F1e)			31,948,534.35	28,138,958.35	-11.9%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted			0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	31,948,534.35	28,138,958.35	-11.9%
Bond Interest and Redemption Fund	0000	9780	31,948,534.35		
Bond Interest and Redemption Fund	0000	9780		28,138,958.35	
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2019-20 Unaudited Actuals	2020-21 Budget
	Total, Restricted Balance	0.00	0.00

PROPRIETARY FUNDS

Proprietary Funds Definition

Proprietary Funds are used to account for activities that are more business-like than government-like in nature. Business-type activities include those for which a fee is charged to external users or to other organizational units of the LEA, normally on a full cost-recovery basis. Proprietary funds are generally intended to be self-supporting. This classification includes the Self-Insurance Fund, which includes the Dental/Vision Fund.

Description	Resource Codes	Object Codes	2019-20 Unaudited Actuals	2020-21 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	14,693,463.03	15,126,576.00	2.9%
5) TOTAL, REVENUES			14,693,463.03	15,126,576.00	2.9%
B. EXPENSES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	336,894.70	347,422.44	3.1%
3) Employee Benefits		3000-3999	207,753.09	271,479.62	30.7%
4) Books and Supplies		4000-4999	10,083.98	54,060.19	436.1%
5) Services and Other Operating Expenses		5000-5999	13,651,964.17	14,453,613.75	5.9%
6) Depreciation		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENSES			14,206,695.94	15,126,576.00	6.5%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			486,767.09	0.00	-100.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2019-20 Unaudited Actuals	2020-21 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)			486,767.09	0.00	-100.0%
F. NET POSITION					
1) Beginning Net Position					
a) As of July 1 - Unaudited		9791	12,448,490.12	12,935,257.21	3.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			12,448,490.12	12,935,257.21	3.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Net Position (F1c + F1d)			12,448,490.12	12,935,257.21	3.9%
2) Ending Net Position, June 30 (E + F1e)			12,935,257.21	12,935,257.21	0.0%
Components of Ending Net Position					
a) Net Investment in Capital Assets		9796	0.00	0.00	0.0%
b) Restricted Net Position		9797	0.00	0.00	0.0%
c) Unrestricted Net Position		9790	12,935,257.21	12,935,257.21	0.0%

Description	Resource Codes	Object Codes	2019-20 Unaudited Actuals	2020-21 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	10,544,087.22		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	948.50		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	250,000.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	2,506,262.17		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Fixed Assets					
a) Land		9410	0.00		
b) Land Improvements		9420	0.00		
c) Accumulated Depreciation - Land Improvements		9425	0.00		
d) Buildings		9430	0.00		
e) Accumulated Depreciation - Buildings		9435	0.00		
f) Equipment		9440	0.00		
g) Accumulated Depreciation - Equipment		9445	0.00		
h) Work in Progress		9450	0.00		
10) TOTAL, ASSETS			13,301,297.89		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		

Description	Resource Codes	Object Codes	2019-20 Unaudited Actuals	2020-21 Budget	Percent Difference
I. LIABILITIES					
1) Accounts Payable		9500	365,786.84		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	253.84		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) Long-Term Liabilities					
a) Net Pension Liability		9663	0.00		
b) Total/Net OPEB Liability		9664	0.00		
c) Compensated Absences		9665	0.00		
d) COPs Payable		9666	0.00		
e) Capital Leases Payable		9667	0.00		
f) Lease Revenue Bonds Payable		9668	0.00		
g) Other General Long-Term Liabilities		9669	0.00		
7) TOTAL, LIABILITIES			366,040.68		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. NET POSITION					
Net Position, June 30 (must agree with line F2) (G10 + H2) - (I7 + J2)			12,935,257.21		

Description	Resource Codes	Object Codes	2019-20 Unaudited Actuals	2020-21 Budget	Percent Difference
OTHER STATE REVENUE					
STRS On-Behalf Pension Contributions	7690	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	165,849.00	45,000.00	-72.9%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
In-District Premiums/ Contributions		8674	14,527,614.03	15,081,576.00	3.8%
All Other Fees and Contracts		8689	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			14,693,463.03	15,126,576.00	2.9%
TOTAL, REVENUES			14,693,463.03	15,126,576.00	2.9%

Description	Resource Codes	Object Codes	2019-20 Unaudited Actuals	2020-21 Budget	Percent Difference
CERTIFICATED SALARIES					
Certificated Pupil Support Salaries		1200	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	88,298.28	88,298.28	0.0%
Clerical, Technical and Office Salaries		2400	248,596.42	259,124.16	4.2%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			336,894.70	347,422.44	3.1%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	65,185.90	71,344.20	9.4%
OASDI/Medicare/Alternative		3301-3302	20,378.43	25,420.37	24.7%
Health and Welfare Benefits		3401-3402	89,947.02	141,358.44	57.2%
Unemployment Insurance		3501-3502	126.93	166.02	30.8%
Workers' Compensation		3601-3602	4,309.24	5,385.03	25.0%
OPEB, Allocated		3701-3702	27,468.00	27,468.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	337.57	337.56	0.0%
TOTAL, EMPLOYEE BENEFITS			207,753.09	271,479.62	30.7%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	10,083.98	49,786.19	393.7%
Noncapitalized Equipment		4400	0.00	4,274.00	New
TOTAL, BOOKS AND SUPPLIES			10,083.98	54,060.19	436.1%

Description	Resource Codes	Object Codes	2019-20 Unaudited Actuals	2020-21 Budget	Percent Difference
SERVICES AND OTHER OPERATING EXPENSES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	228.64	11,000.00	4711.1%
Dues and Memberships		5300	0.00	2,000.00	New
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	4,000.00	New
Professional/Consulting Services and Operating Expenditures		5800	13,651,735.53	14,436,613.75	5.7%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENSES			13,651,964.17	14,453,613.75	5.9%
DEPRECIATION					
Depreciation Expense		6900	0.00	0.00	0.0%
TOTAL, DEPRECIATION			0.00	0.00	0.0%
TOTAL, EXPENSES			14,206,695.94	15,126,576.00	6.5%

Description	Resource Codes	Object Codes	2019-20 Unaudited Actuals	2020-21 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 10.1a

Meeting Date: September 17, 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; Family and Community Empowerment; Operational Excellence

Documents Attached:

1. Grants, Entitlements, and Other Income Agreements
2. Expenditure and Other Agreements

<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>ADULT EDUCATION</u>		
Sacramento Employment & Training Agency (SETA) A20-00105	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No, received grant in 2019/20	\$70,400
<p>10/1/20 – 9/30/21: Refugee Support Services (RSS) funds will continue to provide refugees direct services that result in economic self-sufficiency and reduced dependency on public assistance. Services will be provided to 22 students at the Charles A. Jones Career and Education Center and will include vocational English language instruction, Adult Basic Education (ABE), high school completion/equivalency, career exploration, labor market research, career pathways development, work based learning, vocational training, support services, and job placement and retention services. Special focus will be placed on targeting outreach to refugee and Special Immigrant Visa (SIV) holder populations.</p>		

EXPENDITURE AND OTHER AGREEMENTS

Restricted Funds

<u>Contractor</u>	<u>Description</u>	<u>Amount</u>
<u>ADULT EDUCATION</u>		
California Firefighter Joint Apprenticeship Committee (Cal-JAC) SA21-00111	7/1/20 – 6/30/21: Provide all instructional and training services for apprentice firefighters at the Charles A. Jones Career & Education Center according to Cal-JAC standards for Related and Supplemental Instruction (RSI). Funding for RSI is provided by the California Department of Education at a rate of \$6.44 per hour of instruction for the 71,964 hours scheduled in the 2020/21 school year. The district retains 10% of revenue generated by attendance in the program and the balance is paid to Cal-JAC under this agreement for the services provided. District has partnered with Cal-JAC since the 1990s to provide apprenticeship training.	\$417,102 Adult Education Funds
New Contract:		
<input type="checkbox"/> Yes		
<input checked="" type="checkbox"/> No		

FACILITIES SUPPORT SERVICES

Staples R21-01090	Furniture including tables, chairs, workstations, and file cabinets for the offices, lobby, breakroom, training room and conference room at the new Central Kitchen facility.	\$279,758 Measure R Funds
Utilizing Sourcewell Cooperative Purchasing Agreement #121919-SCC	Purchasing Services finds it is in the best interest of the District to purchase furniture utilizing the Sourcewell Cooperative Purchasing Agreement #121919-SCC between Staples and Sourcewell, formerly NJPA (National Joint Powers Authority). Cooperative purchasing agreements, as authorized by Public Contract Code §20118, allow other government agencies, such as school districts, to piggyback on awards while still satisfying the legally required competition for contracts. Contracts awarded by Sourcewell are based on quality, proven performance, and pricing. As a government entity, the District is able to piggyback on this agreement and purchase directly from Staples under the same terms, conditions and pricing.	
New Contract:		
<input checked="" type="checkbox"/> Yes		
<input type="checkbox"/> No		

WOODBINE ELEMENTARY

Sacramento County Office of Education SA21-00086	7/1/20 – 6/30/21: Provide site-based support for teaching English Language Arts (ELA) and Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS). Support to include: back to school planning support; principal support days; data driven collaboration/planning; and additional teacher collaboration, planning and coaching in the ELA/ELD topic of choice by grade level.	\$108,000 SIG Funds
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New Contract:
 Yes
 No

Unrestricted Funds

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

Sacramento County Office of Education SA21-00109	7/1/20 – 6/30/21: Fiscal advisor services to improve the district's financial practices per Education Code section 42127.3 and 42127.6.	\$200,000 General Fund
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New Contract:
 Yes
 No



Sacramento
Employment and
Training
Agency

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>

August 18, 2020

Dr. Susan Lytle Gilmore, Ph.D., Director, Adult Education
Sacramento City U.S.D. Skills & Business Education Center
5451 Lemon Hill Avenue
Sacramento, CA 95824

CFDA# 93.566

Dear Dr. Gilmore:

Congratulations! Pursuant to action by the SETA Governing Board on August 6, 2020, Sacramento City U.S.D Skills & Business Education Center has been awarded \$70,400 in Refugee Support Services (RSS) funds for an English Language Learner (ELL) Workforce Navigator to serve 22 participants.

The term of Agreement #074430RS-20 will be October 1, 2020 through September 30, 2021.

Please be advised that this award is contingent upon final notice of funding from the California Department of Social Services— Refugee Programs Bureau (CDSS-RPB), which SETA has not yet received.

In order to proceed with the contract process, the following documents, provided to you electronically, must be completed and submitted to SETA:

- Budget and Cost Allocation Plan in the amount of \$70,400**
(Please include 5% in supportive services)
- Program Planning Summary (PPS) – 22 participants**
- Program Self-Evaluation and Monitoring Form**

Time is of the essence, therefore, please submit the completed documents to me at Corey.Lagbao@seta.net no later than **September 15, 2020.**

“Preparing People for Success: in School, in Work, in Life”

Please be advised that the following funding stipulations will be included as Special Conditions within the agreement:

1. VESL/ES, ES Stand-Alone, VESL/OJT, and ELL Workforce Navigator service providers must ensure open-entry and prompt placement into VESL classes for all clients that are assessed to be in need of English language training.

2. Providers with case management and job development staff budgeted for less than 12 months, or budgeted for part-time employment, must ensure program services are available Monday through Friday, at least eight (8) hours a day from October 1, 2020 through September 30, 2021.

If you have questions or need assistance in completing these forms, please contact me via email, or at (916) 263-3838.

Sincerely,

A handwritten signature in black ink that reads "Corey Lagbao". The signature is written in a cursive, slightly slanted style.

Corey Lagbao
Workforce Development Analyst III

cc: Eileen Prince-Ramos

AGREEMENT FOR APPRENTICESHIP TRAINING PROGRAM
Between
SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
And
CALIFORNIA FIREFIGHTER JOINT APPRENTICESHIP COMMITTEE

This agreement entered into this 1st day of July 2020, by and between the Sacramento City Unified School District, hereinafter referred to as "District", and the California Fire Fighter Joint Apprenticeship Committee, hereinafter referred to as "CAL-JAC".

WHEREAS, the CAL-JAC has established Apprenticeship Training Standards which identify the professional levels of competence required of apprentices; and,

WHEREAS, those Apprenticeship Standards specify the training, education, experience, performance objectives, and minimum requirements for professional competence of an apprentice; and,

WHEREAS, the District has approval from the California Community Colleges Chancellor's Office (CCCCO) to conduct related and supplemental instruction training programs; and,

WHEREAS, the CAL-JAC and the District will provide related and supplemental instruction for apprentice Fire Fighters, Fire Fighter II's, Fire Apparatus Engineers, Firefighter EMTs, Fire Fighter Divers, Emergency Medical Technicians, Paramedics, Engineers, Fire Officers, Fire Equipment Specialists, Fire Inspectors, Fire Marshals, Fire Prevention Officers, Hazardous Materials Technicians, Fire Department Training Officers, Wildland Fire Fighter Specialists, Arson and Bomb Investigators, Fire Fighter Paramedics, Fire Suppression Technicians and Heavy Fire Equipment Operators; with participating departments under agreements as determined by the CAL-JAC.

NOW THEREFORE, the parties agree:

ARTICLE I – TERM OF AGREEMENT

The term of this agreement shall be July 1, 2020 through June 30, 2021.

ARTICLE II – RESPONSIBILITY OF DISTRICT

1. The District agrees to participate in a training program for eligible apprentices in the CAL-JAC.
2. The District shall contract with the CAL-JAC for all instructional and training services provided in accordance with the CAL-JAC standards. The District shall retain 10% of the base rate as income from the apprenticeship revenues generated by the attendance of apprentices for a minimum of 71,964 hours of academy and related and supplemental instruction in each fiscal year during the term of this Agreement. The District shall pay to the CAL-JAC 90% of the base rate generated by apprentice attendance at an RSI rate of \$6.44 per hour of instruction. All classroom hours shall be scheduled in accordance with the California Education Code Section 8152. The District obligation hereunder is payable from funds appropriated for the purpose of this Agreement and is contingent upon the establishment of an appropriation as specified in the California Education Code, Sections 8150 and 8152 for each fiscal year this Agreement is in effect or other supplemental appropriations derived from hours of apprenticeship education. The District has no obligation for any services, which may have been provided by the CAL-JAC hereunder if such funds are not appropriated and allocated for use by the District for the purposes of this program. The District shall notify the CAL-JAC of any such non-allocation at the earliest possible date.
3. The District shall disburse funds that have been received from the State and owed to the CAL-JAC within 30 days of receiving a CAL-JAC invoice based upon reported attendance.

4. The District shall claim as income, funds received, generated by, or attributed to the Apprenticeship Program such as, but not limited to, funds derived from apprenticeship education revenues pursuant to the California Education Code, Sections 8150 and 8152 of Article 8, Chapter 1, Part 6, Title I or other appropriations based on hours of apprenticeship education.

ARTICLE III – RESPONSIBILITY OF CAL-JAC

1. The CAL-JAC shall provide or arrange for all instructors, classroom space, required training equipment, and supplies for the prescribed instruction in the CAL-JAC. The CAL-JAC will provide sufficient instructional staff possessing the proper credential as established by the District, or as specified in the California Education Code, Section 8153.5, Article 8, Chapter 1, Part 6, Title I.
2. The CAL-JAC shall be responsible for payment of all salary and other employment costs for the instructors directly to and on behalf of all the persons employed for such purposes. The CAL-JAC shall also indemnify and hold the District harmless against any and all claims, which are made for salary or employment/benefits of such instructors for the period covered by the terms of this agreement.
3. The CAL-JAC shall maintain and submit to the District, records of individual apprentices' attendance and achievements within guidelines established by the District.

ARTICLE IV – MISCELLANEOUS

1. All written notices, reports and other written communications under this agreement shall be deemed effective upon their deposit in the United States mail, postage prepaid, and addressed as follows:

Sacramento City Unified School District
Attn: Susan Lytle-Gilmore, Director
5451 Lemon Hill Avenue
Sacramento, CA 95824

California Firefighter Joint Apprenticeship Committee
Attn: Yvonne de la Peña, Executive Director
1780 Creekside Oaks Drive
Sacramento, CA 95833


2. Either party may terminate this agreement at the end of any fiscal year by giving written notice to the other party at least thirty (30) days prior to the effective termination date.
3. The District and the CAL-JAC shall, to the extent permitted by law, indemnify and hold each other harmless against any liability whatsoever arising from any act or acts of their employees participating or functioning in the apprenticeship program herein provided.
4. The CAL-JAC reaffirms its commitment to provide equal employment opportunity and an equitable and representative distribution of women and minorities in the California fire services while maintaining existing standards. It is and will continue to be the policy of the CAL-JAC not to discriminate against any applicant on the basis of race, color, national origin, marital status, sex, or other non-job related reason. Each member of the CAL-JAC, its staff, and the Sub-JACs will extend good faith efforts in accomplishing the goals of the Training Program and the departments' affirmative action plan.

IN WITNESS WHEREOF, the parties hereto have executed this agreement the day and year first above written.

Sacramento City Unified School District

California Firefighter
Joint Apprenticeship Committee

Chief Business Officer


Yvonne de la Peña
Executive Director

Date: _____

Date: 8/20/2020



1164 National Drive
 Sacramento
 CA 95834
 Phone: 916-296-6233

QUOTATION

SOLD TO:

Anthony Lea
 Sacramento City USD
 6879 14th Ave.

Sacramento CA 95820
 916-317-9480

SHIP TO:

Anthony Lea
 Sacramento City USD
 6879 14th Ave.

Sacramento CA 95820
 916-317-9480

Project: Central Kitchen

FQO / QUOTE #	DATE	CUSTOMER PO NO	CUSTOMER NO	SALESPERSON
	8/31/2020		Anthony Lea	Mike Swanson
Line # Qty	Part Number	Part Description	Sell \$	Ext Sell \$

Central Kitchen

1	1	Budget Quote Central Kitchen per the attached specifications.	\$244,681.00	\$244,681.00
		<i>Tag For:</i> <u>Central Kitchen</u>		
			Tag Subtotal:	\$244,681.00

Z- Labor

2	1	Complete Set in Place installation of the above with removal and disposal of packaging.	\$12,564.10	\$12,564.10
		<i>Tag For:</i> <u>Z- Labor</u>		
			Tag Subtotal:	\$12,564.10

			Total Sell:	\$257,245.10
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Special Instructions

Return Policy: Furniture is sourced specifically for the customer and is non-returnable. Damaged or Defective items will be repaired or replaced in keeping with the manufacturer warranties in place at time of order.

This quote is valid for 30 days unless otherwise noted. Applicable Sales Tax will be added at time of invoicing.

Additional Instructions

The above pricing is based on Sourcewell Contract # 121919-SCC Dated May 1,2020 per the attached.

Add Sales Tax at 8.75% \$22,508.95
Grand Total \$279,754.05

FQO / QUOTE #	DATE	CUSTOMER PO NO	CUSTOMER NO	SALESPERSON
	8/31/2020		Anthony Lea	Mike Swanson
<u>Line # Qty</u>	<u>Part Number</u>	<u>Part Description</u>	<u>Sell \$</u>	<u>Ext Sell \$</u>

By signing this quote, the customer authorizes the procurement of the products and services contained herein.
This sale is subject to the Staples Workplace Studio Terms and Conditions attached.

ACCEPTED BY	TITLE	DATE	PO NUMBER
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Total Sell:	\$257,245.10
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FQO / QUOTE #	DATE	CUSTOMER PO NO	CUSTOMER NO	SALESPERSON	
	8/31/2020		Anthony Lea	Mike Swanson	
Line #	Qty	Part Number	Part Description	Sell \$	Ext Sell \$

FURNITURE TERMS AND CONDITIONS

These Terms and Conditions ("T&Cs") apply to all furniture products and services sold by Staples Contract & Commercial LLC ("Staples"). Throughout these T&Cs, your organization will be referred to as "Buyer" or as a "Party". These T&Cs, together with the quote with which these T&Cs are provided/incorporated, form a binding agreement between Staples and Buyer.

1) PRICES OF PRODUCTS AND SERVICES. Buyer may purchase and Staples shall provide the furniture products ("Products") and related services ("Services") at the prices set forth in Staples' written quote. All written quotes for the Products shall be governed by the terms and conditions of these T&Cs and any Exhibit if attached hereto. The purchase price of the Products does not include freight, handling, installation, insurance, sales or other taxes. Staples' prices are subject to change pursuant to the provisions contained herein and as quoted by Staples to Buyer for each project quoted. Freight, handling and installation charges are invoiced separately. Staples reserves the right to reasonably adjust a Product's price if extraordinary market events require immediate adjustment (e.g., shortages, trade disputes, natural disasters, etc.) and to adjust pricing with the impact of tariffs, customs, or duties imposed on Products. Staples will work with Buyer to identify alternative Products to mitigate customs impact where possible.

2) TERM. Either party shall have the right to terminate the provision of Products and Services pursuant to these T&Cs, for any reason, upon thirty (30) calendar days' prior written notice to the other party. All Products and Services quoted as of the effective date of termination shall be invoiced to Buyer upon termination. In the event of a termination by either party or upon cancellation or expiration of the Agreement, Buyer agrees to promptly pay all amounts owed to Staples. Following termination, Staples reserves the right to withhold shipment of Products until all past due invoices owed to Staples by Buyer are paid.

3) DESIGN. Designs, plans, drawings, specifications, and samples (and the contents thereof) provided in connection with the Products are the property of Staples, and may not be used, reproduced or distributed in whole or in part without Staples' written consent.

4) SHIPPING. Staples shall not be responsible for delays or defaults caused by others or by circumstances beyond its control. Unless Buyer has specified shipping instructions in writing herein or by a subsequent written notice, shipment and delivery will be made by the designated carrier and in the manner deemed best by Staples, including partial shipments.

5) RISK OF LOSS AND DAMAGE. Title and risk of loss or damage to the Product shall pass to Buyer when it is delivered to Buyer or Buyer's agent, whichever first occurs. Staples shall not be liable for any shipping damage, delay, default, loss or expense occurring during or attributable to transportation by any third party carrier.

6) DELIVERY AND INSTALLATION. If delivery and installation are part of this sale, the following provisions shall apply:

A. Installation Site Condition - Buyer will ensure the site is clean and free of debris prior to installation. If Staples must remove or assist in removing existing furniture or equipment at the job site, Buyer shall pay Staples for this Service, as separately invoiced.

B. Installation Site Services - Electricity, heat, and elevator service will be furnished at Buyer's expense. Buyer shall provide adequate facilities for docking, moving and handling of Products.

C. Special Packaging or Handling - If special packaging or handling not contained in these T&Cs is required, Buyer shall pay an extra charge as invoiced separately.

D. Delivery/Installation - Delivery and installation will be during normal business hours (8:00 AM to 5:00 PM local time Monday through Friday, except for Staples designated holidays). Buyer shall pay additional labor costs resulting from overtime work performed at Buyer's request. Staples shall designate the personnel to install the Products sold herein. Buyer shall be responsible for obtaining proper permits for the installation. If regulations in force at the time of installation require the use of tradesmen at the site other than Staples designated personnel, Buyer shall pay for any additional costs incurred. If the Products must be moved due to progress of other trades, or other reason, the Buyer agrees to pay the extra cost of moving.

E. Storage Space - Unless the Products arrive at the site earlier than the date requested, the Buyer shall provide safe and adequate storage space at the Buyer's expense. If the space provided is inadequate or inconveniently located (such as on another floor) or requires excessive sorting or other additional expense, the Buyer shall pay the associated cost or expense.

7) INSTALLATION DELAYS. If construction delays or other causes not within Buyer's or Staples' control force postponement of an installation as scheduled, Staples or the Buyer shall store the Products until installation can be resumed, and the Products shall be considered accepted by the Buyer for purposes of invoicing and payment. Buyer shall pay all transfer and storage charges incurred.

8) COMPLETION OF INSTALLATION. Within a reasonable time after installation, authorized representatives of Staples and Buyer shall inspect the Product for conformity with the order and for defects and/or damages, and shall note all such mutually agreed upon items on an installation "Service Report". Upon completion of the inspection, the representatives of Staples and Buyer shall sign the Service Report, which shall constitute acceptance of Products installed, except as noted in the Service Report.

9) CHANGE ORDER/CANCELLATION. Any order changes must be submitted in writing. Staples will use commercially reasonable efforts to accommodate Buyer's written change order request. All changes/cancellation requests shall be evaluated at the time of request by Staples and are subject to revised lead times and/or additional charges as applicable.

10) RETURNS POLICY. Custom or made to order Products, or Products sourced specifically for Buyer are not eligible for return. Upon approval by Staples, stocked inventory Product may be returned subject to a restocking fee exclusive of freight and delivery. Returned Product must be in new and unused condition and returned in its original carton within 14 days of receipt.

11) PAYMENT. Buyer may be required to pay a deposit of 50% of the total purchase price of the Product ordered. Payment terms are net 30 days from the date of shipment and net 10 days on a consolidated billing method (e.g. weekly, monthly). For partial shipments, payment shall be due only for Products received. The remaining balance for any partial shipment shall be due within terms following installation of the Product. Staples may invoice Buyer at any time following shipment of the Product. Buyer shall pay the net amount shown on the face of the invoice. Credit cards shall not be

FQO / QUOTE #	DATE	CUSTOMER PO NO	CUSTOMER NO	SALESPERSON
	8/31/2020		Anthony Lea	Mike Swanson

<u>Line #</u>	<u>Qty</u>	<u>Part Number</u>	<u>Part Description</u>	<u>Sell \$</u>	<u>Ext Sell \$</u>
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accepted unless otherwise agreed by Staples. Staples reserves the right to charge interest on any past due amount at the rate of 1.5% per month, or the maximum rate legally permitted, whichever is less. Staples shall be entitled to recover its costs of collection, including reasonable attorneys' fees.

12) TAXES. Staples may collect, and Buyer shall pay, any taxes, which Staples may be required to pay or collect by law in connection with this sale. Any such taxes will be added to the price at time of invoicing and the Buyer shall pay the same unless the Buyer shall furnish written proof thereof of exemption to Staples prior to the estimated shipping date. The appropriate tax rate will be based on where the Product is received.

13) LIMITED WARRANTY. Staples will pass through all manufacturers' warranties for the Products sold to Buyer in lieu of any other express or implied warranties by Staples. STAPLES EXPRESSLY DISCLAIMS ALL REPRESENTATIONS AND WARRANTIES, EXPRESS OR IMPLIED, INCLUDING WITHOUT LIMITATION, NON-INFRINGEMENT, MERCHANTABILITY, FITNESS FOR A PARTICULAR USE OR PURPOSE, OR ANY OTHER STATUTORY OR COMMON LAW WARRANTY.

14) LIMITATION OF LIABILITY. Neither party shall be liable to the other for any special, indirect, incidental, consequential, or punitive damages of any kind even if advised of the possibility thereof. In no event shall Staples' liability (whether in contract, tort or otherwise) for damages arising out of the sale, delivery, installation, use or performance of the Product exceed the purchase price of the Product from which the claim arises.

15) CONFIDENTIALITY. The parties will not disclose any confidential information furnished by the other party, except as required by law. For purposes hereof, confidential information includes, but is not limited to, each party's customer lists, prices, purchasing patterns, and financial information provided by either party, whether or not marked as confidential. In the event a party believes it is required by subpoena or other legal process to disclose confidential information received from the other party, it will give prompt written notice to such other party prior to making any disclosures. If this section is breached, the parties agree that monetary damages may not be sufficient to remedy such breach and that the non-breaching party may suffer irreparable damages, and therefore, the parties agree that the non-breaching party will be entitled to equitable and injunctive relief.

16) Press Releases and Advertisements. Unless expressly required by applicable law, neither party shall, without the prior written consent of the other, issue press releases, marketing literature, public statements, or in any way engage in any other form of public disclosure relating to these T&Cs.

17) SECURITY INTEREST. Staples reserves and Buyer grants to Staples a purchase money security interest in the Product and in the proceeds thereof to secure any payment due hereunder including subsequent invoices. Upon Staples request, Buyer shall execute financing statements and other documents reasonably requested by Staples to protect Staples' security interest. Buyer shall maintain the Product in good condition; keep the Product free from liens and encumbrances; and shall not use or permit use of the Product in a manner likely to damage it, nor remove or permit the removal of the Product from the installation location, nor permit the disassembly of the Product and shall permit inspection by Staples' representative at reasonable times. Buyer shall procure and maintain fire, extended coverage, vandalism and malicious mischief insurance to the full insurable value of the Products, with loss payable to Staples as its interest may appear.

18) INDEMNIFICATION. Each party ("Indemnifying Party") shall defend, hold harmless and indemnify the other, its officers, directors, employees, and agents ("Indemnified Party") from and against all third-party claims, damages, or causes of action arising out of or related to the Indemnifying Party's grossly negligent acts or omissions or material breach of any representation, warranty, covenant or obligation under these T&Cs. The Indemnified Party will (a) notify the Indemnifying Party promptly in writing of such action, (b) give the Indemnifying Party sole control of the defense and settlement of such action and (c) provide the Indemnifying Party all reasonable information and assistance requested.

19) FORCE MAJEURE. Neither party shall be liable for delays or impairment of performance resulting in whole or in part from acts of God, labor disruptions, shortages, inability to procure product, supplies or raw materials, severe weather conditions, acts of subcontractors, interruption of utility services, acts of governments, or any other circumstances or causes beyond the control of either party in the conduct of its business.

20) ASSIGNMENT. Neither party may assign the benefits of these T&Cs without the prior written consent of the other, provided however that Staples may assign these T&Cs to any affiliate, subsidiary or controlled entity. Any party who is assigned these T&Cs is bound to all of the terms and conditions contained herein.

21) INSURANCE. Staples shall at its expense maintain: (i) commercial general liability insurance with limits of at least \$1,000,000 combined single limit per occurrence; (ii) if deliveries are to be made by Staples to any Buyer facility, automobile bodily injury and property damage liability insurance covering owned, non-owned and hired automobiles, the limits of which shall not be less than \$1,000,000 combined single limit per occurrence; (iii) employer's liability insurance, the limits of which shall not be less than \$1,000,000; (iv) workers' compensation insurance as prescribed by applicable law; and (v) umbrella/excess coverage in the amount of \$4,000,000 per occurrence. With respect to the coverage described in (i), (ii), and (v) above, Staples shall (a) name Buyer as an additional insured for loss or damage arising out of Staples' products or services under these T&Cs; (b) name Buyer's landlord or property manager as an additional insured when deliveries or services are to be made or performed by Staples at any Buyer facility; (c) waive insurer's subrogation rights against Buyer and Buyer's landlord or property manager, except to the extent loss or damage is caused solely by Buyer or Buyer landlord or property manager; (d) provide primary, non-contributory coverage to additional insureds to the extent loss or damage results from products or services under these T&Cs; and (e) be insured with insurance companies of recognized standing rated A VIII or better by A.M. Best. Buyer and Buyer's landlord or property manager shall receive prior written notice of cancellation in accordance with the policy provisions.










22) Governing Law. The provisions of these T&Cs shall be construed in accordance with the laws of the State of New York excluding its conflicts of law provisions.

23) TERMS AND CONDITIONS OF AGREEMENT. These terms and conditions, in addition to any quote, contain the entire agreement between the parties with respect to the subject matter hereof. All modifications must be in writing, signed by authorized agents of both parties. These T&Cs shall control over any terms and conditions presented in either party's order forms or other documents which conflict with these T&Cs. If there are any additional terms and conditions contained in Buyer's ordering documents that add to or conflict with these terms and conditions, except for product description, pricing, quantity, and delivery instructions, such terms and conditions are expressly objected to and shall not be binding on Staples.














Central Kitchen Furniture

Item	✓	Preview	Mfg	Cat	Part Number	Part Description	Alias 1	Qty	Sell	Ext Sell
1	✓		ALM	ALR	FLK103 OB SB C CRAYON GRAY STD	Folk Side Chair with Plastic Seat and Back Off-Black Powder Coat Solid Beech Legs Solid Beech Legs, Clear Crayon Gray Plastic Glides	BREAKROOM 107	10	\$ 273.24	\$ 2,732.40
2	✓		ARD	ARD	8721-247242-SW ASH 162 ASH 162 STD 95 --- FR03 *****	8721-247242-SW Delen Side Bar Table, 24"W x 72"L x 42"H, Planked Style, Soli... Wood Finish: 162 White Oak on Ash Leg Species: Ash Wood Finish: 162 White Oak on Ash Accent Finish: Standard Metal Finish: #95 Satin Black No Power Port OPT: Foot Rest Options Complete	BREAKROOM 107	4	\$ 2,709.29	\$ 10,837.16
3	✓		NOF	NL1	N49BUNM 1 10501 BK STD	GRIN, BAR STOOL, METAL SLED, NO STITCH NO PIPING GRADE 1 STARDUST LYNX BLACK STANDARD GLIDE	BREAKROOM 107	12	\$ 369.46	\$ 4,433.52
4					5490-6000 Fabric Sling Frame	BROWN JORDAN Oscar Lounge Chair TBD TBD TBD	BREAKROOM 107	2	\$ 897.50	\$ 1,795.00
5	✓		ALM	ALR	HLT2 WH	Host Table, 13.5" w x 13.5" d x 23.6" h White as Snow	BREAKROOM 107	2	\$ 226.15	\$ 452.30
6	✓		ENC	ENC	52121 G1 GEN1 (DILLON) TOR ***** STD 06 ****	52121 Melina Guest Chair, 4-Leg Metal Base GRD: Upholstery Grade 1 Regular Grade 1 PATTERN: Dillon TONE: Single-Tone Base Finish: Standard Metal Finish: #06 Charcoal Grey Options Complete	BREAKROOM 107	4	\$ 733.13	\$ 2,932.52
7	✓		ALS	AGR	NA48R .FSC \$(P1) .P7A \$(L1CORE) ~ ~	Park 48" Round Meeting Table FSC Mixed Wood P1 Paint Opts Textured Flint L1 Core Lam Opts Undecided LAMINATE Option Undecided EDGE Option	BREAKROOM 107	1	\$ 717.91	\$ 717.91
8	✓		FRI	FRS	FAR-SYS-CH-04-STEEL	Jest Table Chair, Steel, BOX of 2	BREAKROOM 107	4	\$ 511.88	\$ 2,047.52
9	✓		ALS	ATA	AMPTLF24RND FSC \$(L1CORE) ~ ~	Structure 24" Diameter Round Top Lam SqrEdge FSC Mix Credit L1 Core Lam Opts Undecided LAMINATE Option Undecided EDGE Option	BREAKROOM 107	2	\$ 88.09	\$ 176.18
10	✓		ALS	ATA	AMPTPR18M \$(P1) .P7A	Structure Round Ped Base Med. Occasional Height P1 Paint Grade Textured Flint	BREAKROOM 107	2	\$ 182.38	\$ 364.76
sub						BREAKROOM 107 Subtotal	BREAKROOM 107			\$ 26,489.27
11	✓		NOF	NL2	25N2424ENL X X FR462 405	EPIC, 24DX24W, END TABLE, LAMINATE NO SURFACE GROMMET NO SIDE GROMMET FOOT/RAIL, CINDER DESIGNER WHITE	LOBBY 101	1	\$ 641.03	\$ 641.03















Item	✓	Preview	Mfg	Cat	Part Number	Part Description	Alias 1	Qty	Sell	Ext Sell
12					MS-SF1326A-STWP-SD527-02 Fabric	INDUSTRY WEST - Format Lounge Chair - Wood Frame Grey	LOBBY 101	1	\$ 888.75	\$ 888.75
13					FA-1006-SF1-BLACK/H1414 Fabric	INDUSTRY WEST - Ingrid Chair - Black Frame with Wood Arm Caps & Legs TBD	LOBBY 101	1	\$ 351.56	\$ 351.56
14					CH37-NA/F3-CONFIG Fabric	INDUSTRY WEST - Amigo Chair - Black Frame with Wood Arms Caps TBD	LOBBY 101	1	\$ 820.31	\$ 820.31
15						INDUSTRY WEST - FREIGHT	LOBBY 101	1	\$ 413.75	\$ 413.75
16			ARD	ARD	1710-30 OAK 14 STD 95 *****	1710-30 Brink Wood Seat, 30" High Shell Finish Species: White Oak Wood Finish: 14 Natural White Oak Frame Finish: Standard Metal Finish: #95 Satin Black Options Complete	LOBBY 101	1	\$ 437.13	\$ 437.13
sub						LOBBY 101 Subtotal	LOBBY 101			\$ 3,552.53
17			NOF	NL1	N49GUNM 1 10501 BK STD	GRIN,GUEST,METAL SLED,NO STITCH NO PIPING GRADE 1 STARDUST LYNX BLACK STANDARD GLIDE	BREAKROOM 124	3	\$ 333.49	\$ 1,000.47
18			NOF	NL1	N49CUNM 1 10501 BK STD	GRIN,COUNTER STOOL,METAL SLED,NO STITCH NO PIPING GRADE 1 STARDUST LYNX BLACK STANDARD GLIDE	BREAKROOM 124	3	\$ 357.48	\$ 1,072.44
19					5490-6000 Fabric Sling Frame	BROWN JORDAN Oscar Lounge Chair TBD TBD TBD	BREAKROOM 124	2	\$ 448.75	\$ 897.50
20			ALM	ALR	HLT2 WH	Host Table, 13.5"w x 13.5"d x 23.6"h White as Snow	BREAKROOM 124	2	\$ 226.15	\$ 452.30
21			ENC	ENC	52121 G1 GEN1 (DILLON) TOR ***** STD 06 ****	52121 Melina Guest Chair, 4-Leg Metal Base GRD: Upholstery Grade 1 Regular Grade 1 PATTERN: Dillon TONE: Single-Tone Base Finish: Standard Metal Finish: #06 Charcoal Grey Options Complete	BREAKROOM 124	8	\$ 733.13	\$ 5,865.04
22			ALS	AGR	NA48R .FSC \$(P1) .P7A \$(L1CORE) ~ ~	Park 48" Round Meeting Table FSC Mixed Wood P1 Paint Opt Textured Flint L1 Core Lam Opt Undecided LAMINATE Option Undecided EDGE Option	BREAKROOM 124	2	\$ 454.79	\$ 909.58
23			FRI	FRS	FAR-SYS-CH-04-STEEL	Jest Table Chair, Steel, BOX of 2	BREAKROOM 124	10	\$ 511.88	\$ 5,118.80
24			ALS	ATA	AMPTLF24RND .FSC \$(L1CORE) ~ ~	Structure 24" Diameter Round Top Lam SqrEdge FSC Mix Credit L1 Core Lam Opt Undecided LAMINATE Option Undecided EDGE Option	BREAKROOM 124	5	\$ 88.09	\$ 440.45
25			ALS	ATA	AMPTPR18M \$(P1) P7A	Structure Round Ped Base Med. Occasional Height P1 Paint Grade Textured Flint	BREAKROOM 124	5	\$ 182.38	\$ 911.90

Item	✓	Preview	Mfg	Cat	Part Number	Part Description	Alias 1	Qty	Sell	Ext Sell
sub						BREAKROOM 124 Subtotal	BREAKROOM 124			\$ 16,668.48
26	✓		JSI	J19	NAV48120-30TTLB	Native Rectangular Table with Open Loop Base- 48d x 120w x 29 3/8h Veneer Eased Edge Double Cut Veneer Fossil Coordinating Laminate Top Matte Black 2 Cut Outs (2) Minis - 13" cut out for Mini Oasis or S... Need to request special 144W	CONFERENCE	1	\$ 3,518.00	\$ 3,518.00
27	✓		JSI	J19	NAB0301-24LBWM	Native Wire Manager - Open Loop Base- 1/2"d x 3/4"w x 23 3/4"h Matte Black	CONFERENCE	1	\$ 113.50	\$ 113.50
28	✓		JSI	J19	EC37	Native Oasis Mini Power Unit- 9d x 14 3/8w x 4 3/4h Matte Black	CONFERENCE	1	\$ 606.50	\$ 606.50
29						KNOLL SAARINEN Executive Arm Chair Metal Legs Fabric Black Chrome or Gold TBD	CONFERENCE	12	\$ 1,039.38	\$ 12,472.56
sub						Subtotal				\$ 16,710.56
30	✓		HON	HTL	HHAB3S3L	Height Base Adjustable - electric 3 Stage, 3 Leg Black	OFFICE 133 SHARED	2	\$ 853.20	\$ 1,706.40
31	✓		HON	HTL	HHAWV724824RP	72" x 48" x 24" Corner Cove Worksurface Right Grd L1 Standard Laminates Designer White 15051 Designer White Designer White 15051	OFFICE 133 SHARED	1	\$ 373.50	\$ 373.50
32	✓		HON	HTL	HHAWV724824LP	72" x 48" x 24" Corner Cove Worksurface Left Grd L1 Standard Laminates Designer White 15051 Designer White Designer White 15051	OFFICE 133 SHARED	1	\$ 373.50	\$ 373.50
33	✓		HON	HCG	HNLRC2496	96W x 24D Rectangle Worksurface Smooth, Flat Designer White Color: Platinum Grd L1 Standard Laminates Designer White 15051	OFFICE 133 SHARED	1	\$ 239.40	\$ 239.40
34	✓		HON	HCG	HLSLZ5SC72	60"W External Stiffener Color: Black	OFFICE 133 SHARED	1	\$ 49.50	\$ 49.50
35	✓		HON	HSF	HPSEAT24ND	Contain 15x24 Pedestal Cushion Gr 1 Uph Undecided FABRIC Option	OFFICE 133 SHARED	4	\$ 87.30	\$ 349.20
36	✓		HON	HSF	HSPM211524BFLA	Contain 21X15X24 B/F Mob Ped Lam Frt Arch Pull P1 Paint Opts Designer White Omt Core to Order Key Alike Grd L1 Standard Laminates Undecided LAMINATE Option	OFFICE 133 SHARED	1	\$ 330.75	\$ 330.75
37	✓		HON	HSF	HSPM271524FFLA	Contain 27X15X24 F/F Mob Ped Lam Frt Arch Pull P1 Paint Opts Designer White Omt Core to Order Key Alike Grd L1 Standard Laminates Undecided LAMINATE Option	OFFICE 133 SHARED	2	\$ 425.70	\$ 851.40












Item	✓	Preview	Mfg	Cat	Part Number	Part Description	Alias 1	Qty	Sell	Ext Sell
38	✓		HON	HSF	HSPSBX281524BBFLA \$(P1) .PJW X \$(L1STD) ~	Contain B/B/F SuppPed 28Hx24D RecessKP Lam-A-Pull P1 Paint Opts Designer White Omt Core to Order Key Alike Grd L1 Standard Laminates Undecided LAMINATE Option	OFFICE 133 SHARED	1	\$ 414.90	\$ 414.90
39	✓		HON	HSF	HSPSBX281524FFFLA \$(P1) .PJW X \$(L1STD) ~	Contain F/F SuppPed 28Hx24D RecessKP Lam-A-Pull P1 Paint Opts Designer White Omt Core to Order Key Alike Grd L1 Standard Laminates Undecided LAMINATE Option	OFFICE 133 SHARED	1	\$ 414.90	\$ 414.90
40	✓		HON	HND	HF23C .X107E	Lock Core Replacement Kit Brushed Chrome KEY NUMBER: 107E	OFFICE 133 SHARED	2	\$ 18.90	\$ 37.80
41	✓		HON	HND	HF23C .X108E	Lock Core Replacement Kit Brushed Chrome KEY NUMBER: 108E	OFFICE 133 SHARED	2	\$ 18.90	\$ 37.80
42	✓		HON	HND	HF23C .X109E	Lock Core Replacement Kit Brushed Chrome KEY NUMBER: 109E	OFFICE 133 SHARED	2	\$ 18.90	\$ 37.80
43	✓		HON	HND	HF23C .X109E	Lock Core Replacement Kit Brushed Chrome KEY NUMBER: 109E	OFFICE 133 SHARED	1	\$ 18.90	\$ 18.90
44	✓		HON	HCG	HNL241865WLR .C \$(L1STD) LDW1 \$(L1STD) P	18x24x64-3/4 Wardrobe/Storage Cab lam dr Rt Canopy/Satin Grd L1 Standard Laminates Designer White 15051 Grd L1 Standard Laminates LAM: Black	OFFICE 133 SHARED	1	\$ 715.50	\$ 715.50
45	✓		HON	HVO	HLSLR3066 \$(L1STD) LDW1 DW X	Voi 30"D x 66" W Rectangle Worksurface Grd L1 Standard Laminates Designer White 15051 Designer White 15051 No Grommets	OFFICE 133 SHARED	1	\$ 194.40	\$ 194.40
46	✓		HON	HVO	HLSLZ5SC54 .P	42"W External Stiffener Color: Black	OFFICE 133 SHARED	1	\$ 41.85	\$ 41.85
47	✓		HON	HVO	HLSL30410 \$(P1) P	Voi 30D x 41H O-Leg Support for Worksurfaces P1 Paint Opts Black	OFFICE 133 SHARED	1	\$ 213.30	\$ 213.30
48	✓		HON	HCG	HNL1530BK3 G P \$(L1STD) P \$(L1STD) P	30x14-1/4x42 Bookcase 3-shelf Smooth, Flat Black Grd L1 Standard Laminates LAM: Black Grd L1 Standard Laminates LAM: Black	OFFICE 133 SHARED	1	\$ 288.00	\$ 288.00
sub						OFFICE 133 SHARED Subtotal	OFFICE 133 SHARED			\$ 6,688.80
49	✓		HON	HCG	HNLRC3072 G DW T1 \$(L1STD) .LDW1	72W x 30D Rectangle Worksurface Smooth, Flat Designer White Color: Platinum Grd L1 Standard Laminates Designer White 15051	OFFICES 116 THRU 120	5	\$ 202.16	\$ 1,010.80

Item	✓	Preview	Mfg	Cat	Part Number	Part Description	Alias 1	Qty	Sell	Ext Sell
50	✓		HON	HCG	HNLRC2442 .G DW T1 \$(L1STD) LDW1	42W x 24D Rectangle Worksurface Smooth, Flat Designer White Color: Platinum Grd L1 Standard Laminates Designer White 15051	OFFICES 116 THRU 120	5	\$ 120.64	\$ 603.20
51	✓		HON	HCL	HHN831124 .S	Flat Bracket 24D Color: Charcoal	OFFICES 116 THRU 120	5	\$ 30.16	\$ 150.80
52	✓		HON	HTL	HHAB3S2L P71	Height Adjustable Base - electric 3 Stage, 2 Leg Black	OFFICES 116 THRU 120	5	\$ 527.80	\$ 2,639.00
53	✓		HON	HCG	HLAMSHB30 \$(L1STD) P	5-1/8Wx26Dx26-1/4H Shroud for HAB w/ 30D Top Grd L1 Standard Laminates LAM: Black	OFFICES 116 THRU 120	10	\$ 399.63	\$ 3,996.30
54	✓		HON	HCG	HNLMP7210 \$(L1STD) P	72W x 10H Modesty / Back Panel Grd L1 Standard Laminates LAM: Black	OFFICES 116 THRU 120	5	\$ 134.31	\$ 671.55
55	✓		ALS	AWS	9120R8424 G0 \$(L1CORE) LDW1 DW .722W X200D	Spcl Size 72-1/8-84Wx18-1/8-24D Flat Eg No grom L1 Core Lam Opts LAM: Designer White 15051 Edg: Designer White 72 2/8" W 20" Depth	OPEN OFFICE 115	2	\$ 471.73	\$ 943.46
56	✓		HON	HCL	HLSL2028B \$(L1STD) LDW1 \$(L1STD) P T1	20"D x 28" Box/Box/File Pedestal Support Grd L1 Standard Laminates Designer White 15051 Grd L1 Standard Laminates LAM: Black 1595-60 Clr: Platinum	OFFICES 116 THRU 120	5	\$ 324.69	\$ 1,623.45
57	✓		HON	HCL	HLSL2028F \$(L1STD) LDW1 \$(L1STD) P T1	20"D x 28" File/File Pedestal Support Grd L1 Standard Laminates Designer White 15051 Grd L1 Standard Laminates LAM: Black 1595-60 Clr: Platinum	OFFICES 116 THRU 120	5	\$ 324.69	\$ 1,623.45
58	✓		HON	HVO	HLSL2036L2 \$(L1STD) LDW1 \$(L1STD) P T1	Voi 2 drawer lateral: 20x36x29.5 Grd L1 Standard Laminates Designer White 15051 Grd L1 Standard Laminates LAM: Black 1595-60 Clr: Platinum Requested special w no top	OFFICES 116 THRU 120	5	\$ 542.88	\$ 2,714.40
59	✓		HON	HND	HF23C .X102E	Lock Core Replacement Kit Brushed Chrome KEY NUMBER: 102E	OFFICES 116 THRU 120	3	\$ 18.90	\$ 56.70
60	✓		HON	HND	HF23C .X103E	Lock Core Replacement Kit Brushed Chrome KEY NUMBER: 103E	OFFICES 116 THRU 120	3	\$ 18.90	\$ 56.70
61	✓		HON	HND	HF23C .X104E	Lock Core Replacement Kit Brushed Chrome KEY NUMBER: 104E	OFFICES 116 THRU 120	3	\$ 18.90	\$ 56.70
62	✓		HON	HND	HF23C .X105E	Lock Core Replacement Kit Brushed Chrome KEY NUMBER: 105E	OFFICES 116 THRU 120	3	\$ 18.90	\$ 56.70












Item	✓	Preview	Mfg	Cat	Part Number	Part Description	Alias 1	Qty	Sell	Ext Sell
63	✓		HON	HND	HF23C	Lock Core Replacement Kit Brushed Chrome	OFFICES 116 THRU 120	3	\$ 18.90	\$ 56.70
					.X106E	KEY NUMBER: 106E				
64	✓		ENC	ENC	6280	6280 Clipse Love Seat	OFFICES 116 THRU 120	1	\$ 1,388.13	\$ 1,388.13
					GA ARA (TEST) TOR ***** STD 95 --- --- *****	GRD: Upholstery Grade A Architex Grade A PATTERN: Test TONE: Single-Tone Base Finish: Standard Metal Finish: #95 Satin Black No Tablet Option No Power Port Options Complete				
65	✓		ALS	ATA	AMPTLF30RND	Structure 30" Diameter Round Top Lam SqrEdge	OFFICES 116 THRU 120	1	\$ 105.70	\$ 105.70
					.X \$(L1CORE) LDW1 DW	Standard Wood L1 Core Lam Opts LAM: Designer White 15051 Edg: Designer White				
66	✓		ALS	ATA	AMPTPS18M	Structure Square Ped Base Med. Occasional Height	OFFICES 116 THRU 120	1	\$ 204.56	\$ 204.56
					\$(P1) .P6P	P1 Paint Grade Black Mica Texture				
sub						OFFICES 116 - 118-119-120 Subtotal	OFFICES 116 - 118-11...			\$ 17,958.30
67	✓		ALS	ALF	AUCHL15U	Hinge-Dr Bin USB Console 20H x 10W x 15D LH	WORKSTATIONS 102_6 PACK	6	\$ 233.60	\$ 1,401.60
					.S PR6 \$(P1) P71 \$(P1) P.JW PL CGR .STD .STRM	Square Silver P1 Paint Opts CLR: Black P1 Paint Opts CLR: Designer White Poly Liner Cool Grey Standard Random key Storm				
68	✓		ALS	ALF	ALKF23C	Core Remove Lock Kit	WORKSTATIONS 102_6 PACK	6	\$ 7.48	\$ 44.88
					.X101E	Key Number 101E				
69	✓		HON	HCL	HEC42PT	T Connector 42.5H	WORKSTATIONS 102_6 PACK	2	\$ 43.83	\$ 87.66
					\$(P1) .P.JW	P1 Paint Opts Designer White				
70	✓		HON	HCL	HEC42PX	X Connector 42.5H	WORKSTATIONS 102_6 PACK	2	\$ 43.83	\$ 87.66
					\$(P1) .P.JW	P1 Paint Opts Designer White				
71	✓		HON	HCL	HSCKTPS	Straight Connector Kit	WORKSTATIONS 102_6 PACK	9	\$ 6.78	\$ 61.02
					.X	No Option				
72	✓		HON	HCL	HEFEC42P	Panel Finished End Covers 42.5H	WORKSTATIONS 102_6 PACK	8	\$ 18.53	\$ 148.24
					\$(P1) .P.JW	P1 Paint Opts Designer White				
73	✓		HON	HCL	HEFG1542	Frameless Glass 15H x 42W	WORKSTATIONS 102_6 PACK	6	\$ 194.16	\$ 1,164.96
					\$(P1) ~ Q	P1 Paint Opts Undecided PAINT Option Glass: Clear				










Item	✓	Preview	Mfg	Cat	Part Number	Part Description	Alias 1	Qty	Sell	Ext Sell
74	✓		HON	HCL	HEFG1572 \$(P1) .PJW Q	Frameless Glass 15H x 72W P1 Paint Opts Designer White Glass: Clear	WORKSTATIONS 102_6 PACK	6	\$ 301.39	\$ 1,808.34
75	✓		HON	HCL	HETP4220FP \$(A) .CU 22 \$(P1) .PJW	Tackable Panel w/o TC 42.5H x 20W Gr A Fabric FABRIC: Centurion COLOR: Frost P1 Paint Opts Designer White	WORKSTATIONS 102_6 PACK	2	\$ 103.31	\$ 206.62
76	✓		HON	HCL	HETP4236FP \$(A) .CU 22 \$(P1) .PJW	Tackable Panel w/o TC 42.5H x 36W Gr A Fabric FABRIC: Centurion COLOR: Frost P1 Paint Opts Designer White	WORKSTATIONS 102_6 PACK	6	\$ 120.06	\$ 720.36
77	✓		HON	HCL	HETP4242FP \$(A) .CU 22 \$(P1) .PJW	Tackable Panel w/o TC 42.5H x 42W Gr A Fabric FABRIC: Centurion COLOR: Frost P1 Paint Opts Designer White	WORKSTATIONS 102_6 PACK	6	\$ 130.75	\$ 784.50
78	✓		HON	HCL	HH871242	Electrical Power Harness 42W 3-1 & 2-2 Systems	WORKSTATIONS 102_6 PACK	3	\$ 76.24	\$ 228.72
79	✓		HON	HCL	HH871042	Electrical Pass-Thru w/o Power Block42"3-1&2-2	WORKSTATIONS 102_6 PACK	3	\$ 43.83	\$ 131.49
80	✓		HON	HCL	HH871136	Electrical Pass-Thru Cable 36W 3-1 & 2-2 Systems	WORKSTATIONS 102_6 PACK	1	\$ 45.60	\$ 45.60
81	✓		HON	HCL	HH871503	Duplex Receptacle Circuit 3 3-1 System Only	WORKSTATIONS 102_6 PACK	6	\$ 15.33	\$ 91.98
82	✓		HON	HCL	HH871504 DW	Duplex Receptacle Circuit 4 3-1 & 2-2 Systems Designer white	WORKSTATIONS 102_6 PACK	6	\$ 15.33	\$ 91.98
83	✓		HON	HCL	HH879072	Base In-Feed Cable Base 3-1 & 2-2 Systems	WORKSTATIONS 102_6 PACK	1	\$ 80.88	\$ 80.88
84	✓		HON	HTL	HHAB3S2L P8L	Height Adjustable Base - electric 3 Stage, 2 Leg Nickel	WORKSTATIONS 102_6 PACK	6	\$ 527.80	\$ 3,166.80
85	✓		HON	HTL	HHAW3072P \$(L1STD) .LDW1 DW T1	72W x 30D Rectangle Worksurface Grd L1 Standard Laminates Designer White 15051 Designer White Grommet: Platinum	WORKSTATIONS 102_6 PACK	6	\$ 290.29	\$ 1,741.74
86	✓		HON	HVO	HLSL2036CH2 \$(1) ~	Cred Cushion: 20x36x1 Grd 1 Uph Undecided FABRIC Option	WORKSTATIONS 102_6 PACK	6	\$ 140.36	\$ 842.16
87	✓		HON	HVO	HLSL2036LD1 \$(L1STD) .LDW1 \$(L1STD) .LDW1 .T1	Voi Low credenza (1 file drw open top)20x36x21.5 Grd L1 Standard Laminates Designer White 15051 Grd L1 Standard Laminates Designer White 15051 Clr: Platinum	WORKSTATIONS 102_6 PACK	6	\$ 353.40	\$ 2,120.40

Item	✓	Preview	Mfg	Cat	Part Number	Part Description	Alias 1	Qty	Sell	Ext Sell
88	✓		HON	HND	HF23C	Lock Core Replacement Kit Brushed Chrome	WORKSTATIONS 102_6 PACK	7	\$ 18.90	\$ 132.30
					X102E	KEY NUMBER: 102E				
89	✓		ALS	AWS	9120R8424	Spcl Size 72-1/8-84Wx18-1/8-24D Flat Edge	WORKSTATIONS 102_6 PACK	2	\$ 356.61	\$ 713.22
					.G0 \$(L1CORE) .LDW1 .DW .721W X240D	No grom L1 Core Lam Opts LAM: Designer White 15051 Edg: Designer White 72 1/8" W 24" Depth				
90	✓		HON	HSF	H882	Brigade 800 Series Lateral File 2 Drawer 36W	WORKSTATIONS 102_6 PACK	4	\$ 396.90	\$ 1,587.60
					.L \$(P1) .P	Standard Random Key Lock P1 Paint Opts Black				
sub						OPEN OFFICE 102 8 WORKSTATIONS..	OPEN OFFICE 102 8 ...			\$ 17,490.71
91			HON	HCG	HNLRC3072	72W x 30D Rectangle Worksurface	OPEN OFFICE 115	2	\$ 202.16	\$ 404.32
					.G DW .T1 \$(L1STD) .LDW1	Smooth, Flat Designer White Color: Platinum Grd L1 Standard Laminates Designer White 15051				
92	✓		HON	HCG	HNLRC2442	42W x 24D Rectangle Worksurface	OPEN OFFICE 115	2	\$ 120.64	\$ 241.28
					.G DW .T1 \$(L1STD) .LDW1	Smooth, Flat Designer White Color: Platinum Grd L1 Standard Laminates Designer White 15051				
93	✓		HON	HCL	HHN831124	Flat Bracket 24D	OPEN OFFICE 115	2	\$ 30.16	\$ 60.32
					S	Color: Charcoal				
94	✓		HON	HTL	HHAB3S2L	Height Adjustable Base - electric 3 Stage, 2 Leg	OPEN OFFICE 115	2	\$ 527.80	\$ 1,055.60
					.P71	Black				
95	✓		HON	HCG	HLAMSHB30	5-1/8Wx26Dx26-1/4H Shroud for HAB w/ 30D Top	OPEN OFFICE 115	4	\$ 399.63	\$ 1,598.52
					\$(L1STD) .P	Grd L1 Standard Laminates LAM: Black				
96	✓		HON	HCG	HNLMP7210	72W x 10H Modesty / Back Panel	OPEN OFFICE 115	1	\$ 134.31	\$ 134.31
					\$(L1STD) .P	Grd L1 Standard Laminates LAM: Black				
97	✓		ALS	AWS	9120R8424	Spcl Size 72-1/8-84Wx18-1/8-24D Flat Edge	OPEN OFFICE 115	2	\$ 356.61	\$ 713.22
					.G0 \$(L1CORE) .LDW1 .DW .722W X200D	No grom L1 Core Lam Opts LAM: Designer White 15051 Edg: Designer White 72 2/8" W 20" Depth				
98	✓		HON	HCL	HLSL2028B	20"D x 28" Box/Box/File Pedestal Support	OPEN OFFICE 115	2	\$ 310.05	\$ 620.10
					\$(L1STD) .LDW1 \$(L1STD) .P .T1	Grd L1 Standard Laminates Designer White 15051 Grd L1 Standard Laminates LAM: Black 1595-60 Clr: Platinum				

Item	Preview	Mfg	Cat	Part Number	Part Description	Alias 1	Qty	Sell	Ext Sell
99		HON	HCL	HL2028F \$(L1STD) .LDW1 \$(L1STD) P T1	20"D x 28" File/File Pedestal Support Grd L1 Standard Laminates Designer White 15051 Grd L1 Standard Laminates LAM: Black 1595-60 Clr: Platinum	OPEN OFFICE 115	2	\$ 310.05	\$ 620.10
100		HON	HVO	HL2036L2 \$(L1STD) .LDW1 \$(L1STD) P T1	Voi 2 drawer lateral: 20x36x29.5 Grd L1 Standard Laminates Designer White 15051 Grd L1 Standard Laminates LAM: Black 1595-60 Clr: Platinum Requested special w no top	OFFICES 116 THRU 120	2	\$ 518.40	\$ 1,036.80
101		HON	HND	HF23C .X102E	9120R9624 KEY NUMBER: 102E	OPEN OFFICE 115	3	\$ 18.90	\$ 56.70
102		HON	HND	HF23C .X103E	Lock Core Replacement Kit Brushed Chrome KEY NUMBER: 103E	OPEN OFFICE 115	3	\$ 18.90	\$ 56.70
103		HON	HTL	HTLC4272HCTP .N \$(L1STD) .LK11 \$(L1STD) .LK11 \$(L1STD) .LK11 .KI	Presd 42Wx72L Cafe HT non-pwrd Colib Tbl w/prtl mod No Grommets Grd L1 Standard Laminates LAM: Kingswood Walnut Grd L1 Standard Laminates LAM: Kingswood Walnut Grd L1 Standard Laminates LAM: Kingswood Walnut Kingswood Walnut	OPEN OFFICE 115	1	\$ 729.96	\$ 729.96
104		NOF	NL1	N49BUNM 1 10501 BK STD	GRIN,BAR STOOL,METAL SLED,NO STITCH NO PIPING GRADE 1 STARDUST LYNX BLACK STANDARD GLIDE	OPEN OFFICE 115	4	\$ 369.46	\$ 1,477.84
sub					OPEN OFFICE 115 Subtotal	OPEN OFFICE 115			\$ 8,805.77
105		ALS	ALF	AUHL15U .S PR6 \$(P1) .P71 \$(P1) P.JW PL CGR .STD .STRM	Hinge-Dr Bin USB Console 20H x 10W x 15D LH Square Silver P1 Paint Opts CLR: Black P1 Paint Opts CLR: Designer White Poly Liner Cool Grey Standard Random key Storm	OPEN OFFICE 122_10 PACK	10	\$ 233.60	\$ 2,336.00
106		ALS	ALF	ALKF23C ...	Core Remove Lock Kit Skipped Option	OPEN OFFICE 122_10 PACK	10	\$ 7.13	\$ 71.30
107		HON	HCL	HEC42PT \$(CORE) .P.JW	T Connector 42.5H PAINT: Select Core Paint PAINT: Designer White	OPEN OFFICE 122_10 PACK	2	\$ 43.83	\$ 87.66
108		HON	HCL	HEC42PX \$(CORE) .P.JW	X Connector 42.5H PAINT: Select Core Paint PAINT: Designer White	OPEN OFFICE 122_10 PACK	4	\$ 43.83	\$ 175.32
109		HON	HCL	HEFEC42P \$(CORE) .P.JW	Panel Finished End Covers 42.5H PAINT: Select Core Paint PAINT: Designer White	OPEN OFFICE 122_10 PACK	12	\$ 18.53	\$ 222.36

Item	✓	Preview	Mfg	Cat	Part Number	Part Description	Alias 1	Qty	Sell	Ext Sell
110	✓		HON	HCL	H5CKTSPS	Straight Connector Kit	OPEN OFFICE 122_10 PACK	13	\$ 6.78	\$ 88.14
					X	No Option				
111	✓		HON	HCL	HEFG1542	Frameless Glass 15H x 42W	OPEN OFFICE 122_10 PACK	10	\$ 194.16	\$ 1,941.60
					\$(P1) P.JW Q	P1 Paint Opts Designer White Glass: Clear				
112	✓		HON	HCL	HEFG1572	Frameless Glass 15H x 72W	OPEN OFFICE 122_10 PACK	8	\$ 301.39	\$ 2,411.12
					\$(P1) P.JW Q	P1 Paint Opts Designer White Glass: Clear				
113	✓		HON	HCL	HETP4220FP	Tackable Panel w/o TC 42.5H x 20W	OPEN OFFICE 122_10 PACK	4	\$ 103.31	\$ 413.24
					\$(A) .CU 22 \$(P1) P.JW	Gr A Fabric FABRIC: Centurion COLOR: Frost P1 Paint Opts Designer White				
114	✓		HON	HCL	HETP4236FP	Tackable Panel w/o TC 42.5H x 36W	OPEN OFFICE 122_10 PACK	16	\$ 120.06	\$ 1,920.96
					\$(A) .CU 22 \$(P1) P.JW	Gr A Fabric FABRIC: Centurion COLOR: Frost P1 Paint Opts Designer White				
115	✓		HON	HCL	HETP4242FP	Tackable Panel w/o TC 42.5H x 42W	OPEN OFFICE 122_10 PACK	10	\$ 130.75	\$ 1,307.50
					\$(A) .CU 22 \$(P1) P.JW	Gr A Fabric FABRIC: Centurion COLOR: Frost P1 Paint Opts Designer White				
116	✓		HON	HCL	HH871242	Electrical Power Harness 42W 3-1 & 2-2 Systems	OPEN OFFICE 122_10 PACK	5	\$ 76.24	\$ 381.20
117	✓		HON	HCL	HH871042	Electrical Pass-Thru w/o Power Block 42*3-1&2-2		5	\$ 43.83	\$ 219.15
118	✓		HON	HCL	HH871136	Electrical Pass-Thru Cable 36W 3-1 & 2-2 Systems	OPEN OFFICE 122_10 PACK	1	\$ 45.60	\$ 45.60
119	✓		HON	HCL	HH871501	Duplex Receptacle Circuit 1 3-1 & 2-2 Systems	OPEN OFFICE 122_10 PACK	5	\$ 15.33	\$ 76.65
					DW	Designer white				
120	✓		HON	HCL	HH871502	Duplex Receptacle Circuit 2 3-1 & 2-2 Systems	OPEN OFFICE 122_10 PACK	5	\$ 15.33	\$ 76.65
					DW	Designer white				
121	✓		HON	HCL	HH871503	Duplex Receptacle Circuit 3 3-1 System Only	OPEN OFFICE 122_10 PACK	5	\$ 15.33	\$ 76.65
					DW	Designer white				
122	✓		HON	HCL	HH871504	Duplex Receptacle Circuit 4 3-1 & 2-2 Systems	OPEN OFFICE 122_10 PACK	5	\$ 15.33	\$ 76.65
					DW	Designer white				
123	✓		HON	HCL	HH879072	Base In-Feed Cable Base 3-1 & 2-2 Systems	OPEN OFFICE 122_10 PACK	1	\$ 80.88	\$ 80.88
124	✓		HON	HTL	HHAB3S2L	Height Adjustable Base - electric 3 Stage, 2 Leg	OPEN OFFICE 122_10 PACK	10	\$ 527.80	\$ 5,278.00
					P8L	Nickel				

Item	✓	Preview	Mfg	Cat	Part Number	Part Description	Alias 1	Qty	Sell	Ext Sell
125	✓		HON	HTL	HAW3072P \$(L1STD) .LDW1 .DW .T1	72W x 30D Rectangle Worksurface Grd L1 Standard Laminates Designer White 15051 Designer White Grommet: Platinum	OPEN OFFICE 122_10 PACK	10	\$ 290.29	\$ 2,902.90
126	✓		HON	HVO	HLSL2036CH2 \$(1) ~	Cred Cushion: 20x36x1 Grd 1 Uph Undecided FABRIC Option	OPEN OFFICE 122_10 PACK	10	\$ 140.36	\$ 1,403.60
127	✓		HON	HVO	HLSL2036LD1 \$(L1STD) .LDW1 \$(L1STD) .LDW1 .T1	Voi Low credenza (1 file drw open top)20x36x21.5 Grd L1 Standard Laminates Designer White 15051 Grd L1 Standard Laminates Designer White 15051 Clr: Platinum	OPEN OFFICE 122_10 PACK	10	\$ 353.40	\$ 3,534.00
128	✓		HON	HND	HF23C X102E	Lock Core Replacement Kit Brushed Chrome KEY NUMBER: 102E	OPEN OFFICE 122_10 PACK	10	\$ 18.90	\$ 189.00
sub						OPEN OFFICE 122 12 WORKSTATION...	OPEN OFFICE 122 12 ...			\$ 25,316.13
129	✓		SAF	SAF	5241 BL	18 x 48" Wire Shelving Starter Unit Black	TECH STORAGE 114	2	\$ 126.90	\$ 253.80
130	✓		SAF	SAF	5276 BL	18 x 36" Wire Shelving Starter Unit Black	TECH STORAGE 114	2	\$ 113.85	\$ 227.70
131	✓		HON	HSF	H9183N .L \$(CORE) ~	Flagship 36W 3-Drw "N" Pull Lateral 36W 39-1/8H 18D Standard Random Key Lock PAINT: Select Core Paint Undecided PAINT Option	TECH STORAGE 114	2	\$ 623.70	\$ 1,247.40
132	✓		HON	HSF	H919472 \$(L1STD) ~	72Wx18D Square Edge Laminate Top For Lateral File Grd L1 Standard Laminates Undecided LAMINATE Option	TECH STORAGE 114	1	\$ 353.70	\$ 353.70
133	✓		HON	HSF	HSC1872 .L \$(CORE) ~	Storage Cabinet 18D x 36W x 72H Standard Random Key Lock PAINT: Select Core Paint Undecided PAINT Option	TECH STORAGE 114	2	\$ 426.15	\$ 852.30
sub						TECH STORAGE 114 Subtotal	TECH STORAGE 114			\$ 2,934.90
134	✓		HON	HSN	HMN2 F .H .IM ~ \$(1) ~ PLAT	Motivate Nest/Stack Chair-Flex Bck-Uph Seat Arm: Fixed Arm Hard Black Mesh Undecided SHELL Option Gr 1 UPH Undecided FABRIC Option FRAME: Platinum Metallic	TRAINING 105	28	\$ 302.08	\$ 8,458.24
135	✓		HON	HTL	HMVR-2460G-NS .G \$(L1STD) .LDW1 .DW .C \$(CORE) PLAT	Motivate Table Rect 24Dx60W 2mm Edge Nesting Base 3" Round Grommet Grd L1 Standard Laminates Designer White Designer White Caster Paint Grade: Core Paint Platinum Textured	TRAINING 105	14	\$ 578.23	\$ 8,095.22

Item	Preview	Mfg	Cat	Part Number	Part Description	Alias 1	Qty	Sell	Ext Sell
136		OFS	OCC	83-9030DSD ~VEN B4Z DST DST ADJS MSL LCK2	Rowen, Door Storage/Open Storage/Door Storage Credenza 89.5x20x30 Veneer Quartered Desert Desert Adjustable Shelf Luster Grey Requires 2 Lock Cores, Locking (availabl...	TRAINING 105	2	\$ 2,590.00	\$ 5,180.00
sub					TRAINING 105 Subtotal	TRAINING 105			\$ 21,733.46
137		OTG	OTG	402W Frame Mesh Back Arm Pads Fabric Seat	I-DESK Oroblanco HIGH Back Task Chair 23-25Dx27.75Wx39-43H White Grey Grey Grade 1 Charcoal	Task Chairs	27	\$ 334.88	\$ 9,041.76
138		ENC	ENC	52121 GA MOA (ORIGIN^) TOR **** STD 95 ****	52121 Melina Guest Chair, 4-Leg Metal Base GRD: Upholstery Grade A Momentum Grade A PATTERN: Origin^ TONE: Single-Tone Base Finish: Standard Metal Finish: #95 Satin Black Options Complete	Guest Chairs	14	\$ 702.50	\$ 9,835.00
139		HUM	HUM	X2B CM S D S B D S B 12 NA	M/Flex for M2.1 Monitor Arm, Dual Bracket for 2 Monitors Two-Piece Clamp Mount with Base Silver with Gray Trim Dynamic Link Slider for Single Monitor Standard 100mm x 100mm, black Dynamic Link Slider for Single Monitor Standard 100mm x 100mm, black 12" high Post North America	Monitor Arms	23	\$ 317.48	\$ 7,302.04
140		HUM	HUM	X2B BT S D S B D S B 12 NA	M/Flex for M2.1 Monitor Arm, Dual Bracket for 2 Monitors Bolt-Through Mount with Base Silver with Gray Trim Dynamic Link Slider for Single Monitor Standard 100mm x 100mm, black Dynamic Link Slider for Single Monitor Standard 100mm x 100mm, black 12" high Post North America	Monitor Arms	2	\$ 319.00	\$ 638.00
141		HUM	HUM	X2D CM S 1 S G 12 NA	M/Flex for M2.1 Monitor Arm, One Single Monitor Bracket Two-Piece Clamp Mount with Base Silver with Gray Trim 12" Straight Link Slider for Single Monitor Standard 100mm x 100mm, gray 12" high Post North America	Monitor Arms	1	\$ 177.86	\$ 177.86
142		HUM	HUM	M C 21 S NA	M/Connect 1 with Clamp Mount - not available with M2.1, M8.1, M10 or stand ... Clamp Mount M2.1 Silver with Gray Trim North America	Monitor Arms	26	\$ 149.18	\$ 3,878.68
143		HUM	HUM	NTMGG	Neat Tech, Pinstripe Graphite Basket / Gray trim	Wire Management	23	\$ 58.53	\$ 1,346.19
sub					Subtotal				\$ 32,219.53
144		x		SCFAC-CAL Frame Seat & Back	FORMS & SURFACES Factor Chairs No Arms Clay Clay	OUTDOOR	4	\$ 562.50	\$ 2,250.00

Item	✓	Preview	Mfg	Cat	Part Number	Part Description	Alias 1	Qty	Sell	Ext Sell
145				x	SCFAC-CAL	FORMS & SURFACES Factor Chairs No Arms Aluminum Ink Blue	OUTDOOR	8	\$ 562.50	\$ 4,500.00
146				x	SCFAC-CAL-A	FORMS & SURFACES Factor Chairs with Arms Aluminum Deep Ocean	OUTDOOR	4	\$ 593.75	\$ 2,375.00
147				x	SCFAC-CAC	FORMS & SURFACES Factor Chairs No Arms Black Camura Wood	OUTDOOR	8	\$ 687.50	\$ 5,500.00
148				x	SCFAC-CAC-A	FORMS & SURFACES Factor Chairs with Arms Black Camura Wood	OUTDOOR	8	\$ 718.75	\$ 5,750.00
149				8	STFAC-C4242C	FORMS & SURFACES Factor 42x42 Tables, Camura Slat Top Color TBD	OUTDOOR	8	\$ 1,937.50	\$ 15,500.00
150				x	SCVYA-W	FORMS & SURFACES Vaya Lounge Chairs, Camura Slats TBD	OUTDOOR	2	\$ 1,993.75	\$ 3,987.50
151				x	STVYA-2526W	FORMS & SURFACES Vaya Tables 25x26x14.6 Side Table, Camura Slats TBD	OUTDOOR	1	\$ 1,071.25	\$ 1,071.25
152						FORMS & SURFACES - FREIGHT	OUTDOOR	1	\$ 5,457.78	\$ 5,457.78
sub						OUTDOOR PATIO Subtotal	OUTDOOR PATIO			\$ 46,391.53
153			SAF	SAF	1925	Muv Height-Adjustable Desk 28"W Medium Oak	COMPUTER CARTS	3	\$ 245.70	\$ 737.10
154			SAF	SAF	1958	Roam Touchdown Workstation Dark Gray	COMPUTER CARTS	3	\$ 212.85	\$ 638.55
155			SAF	SAF	3000	Twixt Sitting Height Fabric Color	COMPUTER CARTS	3	\$ 115.20	\$ 345.60
sub						COMPUTER CARTS Subtotal	COMPUTER CARTS			\$ 1,721.25
156						Complete Set in place installation of the above with removal and disposal of ...		1	\$ 12,564.00	\$ 12,564.10
157								1	\$ 0.00	\$ 0.00
Grand Total										\$ 257,245.00

MEMORANDUM OF UNDERSTANDING

Agreement #21020
2020-2021

This Memorandum of Understanding (MOU) is between the **Sacramento County Office of Education**, hereinafter referred to as "**SCOE**," and **Sacramento City Unified School District** for Woodbine Elementary School, hereinafter referred to as "**District**."

The purpose of this MOU is to detail the roles and responsibilities of **SCOE** and the **District** in regard to delivering instructional support services to staff. Once signed by both parties, this MOU is in effect, and may be terminated by either entity in writing, but not less than seven business days prior to the first day of service.

No audio or visual recording of the services provided under this agreement may be made by any means without the advance written authorization of SCOE.

A. Term: The term of this MOU shall be from August 17, 2020-May 30, 2021.

B. SCOE agrees to:

1. Provide a primary contact person and service provider(s) for all work under this MOU.

MOU Contact:

Becky Sullivan

(916) 228-2220

bsullivan@scoe.net

Services provided by:

Melissa Hilleby

(916) 228-2553

mhilleby@scoe.net

2. Provide the following service:
3. SCOE will provide support for English Language Arts and SIPPS. See Exhibit A, for schedule and details, which is attached hereto and incorporated by reference.
Location of the service
Woodbine Elementary School
2500 52th Avenue
Sacramento, CA 95822
4. SCOE will make every effort to accommodate changes in dates as needed, however rescheduling is not guaranteed as dates are dependent on availability.
5. Provide an evaluation of services.
6. Provide training materials. Any and all training material are the exclusive property of SCOE. **District** and its agents must obtain written permission from SCOE before it disseminates, markets, or otherwise uses the training materials.
7. Invoice **District** within 30 days of execution of this MOU:
Sacramento City Unified School District
5735 47th Avenue
Sacramento, CA 95824

C. District agrees to:

1. Provide a primary contact person for all work under this MOU.
Chase Tafoya
(916) 395-4910
Chase-Tafoya@scusd.edu
2. Ensure the site principal/district representative is present during services.
3. Participate in an evaluation of services.
4. Provide facility for training.
5. Provide SCOE with a copy of attendance sign-in sheet upon request.
6. Provide the audio-visual equipment and table supplies.
7. Provide requested materials for participants (e.g., Teacher's Edition).

D. Fiscal: District agrees to pay SCOE \$84,000 within 60 days of invoicing.

E. General Provisions

1. **Indemnity.** Each party agrees to defend, indemnify, and hold harmless each of the other parties (including a party's directors, agents, officers and employees), from any claim, action, or proceeding arising from any actual or alleged act or omissions of the indemnifying party, its director, agents, officers, or employees arising from the indemnifying party's duties and obligations described in this agreement or imposed by law.
 - a. It is the intention of the parties that this section imposes on each party responsibility to the others for the acts and omissions of their respective elected and appointed officials, employees, representatives, agents, subcontractors and volunteers, and that the provisions of comparative fault shall apply. This provision shall survive the termination of this agreement for any claim related to this agreement.
2. **Independent Agents.** This MOU is by and between independent agents and does not create the relationship of agent, servant, employee, partnership, joint venture and/or association between the independent agents.
3. **Nondiscrimination.** Any service provided by the parties pursuant to this Agreement 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.
4. **Insurance.** All 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 a party to this agreement.

MEMORANDUM OF UNDERSTANDING, Agreement #21020

- 5. Entire Agreement.** This MOU constitutes the entire agreement and understanding of the parties. All prior understandings, terms or conditions are deemed merged into this MOU. Any changes to this MOU must be agreed to in writing by all parties.

The undersigned represent that they are authorized representatives of the parties and hereby execute this MOU. This MOU may be executed in counterparts each of which shall be deemed an original, but all of which together shall constitute one and the same document. Photographic copies of the signed counterparts may be used in lieu of the originals for any purpose.

Sacramento County Office of Education
Brent Malicote
Assistant Superintendent, Educational Services

Sacramento City Unified School District
Rose Ramos
Chief Business Officer



Signature

7.27.2020

Date

Signature

Date



Director Approval

7/27/20

Date

**Exhibit A
Sacramento City Unified School District
for Woodbine Elementary School**

Note: Dates, times, and content is tentative and may be adjusted to better meet the needs of the client.

Date	Support Description	Attend		Notes
		T	A	
	Back to School Planning Support			
8/17/20	PBIS Training	16	2	
8/18/20	Whole Staff Data Analysis, PDSA Activities-AM Kinder Grade Level Collaboration-PM	16	2	
8/19/20	4th/5th Grade Level Collaboration-AM 6th Grade Level Collaboration-PM	6	2	
8/20/20	2nd/3rd Grade Level Collaboration-AM SPED (K-3) Collaboration-PM	6	2	
8/24/20	1st Grade Level Collaboration-AM SPED (4-6) Collaboration-PM	3	2	
8/25/20	Distance Learning/Google Classroom and On- line Strategies Collaboration	16	2	
8/27/20	SIPPS Support/New Teacher Support	?	2	
	Principal Support Days			
Sept. TBD	Walk Thru Observations with Admin.	10	2	
Oct. TBD	Walk Thru Observations with Admin.	10	2	
Nov. TBD	Walk Thru Observations with Admin.	10	2	
Dec. TBD	Walk Thru Observations with Admin.	10	2	
Jan. TBD	Walk Thru Observations with Admin.	10	2	
Feb. TBD	Walk Thru Observations with Admin.	10	2	
Mar. TBD	Walk Thru Observations with Admin.	10	2	
April TBD	Walk Thru Observations with Admin.	10	2	
May TBD	Walk Thru Observations with Admin.	10	2	
	Round 1 Data Driven Collaboration/Planning			
TBD	Kinder Planning	2	2	Two subs. will be needed for teachers to be

MEMORANDUM OF UNDERSTANDING, Agreement #21020

				released for a full day.
TBD	1 st Grade Planning	2	2	Two subs. will be needed for teachers to be released for a full day.
TBD	Kinder/1 st Grade Coaching	4	2	One roving sub will be needed to debrief with teachers.
TBD	2 nd Grade Planning	2	2	Two subs. will be needed for teachers to be released for a full day.
TBD	3 rd Grade Planning	2	2	Two subs. will be needed for teachers to be released for a full day.
TBD	2 nd /3 rd Grade Coaching	4	2	One roving sub will be needed to debrief with teachers.
TBD	4 th Grade Planning	2	2	Two subs. will be needed for teachers to be released for a full day.
TBD	5 th Grade Planning	2	2	Two subs. will be needed for teachers to be released for a full day.
TBD	4 th /5 th Grade Coaching	4	2	One roving sub will be needed to debrief with teachers.
TBD	6 th Grade Planning	2	2	Two subs. will be needed for teachers to be released for a full day.
TBD	K-3 SPED Planning	1	2	One sub. will be needed for

MEMORANDUM OF UNDERSTANDING, Agreement #21020

				teacher to be released for a full day.
TBD	4-6 SPED Planning	1	2	One sub. will be needed for teacher to be released for a full day.
TBD	6th Grade, K-3 SPED, 4-6 SPED Coaching	4	2	One roving sub will be needed to debrief with teachers.
	Round 2 Data Driven Collaboration/Planning			
TBD	Kinder Planning	2	2	Two subs. will be needed for teachers to be released for a full day.
TBD	1st Grade Planning	2	2	Two subs. will be needed for teachers to be released for a full day.
TBD	Kinder/1st Grade Coaching	4	2	One roving sub will be needed to debrief with teachers.
TBD	2nd Grade Planning	2	2	Two subs. will be needed for teachers to be released for a full day.
TBD	3rd Grade Planning	2	2	Two subs. will be needed for teachers to be released for a full day.
TBD	2nd/3rd Grade Coaching	4	2	One roving sub will be needed to debrief with teachers.
TBD	4th Grade Planning	2	2	Two subs. will be needed for teachers to be released for a full day.

MEMORANDUM OF UNDERSTANDING, Agreement #21020

TBD	5th Grade Planning	2	2	Two subs. will be needed for teachers to be released for a full day.
TBD	4th/5th Grade Coaching	4	2	One roving sub will be needed to debrief with teachers.
TBD	6th Grade Planning	2	2	Two subs. will be needed for teachers to be released for a full day.
TBD	K-3 SPED Planning	1	2	One sub. will be needed for teacher to be released for a full day.
TBD	4-6 SPED Planning	1	2	One sub. will be needed for teacher to be released for a full day.
TBD	6th Grade, K-3 SPED, 4-6 SPED Coaching	4	2	One roving sub will be needed to debrief with teachers.
Round 3 Data Driven Collaboration/Planning				
TBD	Kinder Planning	2	2	Two subs. will be needed for teachers to be released for a full day.
TBD	1st Grade Planning	2	2	Two subs. will be needed for teachers to be released for a full day.
TBD	Kinder/1st Grade Coaching	4	2	One roving sub will be needed to debrief with teachers.
TBD	2nd Grade Planning	2	2	Two subs. will be needed for teachers to be

MEMORANDUM OF UNDERSTANDING, Agreement #21020

				released for a full day.
TBD	3 rd Grade Planning	2	2	Two subs. will be needed for teachers to be released for a full day.
TBD	2 nd /3 rd Grade Coaching	4	2	One roving sub will be needed to debrief with teachers.
TBD	4 th Grade Planning	2	2	Two subs. will be needed for teachers to be released for a full day.
TBD	5 th Grade Planning	2	2	Two subs. will be needed for teachers to be released for a full day.
TBD	4 th /5 th Grade Coaching	4	2	One roving sub will be needed to debrief with teachers.
TBD	6 th Grade Planning	2	2	Two subs. will be needed for teachers to be released for a full day.
TBD	K-3 SPED Planning	1	2	One sub. will be needed for teacher to be released for a full day.
TBD	4-6 SPED Planning	1	2	One sub. will be needed for teacher to be released for a full day.
TBD	6 th Grade, K-3 SPED, 4-6 SPED Coaching	4	2	One roving sub will be needed to debrief with teachers.

MEMORANDUM OF UNDERSTANDING

Agreement #21021
2020-2021

This Memorandum of Understanding (MOU) is between the **Sacramento County Office of Education**, hereinafter referred to as "**SCOE**," and **Sacramento City Unified School District** for Woodbine Elementary School, hereinafter referred to as "**District**."

The purpose of this MOU is to detail the roles and responsibilities of **SCOE** and the **District** in regard to delivering instructional support services to staff. Once signed by both parties, this MOU is in effect, and may be terminated by either entity in writing, but not less than seven business days prior to the first day of service.

No audio or visual recording of the services provided under this agreement may be made by any means without the advance written authorization of **SCOE**.

A. Term: The term of this MOU shall be from July 1, 2020-June 30, 2021.

B. SCOE agrees to:

1. Provide a primary contact person and service provider(s) for all work under this MOU.

MOU Contact:

Becky Sullivan

(916) 228-2220

bsullivan@scoe.net

Services provided by:

Melissa Hilleby

(916) 228-2553

mhilleby@scoe.net

2. Provide the following service:
3. **SCOE** will provide support for English Language Arts and SIPPS. See Exhibit A, for schedule and details, which is attached hereto and incorporated by reference.
Location of the service
Woodbine Elementary School
2500 52th Avenue
Sacramento, CA 95822
4. **SCOE** will make every effort to accommodate changes in dates as needed, however rescheduling is not guaranteed as dates are dependent on availability.
5. Provide an evaluation of services.
6. Provide training materials. Any and all training material are the exclusive property of **SCOE**. **District** and its agents must obtain written permission from **SCOE** before it disseminates, markets, or otherwise uses the training materials.
7. Invoice **District** within 30 days of execution of this MOU:
Sacramento City Unified School District
5735 47th Avenue
Sacramento, CA 95824

C. District agrees to:

1. Provide a primary contact person for all work under this MOU.
Chase Tafoya
(916) 395-4910
Chase-Tafoya@scusd.edu
2. Ensure the site principal/district representative is present during services.
3. Participate in an evaluation of services.
4. Provide facility for training.
5. Provide SCOE with a copy of attendance sign-in sheet upon request.
6. Provide the audio-visual equipment and table supplies.
7. Provide requested materials for participants (e.g., Teacher's Edition).

D. Fiscal: District agrees to pay SCOE \$24,000 within 60 days of invoicing.

E. General Provisions

1. **Indemnity.** Each party agrees to defend, indemnify, and hold harmless each of the other parties (including a party's directors, agents, officers and employees), from any claim, action, or proceeding arising from any actual or alleged act or omissions of the indemnifying party, its director, agents, officers, or employees arising from the indemnifying party's duties and obligations described in this agreement or imposed by law.
 - a. It is the intention of the parties that this section imposes on each party responsibility to the others for the acts and omissions of their respective elected and appointed officials, employees, representatives, agents, subcontractors and volunteers, and that the provisions of comparative fault shall apply. This provision shall survive the termination of this agreement for any claim related to this agreement.
2. **Independent Agents.** This MOU is by and between independent agents and does not create the relationship of agent, servant, employee, partnership, joint venture and/or association between the independent agents.
3. **Nondiscrimination.** Any service provided by the parties pursuant to this Agreement 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.
4. **Insurance.** All 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 a party to this agreement.


MEMORANDUM OF UNDERSTANDING, Agreement #21021

5. Entire Agreement. This MOU constitutes the entire agreement and understanding of the parties. All prior understandings, terms or conditions are deemed merged into this MOU. Any changes to this MOU must be agreed to in writing by all parties.

The undersigned represent that they are authorized representatives of the parties and hereby execute this MOU. This MOU may be executed in counterparts each of which shall be deemed an original, but all of which together shall constitute one and the same document. Photographic copies of the signed counterparts may be used in lieu of the originals for any purpose.

Sacramento County Office of Education
Brent Malicote
Assistant Superintendent, Educational Services

Sacramento City Unified School District
Rose Ramos
Chief Business Officer



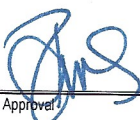
Signature

7.27.2020

Date

Signature

Date



Director Approval

7/27/20

Date

**Exhibit A
Sacramento City Unified School District
for Woodbine Elementary School**

Note: Dates, times, and content is tentative and may be adjusted to better meet the needs of the client.

Date	Support Description	Attend		Notes
		T	A	
	Teacher Choice Collaboration and Coaching Round 1			
TBD	Collaboration, planning and coaching in the ELA/ELD of grade levels' choice	2-4	2	Grade levels will decide on a topic in the area of ELA/ELD to collaborate and plan. All teachers who participate will need a sub to be released for planning.
TBD	Collaboration, planning and coaching in the ELA/ELD of grade levels' choice	2-4	2	Grade levels will decide on a topic in the area of ELA/ELD to collaborate and plan. All teachers who participate will need a sub to be released for planning.
TBD	Collaboration, planning and coaching in the ELA/ELD of grade levels' choice	2-4	2	Grade levels will decide on a topic in the area of ELA/ELD to collaborate and plan. All teachers who participate will need a sub to be released for planning.
TBD	Collaboration, planning and coaching in the ELA/ELD of grade levels' choice	2-4	2	Grade levels will decide on a topic in the

MEMORANDUM OF UNDERSTANDING, Agreement #21021

				area of ELA/ELD to collaborate and plan. All teachers who participate will need a sub to be released for planning.
TBD	Collaboration, planning and coaching in the ELA/ELD of grade levels' choice	2-4	2	Grade levels will decide on a topic in the area of ELA/ELD to collaborate and plan. All teachers who participate will need a sub to be released for planning.
	Teacher Choice Collaboration and Coaching Round 2			
TBD	Collaboration, planning and coaching in the ELA/ELD of grade levels' choice	2-4	2	Grade levels will decide on a topic in the area of ELA/ELD to collaborate and plan. All teachers who participate will need a sub to be released for planning.
TBD	Collaboration, planning and coaching in the ELA/ELD of grade levels' choice	2-4	2	Grade levels will decide on a topic in the area of ELA/ELD to collaborate and plan. All teachers who participate will need a sub to be released for planning.
TBD	Collaboration, planning and coaching in the ELA/ELD of grade levels' choice	2-4	2	Grade levels will decide on a topic in the

MEMORANDUM OF UNDERSTANDING, Agreement #21021

				area of ELA/ELD to collaborate and plan. All teachers who participate will need a sub to be released for planning.
TBD	Collaboration, planning and coaching in the ELA/ELD of grade levels' choice	2-4	2	Grade levels will decide on a topic in the area of ELA/ELD to collaborate and plan. All teachers who participate will need a sub to be released for planning.
TBD	Collaboration, planning and coaching in the ELA/ELD of grade levels' choice	2-4	2	Grade levels will decide on a topic in the area of ELA/ELD to collaborate and plan. All teachers who participate will need a sub to be released for planning.
	Teacher Choice Collaboration and Coaching Round 3			
TBD	Collaboration, planning and coaching in the ELA/ELD of grade levels' choice	2-4	2	Grade levels will decide on a topic in the area of ELA/ELD to collaborate and plan. All teachers who participate will need a sub to be released for planning.
TBD	Collaboration, planning and coaching in the ELA/ELD of grade levels' choice	2-4	2	Grade levels will decide on a topic in the

MEMORANDUM OF UNDERSTANDING, Agreement #21021

				area of ELA/ELD to collaborate and plan. All teachers who participate will need a sub to be released for planning.
TBD	Collaboration, planning and coaching in the ELA/ELD of grade levels' choice	2-4	2	Grade levels will decide on a topic in the area of ELA/ELD to collaborate and plan. All teachers who participate will need a sub to be released for planning.
TBD	Collaboration, planning and coaching in the ELA/ELD of grade levels' choice	2-4	2	Grade levels will decide on a topic in the area of ELA/ELD to collaborate and plan. All teachers who participate will need a sub to be released for planning.
TBD	Collaboration, planning and coaching in the ELA/ELD of grade levels' choice	2-4	2	Grade levels will decide on a topic in the area of ELA/ELD to collaborate and plan. All teachers who participate will need a sub to be released for planning.

Sacramento Office of Education

County

MAILING: P.O. Box 269003, Sacramento, CA 95826-9003
PHYSICAL LOCATION: 10474 Mather Boulevard, Mather, CA
(916) 228-2500 • www.scoe.net

David W. Gordon
Superintendent

January 10, 2019

BOARD OF EDUCATION

O. Alfred Brown, Sr.
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Joanne Ahola
Vice President

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Bina Lefkowitz

Karina Talamantes

John Quinto, Chief Business Officer
Sacramento City Unified School District
5735 47th Avenue
Sacramento, CA 95824

SUBJECT: Invoice for Fiscal Advisor Services

Dear Mr. Quinto:

Per Education Code sections 42127.3 and 42127.6, the Sacramento County Office of Education is required to provide services to improve the district's financial practices and the school district is required to pay 75% of the actual expenses incurred. Monthly billings for these services will be provided to your office by the Sacramento County Office of Education.

Enclosed are two copies of the first invoice requiring payment for November and December 2018 services. Please direct any questions to Von Canale, Financial Services Manager, at vcanale@scoe.net of 916-228-2302.

Sincerely,



Von Canale, Financial Services Manager
Sacramento County Office of Education

vc/ds

Enclosures





SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 10.1b

Meeting Date: September 17, 2020

Subject: Approve Personnel Transactions

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

Division: Human Resources Services

Recommendation: Approve Personnel Transactions

Background/Rationale: N/A

Financial Considerations: N/A

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

Documents Attached:

1. Certificated Personnel Transactions Dated September 17, 2020
2. Classified Personnel Transactions Dated September 17, 2020

<p>Estimated Time of Presentation: N/A Submitted by: Cancy McArn, Chief Human Resources Officer Approved by: Jorge A. Aguilar, Superintendent</p>
--

Attachment 1: CERTIFICATED 9/3/2020

NameLast	NameFirst	JobPerm	JobClass	PrimeSite	BegDate	EndDate	Comment
EMPLOY-REEMPLY							
ASCALON	CHRISTINE	0	Teacher, Spec Ed	EARL WARREN ELEMENTARY SCHOOL	9/1/2020	6/30/2021	EMPLOY 9/1/20
BALDINI	AMY	B	Assistant Principal, High Sch	JOHN F. KENNEDY HIGH SCHOOL	9/1/2020	6/30/2021	EMPLOY 9/1/20
BENNETTS	JAMIE	0	Teacher, Spec Ed	MARTIN L. KING JR ELEMENTARY	9/3/2020	6/30/2021	EMPLOY 9/3/20
BLANKENSHIP	LORI	B	Teacher, Elementary	CAMELLIA BASIC ELEMENTARY	9/3/2020	6/30/2021	REEMPLOY 9/3/20
BREWER	JENNIFER	E	Teacher, High School	HIRAM W. JOHNSON HIGH SCHOOL	9/3/2020	6/30/2021	REEMPLOY TC 9/3/20-6/30/21
CACHOLA	JASEL	B	Teacher, Resource, Special Ed.	ELDER CREEK ELEMENTARY SCHOOL	9/3/2020	6/30/2021	EMPLOY 9/3/20
CARDOZA	MAURO	B	Teacher, High School	CAREER & TECHNICAL PREPARATION	9/1/2020	6/30/2021	EMPLOY 9/1/20
CHACON	KRISTAL	B	Teacher, Elementary Spec Subj	GOLDEN EMPIRE ELEMENTARY	7/1/2020	9/2/2020	REEMPLOY 7/1/20
COLLIER	STEPHANIE	C	Teacher, Middle School	CALIFORNIA MIDDLE SCHOOL	9/3/2020	6/30/2021	EMPLOY 9/3/20
ENGSTROM	KARINA	B	Teacher, High School	JOHN F. KENNEDY HIGH SCHOOL	9/3/2020	6/30/2021	EMPLOY 9/3/20
FABILA	PATRICIA	B	Teacher, Resource, Special Ed.	LUTHER BURBANK HIGH SCHOOL	9/3/2020	6/30/2021	EMPLOY 9/3/20
FRAGATA	JENNIFER	0	Teacher, Elementary Spec Subj	JOHN MORSE THERAPEUTIC	9/3/2020	6/30/2021	EMPLOY PROB 7/1/2020
FRAGATA	JENNIFER	0	Teacher, Elementary Spec Subj	SUCCESS ACADEMY	9/3/2020	6/30/2021	EMPLOY PROB 7/1/2020
GARLAND	ASHLEY	0	Teacher, Elementary	PACIFIC ELEMENTARY SCHOOL	9/1/2020	6/30/2021	EMPLOY 9/1/20
IAGMIN	ALICIA	B	Lang. Speech & Hearing Speclst	SPECIAL EDUCATION DEPARTMENT	9/3/2020	6/30/2021	EMPLOY 9/3/20
ISAGUIRRE-BERSOLA	GABRIELLA	0	Teacher, Elementary	OAK RIDGE ELEMENTARY SCHOOL	9/3/2020	6/30/2021	EMPLOY 9/3/20
JOHNSON	JESSICA	B	Teacher, Resource	EARL WARREN ELEMENTARY SCHOOL	9/3/2020	6/30/2021	EMPLOY 9/3/20
LOISEAU	EUNICE	B	Lang. Speech & Hearing Speclst	SPECIAL EDUCATION DEPARTMENT	9/3/2020	6/30/2021	EMPLOY 9/3/20
MARTIN	TIFFANY	B	Teacher, High School	ENGINEERING AND SCIENCES HS	9/3/2020	6/30/2021	EMPLOY 9/3/20
MCCLAIN	COLLEEN	B	Teacher, Elementary	ETHEL I. BAKER ELEMENTARY	9/3/2020	6/30/2021	EMPLOY 9/3/20
MONDRAGON	ALEXANDRA	B	Teacher, High School	LUTHER BURBANK HIGH SCHOOL	9/3/2020	6/30/2021	EMPLOY 9/3/20
MYHRA	MORGAN	B	Teacher, Spec Ed	JOHN H. STILL - K-8	9/3/2020	6/30/2021	EMPLOY 9/3/20
NGUYEN	THI	0	Teacher, Resource, Special Ed.	NEW JOSEPH BONNHEIM	9/1/2020	6/30/2021	EMPLOY 9/1/20
PENNEY	IAN	B	Teacher, High School	HIRAM W. JOHNSON HIGH SCHOOL	9/3/2020	6/30/2021	EMPLOY 9/3/20
PEREZ	CLERISSA	E	Teacher, Elementary	CALEB GREENWOOD ELEMENTARY	9/3/2020	6/30/2021	EMPLOY TC 9/3/20-6/30/21
PITT	HEATHER	B	Teacher, Spec Ed	SPECIAL EDUCATION DEPARTMENT	9/3/2020	6/30/2021	EMPLOY 9/3/20
PORTILLO	PRISCILLA	B	Teacher, High School	LUTHER BURBANK HIGH SCHOOL	9/3/2020	6/30/2021	EMPLOY 9/3/20
PRESSLEY	ERIN	C	Teacher, Elementary	JOHN BIDWELL ELEMENTARY	7/1/2020	6/30/2021	REEMPLOY 7/1/20
ROGERS	HOLLY	A	Program Specialist, Special Ed	SPECIAL EDUCATION DEPARTMENT	8/25/2020	6/30/2021	EMPLOY 8/25/20
SAEPHANH	CHIO	Q	Teacher, High School	CAREER & TECHNICAL PREPARATION	7/1/2020	6/30/2021	EXT PERM LTA 7/1/20-6/30/21
SCHAAAN	ALYSSA	B	Teacher, Elementary	GOLDEN EMPIRE ELEMENTARY	9/3/2020	6/30/2021	EMPLOY 9/3/20
SCOTT	ANGELIQUE	0	Teacher, Spec Ed	MARK TWAIN ELEMENTARY SCHOOL	9/1/2020	6/30/2021	EMPLOY 9/1/20
SHETAB	GULALAI	A	Teacher, Parent/Preschool Ed	CHILD DEVELOPMENT PROGRAMS	9/3/2020	6/30/2021	REEMPLOY 9/3/20
SIMMONS	VALERIE	0	Teacher, Resource, Special Ed.	GOLDEN EMPIRE ELEMENTARY	9/3/2020	6/30/2021	EMPLOY 9/3/20
SIMMONS	VALERIE	0	Teacher, Resource, Special Ed.	SUTTERVILLE ELEMENTARY SCHOOL	9/3/2020	6/30/2021	EMPLOY 9/3/20
TAMBLYN	NATALIE	C	Teacher, Elementary	OAK RIDGE ELEMENTARY SCHOOL	7/1/2020	6/30/2021	REEMPLOY 9/3/20
TRIMINGHAM	YUMIKO	A	Teacher, Parent/Preschool Ed	CHILD DEVELOPMENT PROGRAMS	9/3/2020	6/30/2021	REEMPLOY 9/3/20
VALLES	BRITTANY	B	Teacher, Spec Ed	SPECIAL EDUCATION DEPARTMENT	9/3/2020	6/30/2021	EMPLOY 9/3/20
VANG	CHONG	A	Teacher, Parent/Preschool Ed	CHILD DEVELOPMENT PROGRAMS	9/3/2020	6/30/2021	EMPLOY 9/3/20
VAZQUEZ MORA	ESTEFANIA	B	Teacher, Elementary	BG CHACON ACADEMY	9/3/2020	6/30/2021	EMPLOY 9/3/20
VO	KHONESAVAN	A	Teacher, Parent/Preschool Ed	CHILD DEVELOPMENT PROGRAMS	9/3/2020	6/30/2021	REEMPLOY 9/3/20
WOODWARD	ANDREW	R	Teacher, High School	CAREER & TECHNICAL PREPARATION	7/1/2020	6/30/2021	EXT PERM LTA 7/1/20-6/30/21
ZELAYA	FIDEL	E	Teacher, High School	HIRAM W. JOHNSON HIGH SCHOOL	7/1/2020	6/30/2021	EMPLOY 7/1/20
LEAVES							
BATTS	DAVID	0	Teacher, Resource, Special Ed.	ALBERT EINSTEIN MIDDLE SCHOOL	8/7/2020	6/30/2021	LOA (UNPD) 8/7/20-6/30/21
CHEETHAM	KATHERINE	A	Teacher, Elementary	NICHOLAS ELEMENTARY SCHOOL	6/13/2020	6/30/2021	LOA EXT (UNPD) 6/13/20-6/30/21
HAYS	KIMBERLY	A	Teacher, Resource, Special Ed.	SAM BRANNAN MIDDLE SCHOOL	7/1/2020	6/30/2021	LOA EXT (UNPD) 8/1-6/30/21
LAMB ROSSI	MICHELE	A	Teacher, Elementary	DAVID LUBIN ELEMENTARY SCHOOL	7/1/2020	6/30/2021	LOA RTN 7/1/20
MERCADO	MEGAN	A	Teacher, Elementary	CALEB GREENWOOD ELEMENTARY	9/3/2020	12/4/2020	LOA (PD) FMLA 9/3-12/4/20
MERCADO	MEGAN	A	Teacher, Elementary	CALEB GREENWOOD ELEMENTARY	12/5/2020	6/30/2021	LOA (UNPD) 12/5/20-6/30/21
SCHACHT	ASHLEE	A	Teacher, Elementary	ABRAHAM LINCOLN ELEMENTARY	9/3/2020	12/4/2020	LOA (PD) FMLA 9/3-12/4/20
SCHACHT	ASHLEE	A	Teacher, Elementary	ABRAHAM LINCOLN ELEMENTARY	12/5/2020	6/30/2021	LOA (UNPD) 12/5/20-6/30/21
SHIRLEY	LAURA	A	Teacher, Elementary	JOHN D SLOAT BASIC ELEMENTARY	7/1/2020	6/30/2021	LOA RTN (PD) FMLA 7/1/20

NameLast	NameFirst	JobPerm	JobClass	PrimeSite	BegDate	EndDate	Comment
SIMS	MANISHA	A	Teacher, High School	HIRAM W. JOHNSON HIGH SCHOOL	7/1/2020	6/30/2021	LOA RTN (PD) FMLA 7/1/20
SLOAT	KATIE	A	Teacher, Elementary	OAK RIDGE ELEMENTARY SCHOOL	9/3/2020	12/4/2020	LOA (PD) FMLA 9/3-12/4/20
RE-ASSIGN/STATUS CHANGE							
ASUNCION	SARAH	A	School Psychologist	SPECIAL EDUCATION DEPARTMENT	7/1/2020	6/30/2021	STCHG 7/1/20
BELL	GENESIS	Q	Teacher, Resource, Elementary	JOHN H. STILL - K-8	7/1/2020	6/30/2021	REA /STCHG 7/1/20-6/30/21
CALVIN	CARRISSAH	C	Teacher, Elementary	JOHN CABRILLO ELEMENTARY	7/1/2020	6/30/2021	STCHG 7/1/20
CAMACHO	ADRIANNE	A	Teacher, Elementary Spec Subj	PACIFIC ELEMENTARY SCHOOL	7/1/2020	6/30/2021	STCHG 7/1/20
CARAMANOFF	NICHELE	A	Teacher, Elementary	PARKWAY ELEMENTARY SCHOOL	7/1/2020	6/30/2021	REA 7/1/20
CHACON	KRISTAL	B	Teacher, Elementary Spec Subj	GOLDEN EMPIRE ELEMENTARY	9/3/2020	6/30/2021	STCHG 9/3/20
DIAZ	MELINA	C	Teacher, Elementary	JOHN CABRILLO ELEMENTARY	7/1/2020	6/30/2021	STCHG 7/1/20
HA	AUTUMN	R	Teacher, Resource, Elementary	JOHN H. STILL - K-8	7/1/2020	6/30/2021	REA/STCHG 7/1/20-6/30/21
HOFMANN	JENNIFER	B	Teacher, High School	C. K. McCLATCHY HIGH SCHOOL	7/1/2020	6/30/2021	STCHG 7/1/20
HULL	KATHERINE	A	Teacher, High School	HEALTH PROFESSIONS HIGH SCHOOL	7/1/2020	6/30/2021	REA 7/1/20
KATZ	NOVA	Q	Training Specialist	LEATAATA FLOYD ELEMENTARY	9/3/2020	6/30/2021	STCHG 9/3/20
SAELEE	MARYANN	C	Teacher, Elementary	BOWLING GREEN ELEMENTARY	7/1/2020	6/30/2021	STCHG 7/1/20
SANDLES	ALICIA	A	Teacher, Elementary	DAVID LUBIN ELEMENTARY SCHOOL	7/1/2020	6/30/2021	STCHG 7/1/20
SARANG	SAHAR	O	Teacher, Elementary	MATSUYAMA ELEMENTARY SCHOOL	9/5/2019	6/30/2020	AMEND STCHG 9/5/19
SARANG	SAHAR	C	Teacher, Elementary	MATSUYAMA ELEMENTARY SCHOOL	7/1/2020	6/30/2021	STCHG TO PROB 7/1/20
SEPARATE / RESIGN / RETIRE							
ANDORF	DEBORAH	A	Teacher, Elementary	WILLIAM LAND ELEMENTARY	7/1/2020	9/7/2020	SEP/RETIRE 9/7/20
FLORES	ASHLEE	B	Teacher, Parent/Preschool Ed	CHILD DEVELOPMENT PROGRAMS	7/1/2019	6/30/2020	SEP 39MO 6/30/20
PAYTON	RACQUEL	B	Teacher, Parent/Preschool Ed	CHILD DEVELOPMENT PROGRAMS	7/1/2019	6/30/2020	SEP 39MO 6/30/20
RUSSELL	KAYLA	O	Teacher, Elementary	A. M. WINN - K-8	7/1/2020	9/2/2020	SEP/RESIGN 9/2/20
VANG	MAI SOUA	B	Teacher, Parent/Preschool Ed	CHILD DEVELOPMENT PROGRAMS	7/1/2019	6/30/2020	SEP 39MO 6/30/20
TRANSFERED							
AGUILAR	MARIA FELISA	A	Teacher, High School	C. K. McCLATCHY HIGH SCHOOL	7/1/2020	6/30/2021	TR 7/1/20
CAMACHO	ADRIANNE	A	Teacher, Elementary Spec Subj	DAVID LUBIN ELEMENTARY SCHOOL	7/1/2020	6/30/2021	TR 7/1/20
HOWARD	SHIRLEY	A	Teacher, Spec Ed	PONY EXPRESS ELEMENTARY SCHOOL	7/1/2020	6/30/2021	TR 7/1/20
LEE	BETH	A	Teacher, K-8	ALICE BIRNEY WALDORF - K-8	7/1/2020	6/30/2021	TR 7/1/20
MARTINE	ROBERT	A	Teacher, Spec Ed	JOHN F. KENNEDY HIGH SCHOOL	7/1/2020	6/30/2021	TR 7/1/20
MAYER	KAREN	A	Teacher, Elementary Spec Subj	LEATAATA FLOYD ELEMENTARY	7/1/2020	6/30/2021	TR 7/1/20
SAETEURN	FAM	A	Teacher, High School	CAPITAL CITY SCHOOL	7/1/2020	6/30/2021	TR 7/1/20
TAYLOR	VANESSA	C	Counselor, High School	NEW TECH	7/1/2020	6/30/2021	TR 7/1/20
TERRELL	LESLEY-ANNE	A	Teacher, Elementary	EDWARD KEMBLE ELEMENTARY	7/1/2020	6/30/2021	TR 7/1/20
WALTERS	ROBERT	A	Teacher, K-8	MARTIN L. KING JR ELEMENTARY	7/1/2020	6/30/2021	TR 7/1/20
WARDLAW	CAROLYN	A	Teacher, Elementary Spec Subj	THEODORE JUDAH ELEMENTARY	7/1/2020	6/30/2021	TR 7/1/20

NameLast	NameFirst	JobPerm	JobClass	PrimeSite	BegDate	EndDate	Comment



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 10.1c

Meeting Date: September 17, 2020

Subject: Approve Business and Financial Report: Warrants, Checks, and Electronic Transfers Issued for the Period of July 2020 and August 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 July 2020 and August 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 – July 2020
2. Warrants, Checks and Electronic Transfers – August 2020

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

Sacramento City Unified School District
Warrants, Checks, and Electronic Transfers
July 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	97384021 - 97384778	General (01)	\$ 13,679,148.10	<u>\$ 20,736,799.08</u>
		Charter (09)	\$ 44,209.88	
		Adult Education (11)	\$ 34,060.77	
		Child Development (12)	\$ 1,504.59	
		Cafeteria (13)	\$ 882,081.74	
		Building (21)	\$ 4,378,694.82	
		Developer Fees (25)	\$ 218,780.21	
		Self Insurance (67/68)	\$ 1,469,832.94	
		Payroll Revolving (76)	\$ 28,486.03	
Cash Revolving Checks for Emergency Accounts Payable and Payroll	-	General (01) Payroll Revolving (76)		<u>\$ -</u>
Payroll and Payroll Vendor Warrants	97859517 - 97859924	General (01)	\$ 538,301.59	<u>\$ 1,135,817.20</u>
		Charter (09)	\$ 24,974.58	
		Adult Education (11)	\$ 2,528.98	
		Child Development (12)	\$ 9,636.86	
		Cafeteria (13)	\$ 59,874.45	
		Payroll Revolving (76)	\$ 500,500.74	
		Payroll and Payroll Vendor ACH and Direct Deposit	EFT-00000040 - EFT-00000042 ACH-01312022 - ACH-01316400	
County Wire Transfers for Benefits, Debt Service, and Tax Payments	9700349291 - 9700349311	General (01)	\$ 11,010.90	<u>\$ 13,623,287.79</u>
		Payroll Revolving (76)	\$ 13,612,276.89	
Total Warrants, Checks, and Electronic Transfers				<u>\$ 49,215,988.61</u>

Sacramento City Unified School District
Warrants, Checks, and Electronic Transfers
August 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	97384779 - 97385226	General (01)	\$ 2,874,491.26	<u>\$ 8,447,229.65</u>
		Charter (09)	\$ 25,175.82	
		Adult Education (11)	\$ 19,692.96	
		Cafeteria (13)	\$ 837,925.36	
		Building (21)	\$ 3,905,578.19	
		Developer Fees (25)	\$ 15,505.71	
		Self Insurance (67/68)	\$ 740,343.63	
		Payroll Revolving (76)	\$ 28,516.72	
Cash Revolving Checks for Emergency Accounts Payable and Payroll	00002003 - 00002007	General (01)	\$ 5,872.50	<u>\$ 9,093.50</u>
		Self Insurance (67/68)	\$ 187.58	
		Payroll Revolving (76)	\$ 3,033.42	
Payroll and Payroll Vendor Warrants	97859925 - 97860260	General (01)	\$ 553,835.32	<u>\$ 1,328,205.88</u>
		Charter (09)	\$ 29,839.23	
		Adult Education (11)	\$ 2,747.46	
		Child Development (12)	\$ 10,760.33	
		Cafeteria (13)	\$ 41,092.85	
		Building (21)	\$ 2,233.86	
		Payroll Revolving (76)	\$ 687,696.83	
		Payroll and Payroll Vendor ACH and Direct Deposit	EFT-00000043 - EFT-00000044 ACH-01316401 - ACH-01321353	
Charter (09)	\$ 438,627.32			
Adult Education (11)	\$ 144,331.35			
Child Development (12)	\$ 314,761.54			
Cafeteria (13)	\$ 346,852.68			
Building (21)	\$ 25,887.30			
Self Insurance (67/68)	\$ 22,712.45			
Payroll Revolving (76)	\$ 60,421.68			
County Wire Transfers for Benefits, Debt Service, and Tax Payments	9700349312 - 9700349319	General (01)	\$ 545.66	<u>\$ 1,643,286.42</u>
		Mello Roos Capital Proj (49)	\$ 1,385,167.00	
		Payroll Revolving (76)	\$ 257,573.76	
Total Warrants, Checks, and Electronic Transfers				<u>\$ 25,499,719.85</u>



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 10.1d

Meeting Date: September 17, 2020

Subject: Approve Donations to the District for the Period of July 1-31, 2020, and August 1-31, 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 _____.

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 July 1-31, 2020
2. Donations Report for the period of August 1-31, 2020

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

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
BA21-0000018	Posted	(000454) BENEVITY FUND	6207	Electronic F	07/02/20					07/02/20 BENEVITY FUND-W	50.00
01-0812-0-8690-		- - - -0384-				50.00					

Total for Sacramento City Unified School District 50.00

Fund-Object Recap

01-8690	Donation Board Acknowledgement	50.00
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Fund 01 - General Fund 50.00

Fiscal Year 2021

Total for Sacramento City Unified School District 50.00

* On Hold

Selection Sorted by Receipt Id, Filtered by (Org = 97, Starting Receipt Date = 7/1/2020, Ending Receipt Date = 7/30/2020, 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
BW20-0001353	Posted	SACRAMENTO KINGS	6216	Check	07/14/20	110312			BOTW071520	COVID19, SACRAMENTO KII	10,000.00
13-5310-0-8690-		- - - -0810-				10,000.00					

Total for Sacramento City Unified School District 10,050.00

Fund-Object Recap

13-8690	Donation Board Acknowledgement	10,000.00
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Fund 13 - Cafeteria 10,000.00

Fiscal Year 2020

Total for Sacramento City Unified School District 10,050.00

Org Recap

Sacramento City Unified School District

E - Electronic Funds Xfer	50.00
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* On Hold

Selection Sorted by Receipt Id, Filtered by (Org = 97, Starting Receipt Date = 7/1/2020, Ending Receipt Date = 7/30/2020, 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	10,000.00
Total Receipts	10,050.00
Report Total	10,050.00

* On Hold

Selection Sorted by Receipt Id, Filtered by (Org = 97, Starting Receipt Date = 7/1/2020, Ending Receipt Date = 7/30/2020, User Created = N, On Hold? = N, No Invoice = Y, Object = 8690, Accounts? = Y, Recap = O, Sort/Group =)

ESCAPE ONLINE

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
BA21-0000103	Posted	(000578) Soroptimist International	6289	Check	08/01/20	8435				DONATION, SOROPTIMIST I	90.00
	01-0812-0-8690-	- - - -0110-				90.00					
BA21-0000104	Posted	(000578) Soroptimist International	6289	Check	08/01/20	8317				DONATION, SOROPTIMIST I	1,666.97
	01-0812-0-8690-	- - - -0110-				1,666.97					
BA21-0000105	Posted	(000454) BENEVITY FUND	6273	Electronic F	08/31/20					08/31/20 BENEVITY FUND-W	50.00
	01-0812-0-8690-	- - - -0384-				50.00					
BA21-0000106	Posted	(000454) BENEVITY FUND	6280	Electronic F	08/31/20			0363		08/31/20 BENEVITY FUND-TI	320.00
	01-0812-0-8690-	- - - -0363-				320.00					
Total for Sacramento City Unified School District											2,126.97

Fund-Object Recap		
01-8690	Donation Board Acknowledgement	2,126.97
Fund 01 - General Fund		2,126.97
Fiscal Year 2021		
Total for Sacramento City Unified School District		2,126.97

* On Hold

Selection Sorted by Receipt Id, Filtered by (Org = 97, Starting Receipt Date = 8/1/2020, Ending Receipt Date = 8/31/2020, User Created = N, On Hold? = Y, 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
BW21-0000087	Posted	GENYOUTH	6268	Check	08/18/20	22049			BOTW081920	COVID-19 EMERGENCY SCI	3,000.00
		13- 5310- 0- 8690- - - - - 0810-				3,000.00					

Total for Sacramento City Unified School District 5,126.97

Fund-Object Recap

13-8690	Donation Board Acknowledgement	3,000.00
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Fund 13 - Cafeteria 3,000.00

Total for Sacramento City Unified School District 5,126.97

Org Recap

Sacramento City Unified School District

C - Check	1,756.97
E - Electronic Funds Xfer	370.00

* On Hold

Selection Sorted by Receipt Id, Filtered by (Org = 97, Starting Receipt Date = 8/1/2020, Ending Receipt Date = 8/31/2020, User Created = N, On Hold? = Y, 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
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Org Recap

Sacramento City Unified School District (continued)

C - Check	3,000.00
Total Receipts	5,126.97
Report Total	5,126.97

* On Hold

Selection Sorted by Receipt Id, Filtered by (Org = 97, Starting Receipt Date = 8/1/2020, Ending Receipt Date = 8/31/2020, User Created = N, On Hold? = Y, No Invoice = Y, Object = 8690, Accounts? = Y, Recap = O, Sort/Group =)

ESCAPE ONLINE



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 10.1e

Meeting Date: September 17, 2020

Subject: Approve Resolution No. 3165: Estimate Gann Appropriation Limit for 2020-21 and Gann Amendment Calculation for 2019-20

- 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. 3165 – Estimate Gann Appropriation Limitation for 2020-21 and the Gann Amendment Calculation for 2019-20.

Background/Rationale: The Gann Limit (named for Paul Gann, the author of Proposition No. 4, which amended the State Constitution to establish this limit), is intended to constrain the growth in state and local government spending by linking year-to-year changes in expenditures to changes in inflation and population. Inflation for these purposes is currently the annual percentage change in California per capita personal income. For school agencies, change in Average Daily Attendance is used as a measurement of the change in population. Established in 1979 following the enactment of Proposition 13 and subsequently amended by Proposition 111, the Gann Limit applies to the state of California, cities, counties and special districts as well as to school districts and county offices of education.

One of the provisions included in the Gann Limit (Proposition No. 4), is notification to the public prior to the adoption of the Gann Limitation for this district. This agenda item is official notice of the Board of Education's intent to adopt a resolution on September 17, 2020. Also, included with this agenda is Resolution No. 3165 relative to the 2020-21 Gann Appropriation Limitation and the worksheets for identifying the appropriation limitation.

Financial Considerations: Provide detailed calculations for Gann Appropriation Limitation.

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

Documents Attached:

1. Resolution No. 3165: Estimate Gann Appropriation Limitation for 2020-21
2. 2019-20 and 2020-21 Appropriations Limit Calculations

Estimated Time of Presentation: N/A
Submitted by: Rose Ramos, Chief Business Officer
Approved by: Jorge A. Aguilar, Superintendent

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

RESOLUTION NO. 3165

**RESOLUTION TO ESTIMATE GANN APPROPRIATION
LIMITATION FOR 2020-21**

WHEREAS, the California electorate did adopt at the November election of 1979, Proposition No. 4, commonly called the “Gann Amendment”; and

WHEREAS, the provisions of that amendment establish maximum appropriation limitations, commonly called the “Gann Appropriation Limitations,” for public agencies, including school districts; and

WHEREAS, the Sacramento City Unified School District must establish a revised Gann Appropriation Limitation for 2019-20 and a projected Gann Appropriation Limitation for 2020-21, in accordance with the provisions of the amendment and applicable statutory law; and

WHEREAS, the Board of Education finds that the proposed appropriations of the 2020-21 budget do not exceed the Gann Limitation;

NOW, THEREFORE, BE IT RESOLVED that the Sacramento City Unified School District Board of Education resolves the following:

1. Provide public notice that the attached Gann Appropriation Limitation calculations are made in accordance with the law and that this board does hereby declare that the proposed appropriation of the 2019-20 and 2020-21 actuals and budget does not exceed the limitations imposed by Proposition No. 4 of 1979.
2. That the Superintendent provides copies of the resolution, along with appropriate attachments, to interested citizens of this District.

PASSED AND ADOPTED by the Sacramento City Unified School District Board of Education on this 17th day of September, 2020 by the following vote:

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

ATTESTED TO:

Jorge A. Aguilar
Secretary of the Board of Education

Jessie Ryan
President of the Board of Education

	2019-20 Calculations			2020-21 Calculations		
	Extracted Data	Adjustments*	Entered Data/Totals	Extracted Data	Adjustments*	Entered Data/Totals
A. PRIOR YEAR DATA (2018-19 Actual Appropriations Limit and Gann ADA are from district's prior year Gann data reported to the CDE)	2018-19 Actual			2019-20 Actual		
1. FINAL PRIOR YEAR APPROPRIATIONS LIMIT (Preload/Line D11, PY column)	275,519,828.74		275,519,828.74			284,839,769.11
2. PRIOR YEAR GANN ADA (Preload/Line B3, PY column)	40,225.77		40,225.77			40,045.73
ADJUSTMENTS TO PRIOR YEAR LIMIT	Adjustments to 2018-19			Adjustments to 2019-20		
3. District Lapses, Reorganizations and Other Transfers						
4. Temporary Voter Approved Increases						
5. Less: Lapses of Voter Approved Increases						
6. TOTAL ADJUSTMENTS TO PRIOR YEAR LIMIT (Lines A3 plus A4 minus A5)		0.00				0.00
7. ADJUSTMENTS TO PRIOR YEAR ADA (Only for district lapses, reorganizations and other transfers, and only if adjustments to the appropriations limit are entered in Line A3 above)						
B. CURRENT YEAR GANN ADA (2019-20 data should tie to Principal Apportionment Software Attendance reports and include ADA for charter schools reporting with the district)	2019-20 P2 Report			2020-21 P2 Estimate		
1. Total K-12 ADA (Form A, Line A6)	38,322.76		38,322.76	38,322.76		38,322.76
2. Total Charter Schools ADA (Form A, Line C9)	1,722.97		1,722.97	1,662.47		1,662.47
3. TOTAL CURRENT YEAR P2 ADA (Line B1 plus B2)			40,045.73			39,985.23
C. CURRENT YEAR LOCAL PROCEEDS OF TAXES/STATE AID RECEIVED	2019-20 Actual			2020-21 Budget		
TAXES AND SUBVENTIONS (Funds 01, 09, and 62)						
1. Homeowners' Exemption (Object 8021)	705,915.12		705,915.12	705,915.00		705,915.00
2. Timber Yield Tax (Object 8022)	16.44		16.44	16.00		16.00
3. Other Subventions/In-Lieu Taxes (Object 8029)	0.00		0.00	0.00		0.00
4. Secured Roll Taxes (Object 8041)	75,296,619.39		75,296,619.39	75,296,619.00		75,296,619.00
5. Unsecured Roll Taxes (Object 8042)	2,945,967.72		2,945,967.72	2,945,968.00		2,945,968.00
6. Prior Years' Taxes (Object 8043)	888,492.21		888,492.21	888,492.00		888,492.00
7. Supplemental Taxes (Object 8044)	1,941,402.72		1,941,402.72	1,941,403.00		1,941,403.00
8. Ed. Rev. Augmentation Fund (ERAF) (Object 8045)	18,867,979.69		18,867,979.69	18,867,980.00		18,867,980.00
9. Penalties and Int. from Delinquent Taxes (Object 8048)	0.00		0.00	0.00		0.00
10. Other In-Lieu Taxes (Object 8082)	30,399.99		30,399.99	27,839.00		27,839.00
11. Comm. Redevelopment Funds (objects 8047 & 8625)	10,450,902.70		10,450,902.70	9,887,550.00		9,887,550.00
12. Parcel Taxes (Object 8621)	0.00		0.00	0.00		0.00
13. Other Non-Ad Valorem Taxes (Object 8622) (Taxes only)	0.00		0.00	0.00		0.00
14. Penalties and Int. from Delinquent Non-LCFF Taxes (Object 8629) (Only those for the above taxes)	0.00		0.00	0.00		0.00
15. Transfers to Charter Schools in Lieu of Property Taxes (Object 8096)						
16. TOTAL TAXES AND SUBVENTIONS (Lines C1 through C15)	111,127,695.98	0.00	111,127,695.98	110,561,782.00	0.00	110,561,782.00
OTHER LOCAL REVENUES (Funds 01, 09, and 62)						
17. To General Fund from Bond Interest and Redemption Fund (Excess debt service taxes) (Object 8914)	0.00		0.00	0.00		0.00
18. TOTAL LOCAL PROCEEDS OF TAXES (Lines C16 plus C17)	111,127,695.98	0.00	111,127,695.98	110,561,782.00	0.00	110,561,782.00



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item # 10.1f

Meeting Date: September 17, 2020

Subject: Approve 2020-21 Cash Flow Report

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

Division: Business Services

Recommendation: Receive information on the District's Cash Flow for fiscal year 2020-2021.

Background/Rationale: The Cash Flow report that is being presented at tonight's Board meeting reflects the most current information on the District's actual cash flow for the months of June 2020 through August 2020 and projected cash flow for October 2020 through June 2021.

Financial Considerations: The District is projected to experience cash challenges starting in May 2021 and intends to pursue options available to mitigate negative cash balances. Options that may be available to the district include a waiver for the cash deferrals and short term financings (TRAN).

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

Documents Attached:

1. Cash Flow Report

<p>Estimated Time: N/A Submitted by: Rose Ramos, Chief Business Officer Approved by: Jorge A. Aguilar, Superintendent</p>
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2020-21 FEBRUARY (44.44%), MARCH - MAY (66.67%) JUNE (100%) DEFERRALS STATE AID & SE	Object	June 2020 Actual ¹	2020-21 Beginning Balance Actual	July 2020 Actual ³	August 2020 Actual ^{3 & 4}	September 2020 Projected ²	October 2020 Projected ²	November 2020 Projected ²	December 2020 Projected ²	January 2020 Projected ²	February 2020 Projected ²	March 2020 Projected ²	April 2020 Projected ²
A. BEGINNING CASH	9110	\$ 73,015,664.20	\$ 45,898,425.55	\$ 45,898,425.55	\$ 80,529,346.81	\$ 87,274,134.66	\$ 129,103,179.53	\$ 91,684,318.67	\$ 67,092,214.00	\$ 63,475,569.28	\$ 102,482,726.60	\$ 67,147,953.55	\$ 53,384,734.97
B. RECEIPTS													
LCF Revenue Sources													
Principal Apportionment	8010-8019	\$ -		\$ 12,187,658.00	\$ 12,187,658.00	\$ 40,492,376.10	\$ 21,831,146.10	\$ 21,831,146.10	\$ 40,492,376.10	\$ 21,831,146.10	\$ 16,345,555.23	\$ 28,474,448.12	\$ 9,813,218.12
Property Taxes	8020-8079	\$ 11,229,782.58		\$ -	\$ -	\$ -	\$ -	\$ 1,105,478.63	\$ -	\$ 64,117,760.54	\$ -	\$ -	\$ 12,160,264.93
Miscellaneous Funds	8080-8099	\$ 470.76		\$ -	\$ 1,006.73	\$ -	\$ (4,155,448.32)	\$ -	\$ -	\$ (2,010,700.80)	\$ -	\$ (873,360.64)	\$ -
Federal Revenues	8100-8299	\$ 8,558,957.70		\$ 1,554,677.35	\$ 3,951,526.97	\$ 34,344,048.43	\$ 425,963.02	\$ 23,367.61	\$ 6,823,043.17	\$ 105,165.12	\$ 215,048.21	\$ 7,632,820.80	\$ 407,790.37
Other State Revenues	8300-8599	\$ 2,905,764.37		\$ 3,717,932.19	\$ 2,277,475.00	\$ 8,437,183.50	\$ 2,437,989.94	\$ 9,303,418.88	\$ 4,088,644.84	\$ 2,443,311.55	\$ 1,333,048.11	\$ 3,543,686.67	\$ 800,308.81
Other Local Revenues	8600-8799	\$ 782,051.87		\$ 1,722,064.55	\$ (252,976.53)	\$ 72,864.25	\$ 340,263.46	\$ 340,012.33	\$ 72,414.45	\$ -	\$ 377,867.32	\$ 606,140.63	\$ 735,303.74
Interfund Transfers In	8910-8929	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,557,242.58	\$ -	\$ 923,787.97	\$ -
All Other Financing Sources	8930-8979	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Undefined Objects		\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL RECEIPTS		\$ 23,477,027.28	\$ -	\$ 19,182,332.09	\$ 18,164,690.17	\$ 83,346,472.28	\$ 20,879,914.20	\$ 32,603,423.55	\$ 51,476,478.56	\$ 88,491,223.09	\$ 18,271,518.87	\$ 40,307,523.55	\$ 23,916,885.97
C. DISBURSEMENTS													
Certificated Salaries	1000-1999	\$ 20,379,810.15		\$ 1,543,761.79	\$ 3,296,787.98	\$ 20,080,303.54	\$ 20,713,042.74	\$ 21,531,907.62	\$ 21,026,747.07	\$ 20,984,366.52	\$ 21,553,095.27	\$ 22,128,047.79	\$ 21,179,896.88
Classified Salaries	2000-2999	\$ 5,296,834.79		\$ 2,649,663.51	\$ 3,513,568.71	\$ 5,149,742.22	\$ 5,341,331.51	\$ 5,559,274.87	\$ 5,409,571.86	\$ 5,308,730.39	\$ 5,205,061.72	\$ 5,423,146.70	\$ 5,434,822.01
Employee Benefits	3000-3999	\$ 14,820,255.27		\$ 2,454,565.72	\$ 3,517,682.01	\$ 15,430,471.91	\$ 15,378,605.41	\$ 15,420,118.26	\$ 16,248,634.15	\$ 15,574,892.15	\$ 16,562,792.81	\$ 16,901,709.46	\$ 16,940,045.23
Books and Supplies	4000-4999	\$ 1,185,301.16		\$ 78,415.95	\$ 256,635.22	\$ 2,104,567.64	\$ 1,680,042.33	\$ 1,719,245.54	\$ 1,366,247.93	\$ 1,392,199.17	\$ 1,281,353.28	\$ 1,320,643.27	\$ 1,481,568.25
ESSER Expenses (3210)	4000-5999	\$ -		\$ 1,566.01	\$ 78,901.10	\$ 307,363.49	\$ 307,363.49	\$ 307,363.49	\$ 307,363.49	\$ 307,363.49	\$ 307,363.49	\$ 307,363.49	\$ 307,363.49
GEER (3215)	4000-5999	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
LLM - CR (3220)	4000-5999	\$ -		\$ 90,058.76	\$ 53,546.47	\$ 8,512,219.93	\$ 8,512,219.93	\$ 8,512,219.93	\$ 8,405,126.99	\$ -	\$ -	\$ -	\$ -
LLM - GF (7420)	4000-5999	\$ -		\$ -	\$ -	\$ 582,904.00	\$ 582,904.00	\$ 582,904.00	\$ 582,904.00	\$ -	\$ -	\$ -	\$ -
Services	5000-5999	\$ 6,097,615.42		\$ 643,263.56	\$ 1,693,881.64	\$ 4,453,537.96	\$ 7,654,314.09	\$ 5,878,965.50	\$ 7,215,949.65	\$ 5,598,651.25	\$ 7,078,688.52	\$ 6,289,568.63	\$ 7,388,846.79
Capital Outlay	6000-6599	\$ 409,670.90		\$ 17,295.16	\$ 5,300.00	\$ 350,020.64	\$ 502,430.16	\$ 277,087.92	\$ 74,582.09	\$ 114,898.90	\$ 106,343.60	\$ 184,322.72	\$ 111,937.90
Other Outgo	7000-7499	\$ 244,022.51		\$ 57,746.39	\$ 57,648.83	\$ 7,475.50	\$ (43,838.10)	\$ 40.11	\$ (4,730.99)	\$ 75,252.74	\$ 153,225.09	\$ 4,041.22	\$ 4,544.42
Interfund Transfers Out	7600-7629	\$ 2,400,000.00		\$ -	\$ -	\$ 2,512.73	\$ 52,049.75	\$ 2,199.24	\$ 121,903.02	\$ 201,796.91	\$ 113,050.15	\$ 261,717.84	\$ 36,756.10
All Other Financing Uses	7630-7699	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL DISBURSEMENTS		\$ 50,833,510.20	\$ -	\$ 7,536,336.85	\$ 12,473,951.96	\$ 56,981,119.56	\$ 60,680,465.31	\$ 59,791,326.48	\$ 60,754,299.26	\$ 49,558,151.52	\$ 52,360,973.93	\$ 52,820,561.12	\$ 52,885,781.07
D. BALANCE SHEET ITEMS													
Assets and Deferred Outflows													
Cash Not In Treasury	9111-9199	\$ (23,150.59)	\$ 2,639,610.69	\$ 1,626,621.27	\$ 636,708.86	\$ 6,782.29	\$ 5,107.38	\$ 7,216.99	\$ 7,143.46	\$ 6,096.25	\$ 9,898.08	\$ 5,035.07	\$ 5,294.09
Accounts Receivable	9200-9299	\$ 330,825.83	\$ 88,887,464.08	\$ 56,809,365.00	\$ 1,340,651.87	\$ 16,943,142.90	\$ 2,378,950.51	\$ 2,586,758.47	\$ 5,654,032.52	\$ 67,744.69	\$ 67,744.69	\$ 67,744.69	\$ 67,744.69
Due From Other Funds	9310	\$ (151,163.55)	\$ 2,814,636.76	\$ 2,813,140.15	\$ 1,496.61	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Stores	9320	\$ 7.09	\$ 104,536.53	\$ -	\$ 55.30	\$ 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		\$ 156,518.78	\$ 94,446,248.06	\$ 61,249,126.42	\$ 1,978,912.64	\$ 16,955,887.70	\$ 2,381,690.24	\$ 2,595,798.26	\$ 5,661,175.98	\$ 74,085.75	\$ 77,642.77	\$ 72,779.76	\$ 73,038.78
Liabilities and Deferred Inflows													
Accounts Payable	9500-9599	\$ 31,785.45	\$ (40,063,483.93)	\$ (31,031,621.53)	\$ (924,863.00)	\$ (1,492,195.55)	\$ -	\$ -	\$ -	\$ -	\$ (1,322,960.77)	\$ (1,322,960.77)	\$ (1,322,960.77)
Due To Other Funds	9610	\$ 50,940.04	\$ (1,635,178.11)	\$ (1,635,178.11)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Current Loans	9640	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Unearned Revenues	9650	\$ -	\$ (5,597,400.76)	\$ (5,597,400.76)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Deferred Inflows of Resources	9690	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Undefined Objects		\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
SUBTOTAL LIABILITIES		\$ 82,725.49	\$ (47,296,062.80)	\$ (38,264,200.40)	\$ (924,863.00)	\$ (1,492,195.55)	\$ -	\$ -	\$ -	\$ -	\$ (1,322,960.77)	\$ (1,322,960.77)	\$ (1,322,960.77)
Nonoperating													
Suspense Clearing	9910	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL BALANCE SHEET ITEMS		\$ 239,244.27	\$ 47,150,185.26	\$ 22,984,926.02	\$ 1,054,049.64	\$ 15,463,692.15	\$ 2,381,690.24	\$ 2,595,798.26	\$ 5,661,175.98	\$ 74,085.75	\$ (1,245,318.00)	\$ (1,250,181.01)	\$ (1,249,921.99)
E. NET INCREASE/DECREASE B - C + D		\$ (27,117,238.65)	\$ 47,150,185.26	\$ 34,630,921.26	\$ 6,744,787.85	\$ 41,829,044.87	\$ (37,418,860.86)	\$ (24,592,104.66)	\$ (3,616,644.72)	\$ 39,007,157.32	\$ (35,334,773.06)	\$ (13,763,218.58)	\$ (30,218,817.09)
F. ENDING CASH (A + E)		\$ 45,898,425.55	\$ 93,048,610.81	\$ 80,529,346.81	\$ 87,274,134.66	\$ 129,103,179.53	\$ 91,684,318.67	\$ 67,092,214.00	\$ 63,475,569.28	\$ 102,482,726.60	\$ 67,147,953.55	\$ 53,384,734.97	\$ 23,165,917.88

¹ 2019-20 ESCAPE Fiscal12a Cashflow Summary Report

² 2020-21 Year 1 Budget Revision Budget Figures

³ 2020-21 ESCAPE Fiscal12a Cashflow Summary Report Run 9/8/20

⁴ Actuals as of 9/8/20. Amounts could change based on adjustments at Treasury and SCOE reconciliation. Figures will be updated once final reconciliation complete.

2020-21 FEBRUARY (44.44%), MARCH - MAY (66.67%) JUNE (100%) DEFERRALS STATE AID & SE	Object	May 2020 Projected ²	June 2020 Projected ²	Accrual Projected	Adjustments	Total Projected	Budget
A. BEGINNING CASH	9110	\$ 23,165,917.88	\$ (19,751,485.77)			\$ -	\$ -
B. RECEIPTS							
LCF Revenue Sources							
Principal Apportionment	8010-8019	\$ 9,813,218.12	\$ (23,212,948.00)	\$ 113,467,914.41	\$ -	\$ 313,426,498.00	\$ 313,426,498.00
Property Taxes	8020-8079	\$ -	\$ 33,164,358.90	\$ -	\$ -	\$ 110,547,863.00	\$ 110,547,863.00
Miscellaneous Funds	8080-8099	\$ (1,340,467.20)	\$ (700,713.36)	\$ (2,547,894.41)	\$ -	\$ (11,627,578.00)	\$ (11,627,578.00)
Federal Revenues	8100-8299	\$ 181,308.97	\$ 17,300,927.09	\$ 25,703,605.98	\$ -	\$ 98,619,318.00	\$ 98,619,318.00
Other State Revenues	8300-8599	\$ 1,114,535.41	\$ 1,971,613.87	\$ 12,480,104.06	\$ 20,124,028.00	\$ 72,711,418.00	\$ 72,711,418.00
Other Local Revenues	8600-8799	\$ 862,708.55	\$ 984,586.86	\$ 1,036,395.58	\$ -	\$ 7,271,370.00	\$ 7,271,370.00
Interfund Transfers In	8910-8929	\$ -	\$ 158,363.65	\$ 0.00	\$ -	\$ 2,639,394.20	\$ 2,639,394.20
All Other Financing Sources	8930-8979	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Undefined Objects		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL RECEIPTS		\$ 10,631,303.85	\$ 29,666,189.01	\$ 150,140,125.62	\$ 20,124,028.00	\$ 593,588,283.20	\$ 593,588,283.20
C. DISBURSEMENTS							
Certificated Salaries	1000-1999	\$ 21,246,613.41	\$ 22,216,392.65	\$ 9,764,296.22		\$ 222,741,199.97	\$ 222,741,200.00
Classified Salaries	2000-2999	\$ 5,827,753.65	\$ 5,652,787.22	\$ 5,221,411.49		\$ 61,691,962.00	\$ 61,691,962.00
Employee Benefits	3000-3999	\$ 15,745,113.26	\$ 16,106,017.17	\$ 6,950,604.14	\$ 20,124,028.00	\$ 189,307,999.00	\$ 189,307,999.00
Books and Supplies	4000-4999	\$ 2,415,427.82	\$ 4,790,772.47	\$ 15,462,599.33		\$ 32,327,885.00	\$ 32,327,885.00
ESSER Expenses (3210)	4000-5999	\$ 307,363.49	\$ 307,363.47	\$ 0.01	\$ -	\$ 3,154,102.00	\$ 3,154,102.00
GEER (3215)	4000-5999	\$ -	\$ -	\$ -		\$ -	\$ -
LLM - CR (3220)	4000-5999	\$ -	\$ -	\$ -		\$ 34,085,392.00	\$ 34,085,392.00
LLM - GF (7420)	4000-5999	\$ -	\$ -	\$ -		\$ 3,497,424.00	\$ 3,497,424.00
Services	5000-5999	\$ 7,789,504.42	\$ 8,575,001.55	\$ 14,118,641.12		\$ 81,585,790.00	\$ 81,585,790.00
Capital Outlay	6000-6599	\$ 94,246.76	\$ 180,461.47	\$ 1,606,889.77		\$ 2,975,634.00	\$ 2,975,634.00
Other Outgo	7000-7499	\$ 10,008.19	\$ 24,844.15	\$ 42,923.06		\$ 248,638.00	\$ 248,638.00
Interfund Transfers Out	7600-7629	\$ 89,967.87	\$ 820,619.37	\$ 243,364.96		\$ 1,948,642.00	\$ 1,948,642.00
All Other Financing Uses	7630-7699	\$ -	\$ -	\$ -		\$ -	\$ -
TOTAL DISBURSEMENTS		\$ 53,525,998.87	\$ 58,674,259.52	\$ 53,410,730.10	\$ 20,124,028.00	\$ 633,564,667.97	\$ 633,564,668.00
D. BALANCE SHEET ITEMS							
<u>Assets and Deferred Outflows</u>							
Cash Not In Treasury	9111-9199	\$ 20,565.79	\$ 13,363.14	\$ 289,778.02		\$ 2,639,610.69	
Accounts Receivable	9200-9299	\$ 1,279,686.35	\$ 1,623,897.69	\$ (0.00)		\$ 88,887,464.08	
Due From Other Funds	9310	\$ -	\$ -	\$ -		\$ 2,814,636.76	
Stores	9320	\$ -	\$ -	\$ 54,750.91		\$ 104,536.53	
Prepaid Expenditures	9330	\$ -	\$ -	\$ -		\$ -	
Other Current Assets	9340	\$ -	\$ -	\$ -		\$ -	
Deferred Outflows of Resources	9490	\$ -	\$ -	\$ -		\$ -	
Undefined Objects		\$ -	\$ -	\$ -		\$ -	
SUBTOTAL ASSETS		\$ 1,300,252.14	\$ 1,637,260.83	\$ 344,528.93	\$ -	\$ 94,446,248.06	
<u>Liabilities and Deferred Inflows</u>							
Accounts Payable	9500-9599	\$ (1,322,960.77)	\$ (1,322,960.77)	\$ 0.00		\$ (40,063,483.93)	
Due To Other Funds	9610	\$ -	\$ -	\$ -		\$ (1,635,178.11)	
Current Loans	9640	\$ -	\$ -	\$ -		\$ -	
Unearned Revenues	9650	\$ -	\$ -	\$ -		\$ (5,597,400.76)	
Deferred Inflows of Resources	9690	\$ -	\$ -	\$ -		\$ -	
Undefined Objects		\$ -	\$ -	\$ -	\$ -	\$ -	
SUBTOTAL LIABILITIES		\$ (1,322,960.77)	\$ (1,322,960.77)	\$ 0.00	\$ -	\$ (47,296,062.80)	
Nonoperating							
Suspense Clearing	9910	\$ -	\$ -	\$ -		\$ -	
TOTAL BALANCE SHEET ITEMS		\$ (22,708.63)	\$ 314,300.06	\$ 344,528.93	\$ -	\$ 47,150,185.26	\$ -
E. NET INCREASE/DECREASE B - C + D		\$ (42,917,403.65)	\$ (28,693,770.45)	\$ 97,073,924.45	\$ -	\$ 7,173,800.49	\$ (39,976,384.80)
F. ENDING CASH (A + E)		\$ (19,751,485.77)	\$ (48,445,256.22)				

¹ 2019-20 ESCAPE Fiscal12a Cashflow Summary Report

² 2020-21 Year 1 Budget Revision Budget Figures

³ 2020-21 ESCAPE Fiscal12a Cashflow Summary Report Rur

⁴ Actuals as of 9/8/20. Amounts could change based on adjust



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 11.1

Meeting Date: September 17, 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 July 15, 2020 through August 14, 2020
- Enrollment and Attendance Report for Month 9 Ending May 15, 2020
- Enrollment and Attendance Report for Month 10 Ending June 11, 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 July 15, 2020 through August 14, 2020
2. Enrollment and Attendance Report for Month 9 Ending May 15, 2020
3. Enrollment and Attendance Report for Month 10 Ending June 11, 2020

Estimated Time: N/A

Submitted by: Rose Ramos, Chief Business Officer

Approved by: Jorge A. Aguilar, Superintendent

Includes Purchase Orders dated 07/15/2020 - 08/14/2020 ***

PO Number	Vendor Name	Description	Location	Fund	Account Amount
B20-00832	Sharon Kennedy Estate	KB SETTLEMENT AGREEMENT	SPECIAL EDUCATION DEPARTMENT	01	15,000.00
B21-00141	CELL ENERGY INC	MATERIALS AS NEEDED FOR ELECTRONICS SHOP	FACILITIES MAINTENANCE	01	4,500.00
B21-00142	IDN Wilco, INC	MATERIALS/SUPPLIES FOR LOCKSMITH SHOP 2020-21	FACILITIES MAINTENANCE	01	2,500.00
B21-00143	NATIONAL TIME & SIGNAL CORP	MATERIALS AS NEEDED FOR ELECTRONICS SHOP	FACILITIES MAINTENANCE	01	1,500.00
B21-00144	PLATT ELECTRIC SUPPLY	MATERIALS AS NEEDED FOR ELECTRONICS SHOP	FACILITIES MAINTENANCE	01	3,000.00
B21-00145	WINDY CITY WIRE CABLE & TECH	MATERIALS AS NEEDED FOR ELECTRONICS SHOP	FACILITIES MAINTENANCE	01	1,000.00
B21-00146	GRAYBAR ELECTRIC COMPANY INC	MATERIALS AS NEEDED FOR ELECTRONICS SHOP	FACILITIES MAINTENANCE	01	1,000.00
B21-00147	COMTECH COMMUNICATIONS INC	PARTS AS NEEDED FOR ELECTRONICS SHOP	FACILITIES MAINTENANCE	01	500.00
B21-00148	BATTERY SYSTEMS #07	MATERIALS AS NEEDED FOR ELECTRONICS SHOP	FACILITIES MAINTENANCE	01	1,500.00
B21-00149	ACME CONSTRUCTION SUPPLY	MATERIALS & SUPPLIES AS NEEDED FOR PLUMBING SHOP	FACILITIES MAINTENANCE	01	2,000.00
B21-00150	BACKFLOW DISTRIBUTORS INC	MATERIALS AS NEEDED FOR PLUMBING SHOP	FACILITIES MAINTENANCE	01	500.00
B21-00151	BACKFLOW TECHNOLOGIES	MATERIALS AS NEEDED FOR PLUMBING SHOP	FACILITIES MAINTENANCE	01	2,000.00
B21-00152	CAPITAL RUBBER CO	MATERIALS & SUPPLIES AS NEEDED FOR PLUMBING SHOP	FACILITIES MAINTENANCE	01	1,000.00
B21-00153	CHEM QUIP	MATERIALS AS NEEDED FOR PLUMBING SHOP	FACILITIES MAINTENANCE	01	1,000.00
B21-00154	FERGUSON ENTERPRISES INC DBA GROENIGER & CO	MATERIALS & SUPPLIES AS NEEDED FOR PLUMBING SHOP	FACILITIES MAINTENANCE	01	1,000.00
B21-00155	GRAINGER INC ACCOUNT #80927635 5	MATERIALS & SUPPLIES AS NEEDED FOR PLUMBING SHOP	FACILITIES MAINTENANCE	01	3,000.00
B21-00156	HORIZON	MATERIALS AS NEEDED FOR PLUMBING SHOP	FACILITIES MAINTENANCE	01	1,000.00
B21-00157	LINCOLN AQUATICS	MATERIALS & SUPPLIES AS NEEDED FOR PLUMBING SHOP	FACILITIES MAINTENANCE	01	2,500.00
B21-00158	PACE SUPPLY	MATERIALS AS NEEDED FOR PLUMBING SHOP	FACILITIES MAINTENANCE	01	5,000.00
B21-00159	SACRAMENTO WINDUSTRIAL CO	MATERIALS & SUPPLIES AS NEEDED FOR PLUMBING SHOP	FACILITIES MAINTENANCE	01	2,000.00
B21-00160	SITE ONE LANDSCAPE SUPPLY	MATERIALS & SUPPLIE AS NEEDED FOR PLUMBING SHOP	FACILITIES MAINTENANCE	01	5,000.00

*** 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 07/15/2020 - 08/14/2020 ***

PO Number	Vendor Name	Description	Location	Fund	Account Amount
B21-00161	SLAKEY BROS INC	MATERIALS & SUPPLIES AS NEEDED FOR PLUMBING SHOP	FACILITIES MAINTENANCE	01	500.00
B21-00162	AIRGAS	MATERIALS AS NEEDED FOR CARPENTRY SHOP	FACILITIES MAINTENANCE	01	2,500.00
B21-00163	AMS ACOUSTICAL MATERIAL SERVICES	MATERIALS AS NEEDED FOR CARPENTRY SHOP	FACILITIES MAINTENANCE	01	2,500.00
B21-00164	AURA HARDWARE LUMBER INC.	SUPPLIES AS NEEDED FOR CARPENTRY SHOP	FACILITIES MAINTENANCE	01	2,000.00
B21-00165	CAPITOL BUILDERS HARDWARE INC	SUPPLIES AS NEEDED FOR CARPENTRY SHOP	FACILITIES MAINTENANCE	01	2,000.00
B21-00166	CHARLES MCMURRAY CO INC	SUPPLIES FOR CARPENTER SHOP	FACILITIES MAINTENANCE	01	1,000.00
B21-00167	D & S PRODUCTS CO	SUPPLIES FOR CARPENTRY SHOP	FACILITIES MAINTENANCE	01	400.00
B21-00168	DEL PASO PIPE & STEEL	MATERIALS AS NEEDED FOR CARPENTRY SHOP	FACILITIES MAINTENANCE	01	2,000.00
B21-00169	GARCIA SHEETMETAL CORP	MATERIALS AS NEEDED FOR CARPENTRY SHOP	FACILITIES MAINTENANCE	01	1,500.00
B21-00170	GRAINGER INC ACCOUNT #80927635 5	MATERIALS AS NEEDED FOR CARPENTRY SHOP	FACILITIES MAINTENANCE	01	2,500.00
B21-00171	MORGAN-NELS INDUSTRIAL SUPPLY	SUPPLIES FOR CARPENTRY SHOP	FACILITIES MAINTENANCE	01	500.00
B21-00172	ONETO METAL PRODUCTS CORP	MATERIALS AS NEEDED FOR CARPENTRY SHOP	FACILITIES MAINTENANCE	01	1,000.00
B21-00173	PACIFIC SUPPLY INC	MATERIALS AS NEEDED FOR CARPENTRY SHOP	FACILITIES MAINTENANCE	01	1,000.00
B21-00174	SHIFFLER EQUIPMENT SALES, INC	MATERIALS AS NEEDED FOR CARPENTRY SHOP	FACILITIES MAINTENANCE	01	1,000.00
B21-00175	SLAKEY BROS INC	MATERIALS AS NEEDED FOR CARPENTRY SHOP	FACILITIES MAINTENANCE	01	1,000.00
B21-00176	WHITE CAP CONSTRUCTION SUPPLY	MATERIALS AS NEEDED FOR CARPENTRY SHOP	FACILITIES MAINTENANCE	01	2,000.00
B21-00177	WIREMAN FENCE PRODUCTS	MATERIALS AS NEEDED FOR CARPENTRY SHOP	FACILITIES MAINTENANCE	01	2,000.00
B21-00178	AMERICAN TIME & SIGNAL CO	CLOCK SUPPLIES FOR ELECTRICAL SHOP 2020-2021 SY	FACILITIES MAINTENANCE	01	1,000.00
B21-00179	CALIFORNIA QUALITY PLASTICS	ELECTRICAL SUPPLIES/MATERIALS 2020-21 SCHOOL YEAR	FACILITIES MAINTENANCE	01	2,500.00
B21-00180	CELL ENERGY INC.	BATTERIES FOR EMERGENCY LIGHTS	FACILITIES MAINTENANCE	01	2,500.00
B21-00181	CENTRAL VALLEY ELECTRIC SUPPLY	ELECTRICAL SUPPLIES FOR ELECTRICAL SHOP	FACILITIES MAINTENANCE	01	1,000.00
B21-00182	CAMCO WINDING & SALES INC dba CULVER ARMATURE & MOTOR	CULVER ARMATURE FOR ELECTRICAL SUPPLIES 2020-2021	FACILITIES MAINTENANCE	01	3,500.00

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Includes Purchase Orders dated 07/15/2020 - 08/14/2020 ***

PO Number	Vendor Name	Description	Location	Fund	Account Amount
B21-00183	FASTENAL COMPANY ATTN : JASON IGARTA	ELECTRICAL SUPPLIES FOR ELECTRICAL SHOP 2020-2021	FACILITIES MAINTENANCE	01	3,500.00
B21-00184	HEROLD & MIELENZ INC	MATERIALS FOR ELECTRIC SHOP 2020-2021	FACILITIES MAINTENANCE	01	2,500.00
B21-00185	SUPPLY WORKS	ELECTRICAL SUPPLIES FOR ELECTRICAL SHOP 2020-2021	FACILITIES MAINTENANCE	01	1,000.00
B21-00186	AIR FILTER SUPPLY	AIR FILTER SUPPLIES AS NEEDED 2019-2020	FACILITIES MAINTENANCE	01	3,500.00
B21-00187	AIR TREATMENT CORP	HVAC SUPPLIES NEEDED FOR 2020-2021 SCHOOL YEAR	FACILITIES MAINTENANCE	01	1,000.00
B21-00188	AMERICAN CHILLER SERV INC	SUPPLIES FOR HVAC 2020-2021 SCHOOL YEAR	FACILITIES MAINTENANCE	01	500.00
B21-00189	Asset Technologies, LLC	SUPPLIES FOR HVAC 2020-2021 SCHOOL YEAR	FACILITIES MAINTENANCE	01	500.00
B21-00190	GEARY PACIFIC CORP	HVAC SUPPLIES AS NEEDED 2020-2021 SCHOOL YEAR	FACILITIES MAINTENANCE	01	2,500.00
B21-00191	GRAINGER INC ACCOUNT #80927635 5	HVAC SUPPLIES NEEDED FOR 2020-2021 SCHOOL YEAR	FACILITIES MAINTENANCE	01	2,500.00
B21-00192	HI LINE ELECTRIC CO ATTENTION: ROSS / RANDY	ELECTRICAL MATERIALS NEEDED FOR 2020-2021	FACILITIES MAINTENANCE	01	1,000.00
B21-00193	JOHNSON CONTROLS INC.	HVAC SUPPLIES NEEDED FOR 2020-2021 SCHOOL YEAR	FACILITIES MAINTENANCE	01	2,500.00
B21-00194	JOHNSTONE SUPPLY INC	HVAC SUPPLIES NEEDED FOR 2020-2021 SCHOOL YEAR	FACILITIES MAINTENANCE	01	2,500.00
B21-00195	LENNOX INDUSTRIES INC	HVAC SUPPLIES NEEDED FOR 2020-2021 SCHOOL YEAR	FACILITIES MAINTENANCE	01	500.00
B21-00196	NORMAN WRIGHT MECHANICAL EQUIP	HVAC SUPPLIES NEEDED FOR 2020-2021 SCHOOL YEAR	FACILITIES MAINTENANCE	01	500.00
B21-00197	SIGLER WHOLESALER	HVAC SUPPLIES NEEDED FOR 2020-2021 SCHOOL YEAR	FACILITIES MAINTENANCE	01	4,500.00
B21-00198	SLAKEY BROS INC	HVAC SUPPLIES NEEDED FOR 2020-2021 SCHOOL YEAR	FACILITIES MAINTENANCE	01	1,500.00
B21-00199	HOME DEPOT SUPPLYWORKS	SUPPLIES NEEDED FOR HVAC SHIOP 2020-2021 SY	FACILITIES MAINTENANCE	01	1,500.00
B21-00200	TRANE PARTS CENTER	HVAC SUPPLIES NEEDED FOR 2020-2021 SCHOOL YEAR	FACILITIES MAINTENANCE	01	2,500.00
B21-00201	US AIR CONDITIONING DISTRIBUTOR S LLC	HVAC SUPPLIES FOR 2020-2021 SCHOOL YEAR	FACILITIES MAINTENANCE	01	1,500.00

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ESCAPE ONLINE

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Includes Purchase Orders dated 07/15/2020 - 08/14/2020 ***

PO Number	Vendor Name	Description	Location	Fund	Account Amount
B21-00202	WESTERN PACIFIC DISTRIBUTORS	HVAC SUPPLIES NEEDED FOR 2020-2021 SCHOOL YEAR	FACILITIES MAINTENANCE	01	500.00
B21-00203	WHOLESALE OUTLET	HVAC SUPPLIES NEEDED FOR 2020-2021 SCHOOL YEAR	FACILITIES MAINTENANCE	01	500.00
B21-00204	APPLIED INDUSTRIAL TECH	MATERIALS/SUPPLIES FOR LABOR SHOP	FACILITIES MAINTENANCE	01	500.00
B21-00205	BLISS POWER LAWN EQUIPMENT	SUPPLIES FOR LABOR SHOP POWER LAWN EQUIPMENT	FACILITIES MAINTENANCE	01	500.00
B21-00206	CAPITAL RUBBER CO	CAPITAL RUBBER COMPANY FOR SUPPLIES AS NEEDED	FACILITIES MAINTENANCE	01	2,000.00
B21-00207	CAPITOL CLUTCH & BRAKE INC	CAPITOL CLUTCH & BRAKE SUPPLIES AS NEEDED	FACILITIES MAINTENANCE	01	700.00
B21-00208	CITRUS HEIGHTS SAW & MOWER	LABOR SHOP SUPPLIES/MATERIALS AS NEEDED	FACILITIES MAINTENANCE	01	1,000.00
B21-00209	CROMER EQUIPMENT	MATERIALS/SUPPLIES FOR LABOR SHOP	FACILITIES MAINTENANCE	01	300.00
B21-00210	D & S PRODUCTS CO	D&S PRODUCTS AND SUPPLIES AS NEEDED	FACILITIES MAINTENANCE	01	500.00
B21-00211	GRAINGER INC ACCOUNT #80927635 5	LABOR SHOP SUPPLIES	FACILITIES MAINTENANCE	01	3,000.00
B21-00212	GREEN ACRES NURSERY AND SUPPLY	GREEN ACRES-MATERIALS FOR LABOR SHOP	FACILITIES MAINTENANCE	01	1,000.00
B21-00213	HASTIE'S CAPITOL SAND & GRAVEL	LABORER SHOP SUPPLIES FOR WORK ORDERS	FACILITIES MAINTENANCE	01	3,000.00
B21-00214	HORIZON	HORIZON/AUTOMATIC RAIN-LABOR SHOP SUPPLIES	FACILITIES MAINTENANCE	01	500.00
B21-00215	NAPA AUTO PARTS	MATERIALS/SUPPLIES FOR LABOR SHOP	FACILITIES MAINTENANCE	01	2,000.00
B21-00216	NOBILE SAW WORKS	LABOR SHOP SUPPLIES	FACILITIES MAINTENANCE	01	500.00
B21-00217	PAPE MATERIAL HANDLING BOBCAT WEST	MOWER EQUIPMENT SUPPLIES FOR LABOR SHOP	FACILITIES MAINTENANCE	01	1,000.00
B21-00218	SACRAMENTO FOR TRACTOR INC	SACRAMENTO FOR TRACTOR-LABOR SHOP SUPPLIES	FACILITIES MAINTENANCE	01	2,000.00
B21-00219	VALLEY TRUCK & TRACTOR CO	VALLEY TRUCK & TRACTOR CO LABOR SHOP SUPPLIES	FACILITIES MAINTENANCE	01	1,000.00
B21-00220	KELLY MOORE PAINT COMPANY INC	PAINT SUPPLIES AS NEEDED	FACILITIES MAINTENANCE	01	3,500.00
B21-00221	MORGAN-NELS INDUSTRIAL SUPPLY	MATERIALS/SUPPLIES FOR PAINT/ASBESTOS SHOP	FACILITIES MAINTENANCE	01	1,000.00
B21-00222	NGS HOLDINGS, INC	MATERIALS/SUPPLIES FOR SIGN SHOP (PAINTERS)	FACILITIES MAINTENANCE	01	1,500.00
B21-00223	NTS MIKEDON LLC	MATERIALS/SUPPLIES FOR PAINT SHOP	FACILITIES MAINTENANCE	01	1,500.00
B21-00224	PACIFIC WEST SIGNS	MATERIALS/SUPPLIES FOR SIGN SHOP (PAINTERS)	FACILITIES MAINTENANCE	01	500.00

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
B21-00225	PPG ARCHITECTURAL	MATERIALS/SUPPLIES FOR PAINT SHOP	FACILITIES MAINTENANCE	01	2,000.00
B21-00226	UNIVERSITY ART CENTER	MATERIALS/SUPPLIES FOR PAINT SHOP	FACILITIES MAINTENANCE	01	1,400.00
B21-00227	VISTA PAINT CORPORATION	MATERIALS/SUPPLIES FOR PAINT SHOP	FACILITIES MAINTENANCE	01	3,500.00
B21-00228	WAREHOUSE PAINT, INC.	MATERIALS/SUPPLIES FOR PAINT SHOP	FACILITIES MAINTENANCE	01	1,500.00
B21-00229	INDUSTRIAL CONTAINER SERVICES	CONTAINERS/SUPPLIES FOR HAZARDOUS WASTE	FACILITIES MAINTENANCE	01	2,500.00
B21-00230	DM FIGLEY CO INC	GLAZING MATERIALS AS NEEDED FOR REPAIRS 2020-21	FACILITIES MAINTENANCE	01	1,500.00
B21-00231	GRAINGER INC ACCOUNT #80927635 5	SUPPLIES FOR GLAZING SHOP 2020-21 SCHOOL YEAR	FACILITIES MAINTENANCE	01	2,000.00
B21-00232	PROFESSIONAL PLASTICS	MATERIALS/SUPPLIES FOR GLAZING SHOP 2020-21	FACILITIES MAINTENANCE	01	4,000.00
B21-00233	KEYSTON BROS DISTRIBUTORS INC	MATERIALS/SUPPLIES FOR GLAZING SHOP 2020-21	FACILITIES MAINTENANCE	01	1,500.00
B21-00234	SIERRA WINDOW COVERINGS INC	MATERIALS/SUPPLIES FOR GLAZING SHOP 2020-21	FACILITIES MAINTENANCE	01	1,000.00
B21-00235	CASALETT & CO.	Equipment Repairs	CENTRAL PRINTING SERVICES	01	1,500.00
B21-00236	ELK GROVE UNIFIED SCHOOL DIST ATTN: ACCOUNTS RECEIVABLE	Overflow printing	CENTRAL PRINTING SERVICES	01	3,000.00
B21-00237	CALIFORNIA SURVEY & DRAFTING S UPPLY	SIGN AND BANNER SUPPLIES	CENTRAL PRINTING SERVICES	01	4,000.00
B21-00238	PRECISION LETTERPRESS INC	Overflow Printing & Bindery Services	CENTRAL PRINTING SERVICES	01	1,500.00
B21-00239	THE HOME DEPOT PRO	SUPPLIES FOR ASBESTOS/PAINT SHOP	FACILITIES MAINTENANCE	01	1,500.00
B21-00240	CAROLINA BIOLOGICAL SUPPLY CO ACCT #121087	BIOLOGY LAB & INSTRUCTIONAL SUPPLIES FY21	C. K. McCLATCHY HIGH SCHOOL	01	1,700.00
B21-00241	DICK BLICK CUSTOMER #12751501	ART INSTRUCTIONAL SUPPLIES FY21 (2D & 3D)	C. K. McCLATCHY HIGH SCHOOL	01	2,500.00
B21-00242	JOSTENS INC/DIPLOMAS	DIPLOMAS FY21 (2020-21)	C. K. McCLATCHY HIGH SCHOOL	01	2,000.00
B21-00243	JOHNSTONE SUPPLY INC	HVAC PROGRAM/INSTRUCTIONAL SUPPLIES	NEW SKILLS & BUSINESS ED. CTR	11	8,000.00
B21-00244	MCKESSON MEDICAL SURGICAL INC	INSTRUCTIONAL SUPPLIES FOR MEDICAL PROGRAMS	NEW SKILLS & BUSINESS ED. CTR	11	8,500.00
B21-00245	Heritage Food Ser. Gr. Inc	PARTS FOR CAFETERIA EQUIPMENT	NUTRITION SERVICES DEPARTMENT	13	20,000.00
B21-00246	TRIMARK ECONOMY RESTAURANT FIX TURES	SUPPLIES/SMALLWARES FOR SITE KITCHENS	NUTRITION SERVICES DEPARTMENT	13	25,000.00

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
B21-00247	JOHN PEREIRA dba L&S REFRIGERATION	WAREHOUSE REFRIGERATION BOX REPAIRS FOR 20-21 SY	NUTRITION SERVICES DEPARTMENT	13	10,000.00
B21-00248	WM BOLTHOUSE FARMS INC	NSLP SNACK PACK CARROT FOR SY 20-21	NUTRITION SERVICES DEPARTMENT	13	13,000.00
B21-00249	EASTSIDE ENTREES INC ES FOODS INC	SHELF STABLE MEALS FOR 2020-21 SY	NUTRITION SERVICES DEPARTMENT	13	82,152.00
B21-00250	ECOLAB INC	WARE WASH SUPPLIES FOR THE 2020-21 SY	NUTRITION SERVICES DEPARTMENT	13	25,000.00
B21-00251	EKON-O-PAC LLC	SUPPER PROGRAM PACKAGING 20-21 SY	NUTRITION SERVICES DEPARTMENT	13	30,000.00
B21-00252	ERNEST PACKAGING SOLUTIONS	NUTRITION WAREHOUSE PACKAGING SUPPLIES	NUTRITION SERVICES DEPARTMENT	13	20,000.00
B21-00253	F AND W PLASTICS	PAPER/PACKAGING PRODUCTS FOR 2020-2021 SY	NUTRITION SERVICES DEPARTMENT	13	10,000.00
B21-00254	HOME DEPOT CREDIT SERVICES	INDUSTRIAL LAUNDRY/WAREWASH SUPPLIES 2020-21 SY	NUTRITION SERVICES DEPARTMENT	13	5,000.00
B21-00255	P & R PAPER SUPPLY CO	LUNCH TRAYS/PACKAGING FOR THE 2020-21 SY	NUTRITION SERVICES DEPARTMENT	13	100,000.00
B21-00256	SUN-MAID GROWERS OF CA	RAISINS FOR 2020-21 SY	NUTRITION SERVICES DEPARTMENT	13	164,645.76
B21-00257	US COLD STORAGE OF CALIFORNIA	BACK-UP FREEZER STORAGE 20-21 SY	NUTRITION SERVICES DEPARTMENT	13	15,000.00
B21-00258	VERITIV OPERATING COMPANY	BOXES/PACKAGING FOR CENTRAL KITCHEN 20-21 SY	NUTRITION SERVICES DEPARTMENT	13	2,500.00
B21-00259	GENERAL PRODUCE	PRODUCE FOR ELEM/SECONDARY SITES 20-21 SY	NUTRITION SERVICES DEPARTMENT	13	20,000.00
B21-00260	DAYLIGHT FOODS, INC.	PRODUCE FOR 20-21 SY	NUTRITION SERVICES DEPARTMENT	13	800,000.00
B21-00261	FEDEX	FEDEX FOR 2020-21 SCHOOL YEAR	SUPERINTENDENTS OFFICE	01	300.00
B21-00262	STERICYCLE INC	STERICYCLE SHREDDING CHILD DEV 2020-2021	CHILD DEVELOPMENT PROGRAMS	12	2,700.00
B21-00263	ZAJIC APPLIANCE SERVICE, INC	ZAJIC - APPLIANCE REPAIR - PRSCH & SA SITES 20-21	CHILD DEVELOPMENT PROGRAMS	12	2,000.00
B21-00264	ANDYMARK INC	*****BLANKET ORDER***** SUPPLIES FOR ROBOTICS	ALBERT EINSTEIN MIDDLE SCHOOL	01	800.00
B21-00265	STERICYCLE INC	SHRED OF CONFIDENTIAL HR DOCUMENTS 2020-2021	HUMAN RESOURCE SERVICES	01	1,200.00
B21-00266	HANNIBAL'S CATERING	CATERING FOR 2020-21 BOARD MEETINGS/HANNIBALS	BOARD OF EDUCATION	01	3,000.00
B21-00267	SPRINT	SPRINT ACCT 625955456 FOR BOARD MEMBERS	BOARD OF EDUCATION	01	5,000.00
B21-00268	LUNCH BOX EXPRESS	CATERING FOR 2020-21 BOARD MEETINGS/LUNCHBOX EXP	BOARD OF EDUCATION	01	3,000.00

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B21-00269	TEACHER SYNERGY LLC	ONLINE CURRICULUM RESOURCES-TPT	NICHOLAS ELEMENTARY SCHOOL	01	2,600.00
B21-00270	WORLD OF GOOD TASTES INC LA BO U ACCT #SAC023	CATERING FOR 2020-21 BOARD MEETINGS/LA BOU	BOARD OF EDUCATION	01	3,000.00
B21-00271	DEL MONTE FOODS INC	FRUIT CUPS FOR SUMMER PROGRAMS	NUTRITION SERVICES DEPARTMENT	13	38,000.00
B21-00272	GREGORY PACKAGING INC	ASEPTIC JUICE FOR SUMMER PROGRAMS	NUTRITION SERVICES DEPARTMENT	13	38,000.00
B21-00273	JOSTENS INC/DIPLOMAS	DIPLOMA INSERTS - JOSTENS 046048	PURCHASING SERVICES	01	9,500.00
B21-00274	COLLEGE OAK TOWING	WHSE/NS VEHICLE TOWING	NUTRITION SERVICES DEPARTMENT	01	160.00
				13	640.00
B21-00275	PAPE MATERIAL HANDLING BOBCAT WEST	HYSTER EQUIPMENT MAINTENANCE	NUTRITION SERVICES DEPARTMENT	01	700.00
				13	2,800.00
B21-00276	R&S OVERHEAD DOORS AND GATES O F SACRAMENTO	WAREHOUSE ROLL-UP DOOR REPAIRS	NUTRITION SERVICES DEPARTMENT	01	300.00
				13	1,200.00
B21-00277	RIVERVIEW INTERNATIONAL TRUCKS	NS WAREHOUSE TRUCK REPAIR	NUTRITION SERVICES DEPARTMENT	01	400.00
				13	1,600.00
B21-00278	HEIECK SUPPLY INC	PLUMBING PARTS FOR KITCHENS	NUTRITION SERVICES DEPARTMENT	13	200.00
B21-00279	FASTENAL CO	NITRILE GLOVES FOR NS STAFF / COVID-19	NUTRITION SERVICES DEPARTMENT	13	3,000.00
B21-00280	PACKAGING SOLUTIONS	PACKAGING SUPPLIES FOR CENTRAL KITCHEN 20-21 SY	NUTRITION SERVICES DEPARTMENT	13	1,000.00
B21-00281	CASPIO INC	CASPIO SOFTWARE RENEWAL 20-21 SY	YOUTH DEVELOPMENT	01	4,000.00
B21-00282	SACRAMENTO BEE SUBSCRIPTION AC COUNTING	BID ADVERTISING	PURCHASING SERVICES	01	6,250.00
B21-00283	RESERVE ACCOUNT	PITNEY BOWES RESERVE ACCT 10802379	PURCHASING SERVICES	01	225,000.00
B21-00284	AIR & LUBE SYSTEMS COMPANY INC	REPAIR ON MAJOR SHOP EQUIP - AIR & LUBE SYSTEMS	TRANSPORTATION SERVICES	01	6,500.00
B21-00285	AUTOMOTIVE RESOURCES INC	HETRO LIFT OUTSIDE LABOR FOR REPAIR	TRANSPORTATION SERVICES	01	7,500.00
B21-00286	A-Z BUS SALES	BLUEBIRD SCHOOL BUS PARTS	TRANSPORTATION SERVICES	01	30,000.00
B21-00287	BRANNON TIRE	MICHELIN TIRES FOR BUSES AND WHITE FLEET	TRANSPORTATION SERVICES	01	45,000.00
B21-00288	BUSWEST	SCHOOL BUS PARTS FOR THOMAS SCHOOL BUSES	TRANSPORTATION SERVICES	01	10,000.00
B21-00289	BUSWEST	THOMAS BUSES OUTSIDE LABOR REPAIRS	TRANSPORTATION SERVICES	01	25,000.00

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
B21-00290	Cab Air Systems	AIR CONDITIONER REPAIRS FOR BUSES OSL	TRANSPORTATION SERVICES	01	20,000.00
B21-00291	CAPITOL CLUTCH & BRAKE INC	BRAKE AND ROTOR SUPPLIES FOR SCHOOL BUSES	TRANSPORTATION SERVICES	01	28,000.00
B21-00292	CLEAN ENERGY	CLEAN NATURAL GAS FUEL FOR '02 BUSES	TRANSPORTATION SERVICES	01	25,000.00
B21-00293	COLLEGE OAK TOWING	TOWING FOR SCHOOL BUSES	TRANSPORTATION SERVICES	01	19,000.00
B21-00294	DIAMOND DIESEL SERVICE INC	INJECTOR PARTS FOR DIESEL SCHOOL BUS ENGINES	TRANSPORTATION SERVICES	01	14,000.00
B21-00295	DIESEL EMISSIONS SERVICE	CNG AND PARTICULATE TRAPS OUTSIDE LABOR REPAIRS	TRANSPORTATION SERVICES	01	50,000.00
B21-00296	EAST BAY TIRE CO	FIRESTONE TIRES FOR BUSES AND WHITE FLEET	TRANSPORTATION SERVICES	01	45,000.00
B21-00297	PRUDENTIAL OVERALL SUPPLY	MECHANIC UNIFORMS PER CONTRACT	TRANSPORTATION SERVICES	01	15,000.00
B21-00298	SCHAEFFERS SPECIALIZED LUBRICA	DIESEL FUEL ADDITIVE FOR SCHOOL BUSES	TRANSPORTATION SERVICES	01	8,000.00
B21-00299	SNAP ON INDUSTRIAL	TORQUE WRENCH CALIBRATIONS LABOR & PARTS	TRANSPORTATION SERVICES	01	7,000.00
B21-00300	STATE BOARD OF EQUALIZATION	QUARTERLY TAX RETURNS - BOE - STATE OF CALIFORNIA	TRANSPORTATION SERVICES	01	7,500.00
B21-00301	SYNOVIA SOLUTIONS LLC	GPS / CHILD CHECK SYSTEM REPLACEMENT PARTS	TRANSPORTATION SERVICES	01	130,000.00
B21-00302	TRANSTRAKS	TRANSPORTATION DATA MANAGEMENT SERVICE	TRANSPORTATION SERVICES	01	25,000.00
B21-00303	VALLEY POWER SYSTEMS, INC.	BUS POWER SYSTEM LABOR & REPAIRS	TRANSPORTATION SERVICES	01	40,000.00
B21-00304	VAN DE POL ENTERPRISES	LUBRICANTS/ADDITIVES OIL FOR TRANSPORTATION FLEET	TRANSPORTATION SERVICES	01	15,000.00
B21-00305	WEX BANK	FLEETTECH GREASE/ANTI 50/50	TRANSPORTATION SERVICES	01	25,000.00
B21-00307	AT&T	AT&T - DISTRICT VOICE & DATA SRVCS - BLANKET ORDER	INFORMATION SERVICES	01	550,000.00
B21-00308	SPRINT	SPRINT ACCT 669188818 CELLULAR SERVICES	INFORMATION SERVICES	01	150,000.00
B21-00309	JUNET STONE DBA COOK FOR HIRE	CATERING 2020-2021 BOARD MEETINGS/COOK FOR HIRE	BOARD OF EDUCATION	01	6,000.00
B21-00310	BRINKS ARMORED CAR SERVICE	BRINKS ARMORED CAR SERVICES FY 2020-21	ACCOUNTING SERVICES DEPARTMENT	01	10,000.00
				13	13,000.00
B21-00311	JOHNSTONE SUPPLY INC	HVAC _ TOOLKIT BOOKROOM SUPPLIES	NEW SKILLS & BUSINESS ED. CTR	11	15,000.00

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
B21-00312	COLLEGE OF COURT REPORTING INC	EV360 TESTING MATERIAL FOR COURT REPORTING PROGRAM	NEW SKILLS & BUSINESS ED. CTR	11	18,000.00
B21-00313	SIMPLEX GRINNELL INC	FIRE SPRINKLERS INSPECTIONS	NEW SKILLS & BUSINESS ED. CTR	11	6,000.00
B21-00314	COMPREHENSIVE MEDICAL, INC	STUDENT DRUG TESTS	NEW SKILLS & BUSINESS ED. CTR	11	9,000.00
B21-00315	HOME DEPOT	CAFETERIA/KITCHEN EQUIPMENT PARTS/SUPPLIES	NUTRITION SERVICES DEPARTMENT	13	8,500.00
B21-00316	PACIFIC MECHANICAL SERVICES	WAREHOUSE REFRIGERATION REPAIRS	NUTRITION SERVICES DEPARTMENT	13	20,000.00
B21-00317	REFRIGERATION SUPPLIES DIST IN	KITCHEN EQUIPMENT PARTS	NUTRITION SERVICES DEPARTMENT	13	5,500.00
B21-00318	FRESHY FRESH	LAUNDRY SVC FOR PRSCH SITES 20-21	CHILD DEVELOPMENT PROGRAMS	12	12,000.00
B21-00319	AMERIGAS # 0260	PROPANE FOR NS WHSE POWERWASHER/SANITIZER	NUTRITION SERVICES DEPARTMENT	13	2,500.00
B21-00320	NOAH BUCHANAN	SETTLEMENT OAH #2019120865	SPECIAL EDUCATION DEPARTMENT	01	6,000.00
B21-00321	US COLD STORAGE OF CALIFORNIA	FREEZER STORAGE 20-21 SY / COVID-19	NUTRITION SERVICES DEPARTMENT	13	5,000.00
B21-00322	JOSTENS INC	TO PAY DUPLICATE DIPLOMAS	HIRAM W. JOHNSON HIGH SCHOOL	01	400.00
B21-00323	RISO PRODUCTS OF SACRAMENTO	RISO SUPPLIES 2020-2021 SY	LEONARDO da VINCI ELEMENTARY	01	500.00
B21-00324	HOME DEPOT CREDIT SERVICES	SAFETY SUPPLIES 2020-21 SY (COVID-19)	NUTRITION SERVICES DEPARTMENT	01	4,671.91
B21-00325	ELECTRONIC INNOVATIONS, INC	DEPARTMENT ENTRY GATE LABOR & REPAIR	TRANSPORTATION SERVICES	13	1,828.09
B21-00326	WESTERN PETERBILT, INC.	SPECIALIZED PETERBILT PARTS FOR SCHOOL BUSES	TRANSPORTATION SERVICES	01	1,000.00
B21-00327	DELTA WIRELESS INC	SERVICE AND PARTS AS NEEDED FOR ELECTRONICS SHOP	FACILITIES MAINTENANCE	01	2,000.00
B21-00328	Perlmutter Purchasing Power	SERVICE & MATERIALS AS NEEDED ELECTRONICS SHOP	FACILITIES MAINTENANCE	01	500.00
B21-00329	ACTION RENTALS LDJ INC	EQUIPMENT RENTALS FOR PLUMBING SHOP	FACILITIES MAINTENANCE	01	4,500.00
B21-00330	AFFORDABLE TRENCHLESS & PIPE L INING	TRENCHING SERVICE AS NEEDED FOR PLUMBING SHOP	FACILITIES MAINTENANCE	01	3,500.00
B21-00331	CAMCO WINDING & SALES INC dba CULVER ARMATURE & MOTOR	MATERIALS & SERVICE AS NEEDED FOR PLUMBING SHOP	FACILITIES MAINTENANCE	01	1,000.00
B21-00332	COMMERCIAL PUMP SERVICE INC	SERVICE AS NEEDED FOR PLUMBING SHOP	FACILITIES MAINTENANCE	01	500.00

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B21-00333	CURT'S PUMPING & SEPTIC	PUMP & SEPTIC SERVICE AS NEEDED FOR PLUMBING SHOP	FACILITIES MAINTENANCE	01	500.00
B21-00334	CUSTOM PUMP & POWER INC	MATERIALS & SERVICE AS NEEDED FOR PLUMBING SHOP	FACILITIES MAINTENANCE	01	1,000.00
B21-00335	NORCAL ROTOCO INC ROTO ROOTER PLUMBERS	PLUMBING SERVICE AS NEEDED FOR PLUMBING SHOP	FACILITIES MAINTENANCE	01	1,000.00
B21-00336	CINTAS FIRST AID & SAFETY	FIRST AID SUPPLIES FOR FACILITIES	FACILITIES MAINTENANCE	01	3,000.00
B21-00337	COLLEGE OAK TOWING	TOWING SERVICES FOR MAINTENANCE VEHICLES	FACILITIES MAINTENANCE	01	1,000.00
B21-00338	EAGLE TOWING INC	TOWING SERVICES FOR MAINTENANCE VEHICLES	FACILITIES MAINTENANCE	01	3,000.00
B21-00339	FASTENAL INDUSTRIAL & SUPPLY	MATERIALS & SUPPLIES AS NEEDED FOR MAINTENANCE	FACILITIES MAINTENANCE	01	4,500.00
B21-00340	HUNT & SONS INC	OIL AS NEEDED FOR MAINTENANCE VEHICLES	FACILITIES MAINTENANCE	01	2,500.00
B21-00341	KAMPS PROPANE INC ATTN: SHELLE Y TAYLOR	PROPANE FOR FACILITIES' EQUIPMENT	FACILITIES MAINTENANCE	01	3,200.00
B21-00342	LUBE XPRESS & SMOG	SERVICE FOR MAINTENANCE VEHICLES	FACILITIES MAINTENANCE	01	2,500.00
B21-00343	NAPA AUTO PARTS	MTRL'S & SUPPLIES AS NEEDED FOR FACILITIES REPAIRS	FACILITIES MAINTENANCE	01	1,000.00
B21-00344	ONE STOP TRUCK SHOP	SRVCE AND REPAIRS TO FACILITIES VEHICLES	FACILITIES MAINTENANCE	01	5,000.00
B21-00345	O'REILLY AUTO PARTS	MATRL'S AS NEEDED FOR FACILITIES VEHICLE REPAIRS	FACILITIES MAINTENANCE	01	2,000.00
B21-00346	QUALITY TUNE UP #40	VEHICLE SMOG SERVICE FOR MAINTENANCE	FACILITIES MAINTENANCE	01	500.00
B21-00347	Jon K Takata Corporation Resto ration Mgmt Company	RESTORATION AND ENVIRONMENTAL SERVICES	FACILITIES MAINTENANCE	01	5,000.00
B21-00348	SAFELITE GLASS CORPORATION	SERVICE AND GLASS FOR MAINTENANCE VEHICLES	FACILITIES MAINTENANCE	01	2,000.00
B21-00349	SAFETY KLEEN CORP	SOLVENT CLEANING SVC FOR FACILITIES	FACILITIES MAINTENANCE	01	1,000.00
B21-00350	TEREX UTILITIES WEST	SRVCE AND REPAIRS TO FACILITIES VEHICLES & EQUIPT	FACILITIES MAINTENANCE	01	5,000.00
B21-00351	UNITED RENTALS INC	RENTAL EQUIPMENT FOR MAINTENANCE	FACILITIES MAINTENANCE	01	5,000.00
B21-00353	SHELL OIL CO INC	GASOLINE FOR MOWERS - LABOR SHOP	FACILITIES MAINTENANCE	01	3,000.00
B21-00354	SCRUB BOYS	VEHICLE WASHES AS NEEDED FOR MAINTENANCE	FACILITIES MAINTENANCE	01	1,500.00

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B21-00355	BOBCAT CENTRAL INC	SRVC AND PARTS AS NEEDED FOR LABORER EQUIPMENT	FACILITIES MAINTENANCE	01	5,000.00
B21-00356	A TEICHERT & SON, INC.	SERVICES/PARTS FOR CARPENTER SHOP	FACILITIES MAINTENANCE	01	1,000.00
B21-00357	ALLIED BUILDING PRODUCTS	MATERIALS AS NEEDED FOR CARPENTRY SHOP	FACILITIES MAINTENANCE	01	5,000.00
B21-00358	UNITED RENTALS N.A. INC	RENTAL OF EQUIPMENT AS NEEDED 2020-2021	FACILITIES MAINTENANCE	01	2,000.00
B21-00359	DIABLO BOILER & STEAM INC	HVAC REPAIRS NEEDED FOR 2020-2021 SCHOOL YEAR	FACILITIES MAINTENANCE	01	500.00
B21-00360	DMG NORTH INC	HVAC SUPPLIES NEEDED FOR 2020-2021 SCHOOL YEAR	FACILITIES MAINTENANCE	01	5,000.00
B21-00361	JOHNSON CONTROLS INC.	HVAC SUPPLIES NEEDED FOR 2020-2021 SY (DISTRICT)	FACILITIES MAINTENANCE	01	3,000.00
B21-00362	BOBCAT CENTRAL INC	SRVC AND PARTS AS NEEDED FOR LABORER EQUIPMENT	FACILITIES MAINTENANCE	01	5,000.00
B21-00363	CALIFORNIA CUSTOM TRAILERS INC	SRVC AND PARTS AS NEEDED FOR LABORER EQUIPMENT	FACILITIES MAINTENANCE	01	2,000.00
B21-00364	NUTRIEN AG SOLUTIONS INC	MATERIALS/SUPPLIES FOR LABOR SHOP	FACILITIES MAINTENANCE	01	5,000.00
B21-00365	TURF STAR	MOWER EQUIPMENT SUPPLIES FOR LABOR SHOP	FACILITIES MAINTENANCE	01	24,000.00
B21-00366	COUNTY OF SACRAMENTO UTILITY BILLING SERVICES	DISPOSAL OF NORMAL REFUSE	FACILITIES MAINTENANCE	01	500.00
B21-00367	IRON MOUNTAIN RECORDS MANAGMT	IRON MOUNTAIN EMPLOYEE RECORDS SYSTEM 2020-2021	HUMAN RESOURCE SERVICES	01	3,000.00
B21-00368	G2 SOLUTIONS, INC	LIVE SCAN FINGERPRINT CLEARANCES 2020-2021	HUMAN RESOURCE SERVICES	01	4,000.00
B21-00369	DUNN EDWARDS PAINTS	MATERIALS/SUPPLIES FOR PAINT SHOP	FACILITIES MAINTENANCE	01	5,000.00
B21-00370	SHERWIN WILLIAMS CO	MATERIALS/SUPPLIES FOR PAINT SHOP	FACILITIES MAINTENANCE	01	5,000.00
B21-00371	GRAINGER INC ACCOUNT #80927635 5	SUPPLIES FOR ASBESTOS SHOP	FACILITIES MAINTENANCE	01	5,000.00
B21-00372	ASBESTECH	ASBESTOS TESTING SERVICE	FACILITIES MAINTENANCE	01	1,500.00
B21-00373	MicroTest Laboratories, Inc.	ASBESTOS TESTING SERVICE	FACILITIES MAINTENANCE	01	2,000.00
B21-00374	DFS Flooring LP	FLOORING SUPPLIES FOR SCHOOL YEAR 2020-21	FACILITIES MAINTENANCE	01	5,000.00
B21-00375	PACIFIC FLOORING SUPPLY INC	MATERIALS/SUPPLIES FOR GLAZING SHOP 2019-20	FACILITIES MAINTENANCE	01	5,000.00
B21-00376	CATHERINE WELSH ENVELOPES	Overflow printing	CENTRAL PRINTING SERVICES	01	5,000.00

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
B21-00377	APPLIED LANDSCAPE MAT INC	PLAYGROUND FIBER/BARK FOR SITES AS NEEDED	FACILITIES MAINTENANCE	01	5,000.00
B21-00378	IRON MOUNTAIN RECORDS MANAGMT	STORE CUMULATIVE RECORDS 20/21	STUDENT SUPPORT AND FAMILY SER	01	3,500.00
B21-00379	CDW-G C/O PAT HEIN	CDW-G COMPONENTS AND MODULES	INFORMATION SERVICES	01	2,500.00
B21-00380	AUTO CREATIONS, INC.	RADIATOR OUTSIDE LABOR REPAIRS	TRANSPORTATION SERVICES	01	2,000.00
B21-00381	MIDAS AUTO SERVICE EXPERTS	VEHICLE SERVICE & PARTS AS NEEDED	BUILDINGS & GROUNDS/OPERATIONS	01	5,000.00
B21-00382	IRON MOUNTAIN RECORDS MANAGMT	SHRED CONFIDENTIAL FILES/MATERIALS 20/21	STUDENT SUPPORT AND FAMILY SER	01	1,800.00
B21-00383	APPLE INC	APPLE COMPUTER SUPPLIES - BLANKET	INFORMATION SERVICES	01	500.00
B21-00384	LIGHTSPEED TECHNOLOGIES INC	AUDIOLOGY BATTERIES	SPECIAL EDUCATION DEPARTMENT	01	500.00
B21-00385	SONOVA USA INC	AUDIOLOGY MTRLS/REPAIRS	SPECIAL EDUCATION DEPARTMENT	01	1,700.00
B21-00386	WESTONE LABORATORIES	AUDIOLOGY SUPPLIES	SPECIAL EDUCATION DEPARTMENT	01	1,000.00
B21-00387	AT&T	TRANSITION PROGRAM PHONE (DUPLEX)	SPECIAL EDUCATION DEPARTMENT	01	3,450.00
B21-00388	THE POPCORN MAN	NSLP CHEESY BREAD FOR 2020-21 SY	NUTRITION SERVICES DEPARTMENT	13	41,580.00
B21-00389	PITNEY BOWES INC	POSTAGE METER/SUPPLIES	SPECIAL EDUCATION DEPARTMENT	01	1,725.32
B21-00390	RAY MORGAN CO	SUPPLIES FOR CANON iPF8400 BANNER MAKER	CENTRAL PRINTING SERVICES	01	2,000.00
B21-00391	SCUSD - US BANK CAL CARD	CAL CARD 2020-21 FOR COMMUNICATIONS	COMMUNICATIONS OFFICE	01	5,000.00
B21-00392	FOLSOM LAKE FORD	FORD BUSES OUTSIDE LABOR REPAIRS	TRANSPORTATION SERVICES	01	38,000.00
B21-00393	GRAINGER INC ACCOUNT #80927635 5	MECHANIC SHOP HARDWARE SUPPLIES	TRANSPORTATION SERVICES	01	7,500.00
B21-00394	HOUSE OF AUTOMATIC TRANSMISSIO N	SCHOOL BUS TRANSMISSION OUTSIDE LABOR REPAIR	TRANSPORTATION SERVICES	01	15,000.00
B21-00395	HUNT & SONS INC	UNLEADED & DIESEL FUEL FOR BUSES AND WHITE FLEET	TRANSPORTATION SERVICES	01	400,000.00
B21-00396	JASPER ENGINES & TRANSMISSIONS	BUS ENGINES REPLACEMENT - JASPERS ENGINES	TRANSPORTATION SERVICES	01	30,000.00
B21-00397	NAPA AUTO PARTS	AFTERMARKET & OEM PARTS FOR SCHOOL BUSES	TRANSPORTATION SERVICES	01	40,000.00
B21-00398	NORM'S ELECTRICAL SUPPLY	STARTERS & ALTERNATORS OUTSIDE LABOR REPAIRS	TRANSPORTATION SERVICES	01	9,500.00
B21-00399	RAMOS ENVIRONMENTAL SERVICES	REMOVE THE WASTE	TRANSPORTATION SERVICES	01	10,000.00

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
B21-00400	RIVERVIEW INTERNATIONAL TRUCKS	OEM PARTS FOR INTERNATIONAL MODEL SCHOOL BUSES	TRANSPORTATION SERVICES	01	50,000.00
B21-00401	RIVERVIEW INTERNATIONAL TRUCKS	INTERNATIONAL BUS OUTSIDE LABOR AND REPAIRS	TRANSPORTATION SERVICES	01	100,000.00
B21-00402	SILKE COMMUNICATIONS	2 WAY RADIO MAINTENANCE & OUTSIDE LABOR AND REPAIR	TRANSPORTATION SERVICES	01	30,000.00
B21-00403	BADGE A MINIT	Blanket Purchase Order for button supplies.	MATERIALS DEVELOPMENT LAB	01	1,000.00
B21-00404	GBC GENERAL BINDING CORP	Blanket Purchase Order for lamination film.	MATERIALS DEVELOPMENT LAB	01	2,000.00
B21-00405	GEORGE PATTON ASSOCIATES INC	Blanket Purchase Order for plastic shields.	MATERIALS DEVELOPMENT LAB	01	1,500.00
B21-00406	SCHOOL SPECIALTY EDUCATION	Blanket Purchase Order for school supplies.	MATERIALS DEVELOPMENT LAB	01	3,000.00
B21-00407	CSUS PROCUREMENT & CONTRACTS S UZANNE SWARTZ CONTRACTS COOR	LEASE OF CLASS SPACE	SPECIAL EDUCATION DEPARTMENT	01	7,101.48
B21-00408	COAST TRUCK CENTERS	NS WHSE TRUCKS TRANSPORT REFER UNIT REPAIRS	NUTRITION SERVICES DEPARTMENT	13	10,000.00
B21-00409	CROWN EQUIPMENT CORPORATION	WAREHOUSE FORKLIFT REPAIR	NUTRITION SERVICES DEPARTMENT	01	2,400.00
				13	9,600.00
B21-00410	PM TRUCK REPAIR	NS WAREHOUSE TRUCK REPAIR	NUTRITION SERVICES DEPARTMENT	13	25,000.00
B21-00411	ELDER CREEK TRASH & RECOVERY	WASTE REMOVAL FOR YARD, WOOD, MISC GARBAGE	BUILDINGS & GROUNDS/OPERATIONS	01	35,000.00
B21-00412	RISO PRODUCTS OF SACRAMENTO	2020-21 Riso Lease	GEO WASHINGTON CARVER	09	2,500.00
B21-00413	SCHOOL NURSE SUPPLY INC	20-21 SCHOOL NURSE SUPPLY - EQUIP & SUPPLIES	HEALTH SERVICES	01	3,000.00
B21-00414	SHARPS COMPLIANCE INC	20-21 SHARPS COMPLIANCE INC - WASTE DISPOSAL	HEALTH SERVICES	01	3,000.00
B21-00415	ANDERSON BROTHERS LEADER PHARM	20-21 ANDERSON BROS: IMMUNIZATION CLINIC SUPPLIES	HEALTH SERVICES	01	1,000.00
B21-00416	MERCY MEDICAL GROUP	MERCY MEDICAL - PHYSICAL SCREENINGS	RISK MANAGEMENT	01	15,000.00
B21-00417	ADI	MATERIALS AS NEEDED FOR ELECTRONICS SHOP	FACILITIES MAINTENANCE	01	18,000.00
B21-00418	HEIECK SUPPLY INC	MATERIALS & SUPPLIES AS NEEDED FOR PLUMBING SHOP	FACILITIES MAINTENANCE	01	12,000.00
B21-00419	ASTRO SECURITY	ANSWERING MONITOR SERVICE FOR INTRUSION ALARMS	FACILITIES MAINTENANCE	01	16,000.00

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
B21-00420	NEW HOME BUILDING SUPPLY INC	CARPENTRY SUPPLIES FOR REPAIRS	FACILITIES MAINTENANCE	01	10,000.00
B21-00421	GRAINGER INC ACCOUNT #80927635 5	ELECTRICAL MATERIALS FOR 2020-2021 SCHL YR	FACILITIES MAINTENANCE	01	10,000.00
B21-00422	HI LINE ELECTRIC CO ATTENTION: ROSS / RANDY	ELECTRICAL MATERIALS NEEDED FOR 2020-2021	FACILITIES MAINTENANCE	01	20,000.00
B21-00423	PLATT ELECTRIC SUPPLY	ELECTRIC SUPPLIES AS NEEDED 2020-2021 SCHOOL YEAR	FACILITIES MAINTENANCE	01	12,000.00
B21-00424	STATE OF CALIFORNIA DEPT OF INDUSTRIAL RELATIONS	CONVEYANCE INVOICES (PERMITS)	PURCHASING SERVICES	01	12,500.00
B21-00425	AMERICAN REFRIGERATION SUPPLY ACCT #172405	HVAC SUPPLIES NEEDED FOR 2020-2021 SCHOOL YEAR	FACILITIES MAINTENANCE	01	7,500.00
B21-00426	REFRIGERATION SUPPLIES DIST IN	HVAC SUPPLIES NEEDED FOR 2020-2021 SCHOOL YEAR	FACILITIES MAINTENANCE	01	7,500.00
B21-00427	APPLIED LANDSCAPE MAT INC	PLAYGROUND FIBER/BARK FOR SITES AS NEEDED	FACILITIES MAINTENANCE	01	10,000.00
B21-00428	BAR HEIN CO	LABOR SHOP SUPPLIES BAR-HEIN COMPANY 113028	FACILITIES MAINTENANCE	01	17,000.00
B21-00429	C. R. LAURENCE CO.	GLAZING MATERIALS FOR REPAIRS	FACILITIES MAINTENANCE	01	7,000.00
B21-00430	VISTAWALL ARCHITECTURAL CORP	GLASS/SUPPLIES FOR GLAZING SHOP 2020-21	FACILITIES MAINTENANCE	01	7,000.00
B21-00431	CALTRONICS BUSINESS SYSTEMS	Service Agreement for Oce 6250	CENTRAL PRINTING SERVICES	01	19,800.00
B21-00432	PAUL BAKER PRINTING INC.	Overflow printing & bindery	CENTRAL PRINTING SERVICES	01	12,000.00
B21-00433	DELTA WEB PRINTING	Overflow Printing & Related Services	CENTRAL PRINTING SERVICES	01	21,000.00
B21-00434	SPICERS PAPER INC	Blanket paper order	CENTRAL PRINTING SERVICES	01	35,000.00
B21-00435	MORGAN-NELS INDUSTRIAL SUPPLY	MACHINE SHOP PARTS/SUPPLIES FOR CUSTODIAL	BUILDINGS & GROUNDS/OPERATIONS	01	15,000.00
B21-00436	SACRAMENTO VALLEY WILDLIFE SER V	WILDLIFE ANIMALS REMOVAL	BUILDINGS & GROUNDS/OPERATIONS	01	15,000.00
B21-00437	LINCOLN AQUATICS	SWIMMING POOL CHEMICALS - C.K. McCLATCHY HS	BUILDINGS & GROUNDS/OPERATIONS	01	10,000.00
B21-00438	LINCOLN AQUATICS	SWIMMING POOL CHEMICALS - HIRAM W JOHNSON HS	BUILDINGS & GROUNDS/OPERATIONS	01	10,000.00
B21-00439	LINCOLN AQUATICS	SWIMMING POOL CHEMICALS - LUTHER BURBANK HS	BUILDINGS & GROUNDS/OPERATIONS	01	10,000.00
B21-00440	LINCOLN AQUATICS	SWIMMING POOL CHEMICALS - ROSEMONT HS	BUILDINGS & GROUNDS/OPERATIONS	01	10,000.00
B21-00441	ANGEL GARCIA	SETTLEMENT OAH #2020030654	SPECIAL EDUCATION DEPARTMENT	01	30,000.00
B21-00442	CENTRAL VALLEY GLASS & SCREEN	MATERIALS/SUPPLIES FOR GLAZING SHOP 2020-21	FACILITIES MAINTENANCE	01	3,000.00

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
B21-00443	PACIFIC COPY & PRINT INC	Overflow printing for Central Printing Services	CENTRAL PRINTING SERVICES	01	20,000.00
B21-00444	SMART & FINAL	BLANKET ORDER FOR FOOD ITEMS 2021	BG CHACON ACADEMY	09	2,000.00
B21-00445	IRON MOUNTAIN RECORDS MANAGMT	SHREDDING SERVICES 20-21 SCHOOL YEAR	DEPUTY SUPERINTENDENT	01	1,000.00
B21-00446	SHRED IT USA	SHRED CONFIDENTIAL MATERIALS	DEPUTY SUPERINTENDENT	01	1,000.00
B21-00447	FOOD 4 THOUGHT LLC	FRESH FARM TO SCHOOL FRUIT FOR THE SUMMER	NUTRITION SERVICES DEPARTMENT	13	10,000.00
B21-00448	FOSTER FARMS FOODSERVICE	CORN DOGS & BURRITOS FOR SUMMER	NUTRITION SERVICES DEPARTMENT	13	40,000.00
B21-00449	HUGHES HARDWOOD OF RANCHO CORD OVA	SUPPLIES FOR MANUFACTURING & DESIGN PRGM	CAREER & TECHNICAL PREPARATION	01	500.00
B21-00450	MOUNTAIN VIEW FRUIT SALES, INC	FRESH FARM TO SCHOOL FOR SUMMER	NUTRITION SERVICES DEPARTMENT	13	4,000.00
B21-00451	BZ SERVICE STATION MAINTENANCE	INSPECTIONS FOR FACILITIES VEHICLES	FACILITIES MAINTENANCE	01	2,000.00
B21-00452	FERGUSON ENTERPRISES INC DBA GROENIGER & CO	MATERIALS & SUPPLIES AS NEEDED FOR HVAC SHOP	FACILITIES MAINTENANCE	01	1,000.00
B21-00453	HEIECK SUPPLY INC	MATERIALS/SUPPLIES AS NEEDED FOR HVAC SHOP	FACILITIES MAINTENANCE	01	1,000.00
B21-00454	PACE SUPPLY	MATERIALS AS NEEDED FOR HVAC SHOP	FACILITIES MAINTENANCE	01	1,000.00
B21-00455	SKASOL INC	HVAC MATERIALS/SUPPLIES FOR 2020-2021 SCHOOL YEAR	FACILITIES MAINTENANCE	01	2,500.00
B21-00456	RUDERMAN AND KNOX LLP	2020-2021 SPED SETTLEMENTS	ADMIN-LEGAL COUNSEL	01	200,000.00
CHB21-00046	OFFICE DEPOT	CJA INSTRUCTIONAL SUPPLIES	C. K. McCLATCHY HIGH SCHOOL	01	2,000.00
CHB21-00047	RAY MORGAN/SCUSD	SERNA: COPIER USAGE 2020-21	SUPERINTENDENTS OFFICE	01	2,500.00
CHB21-00048	SCUSD/PAPER	PAPER USAGE 2020-21	SUPERINTENDENTS OFFICE	01	1,000.00
CHB21-00049	OFFICE DEPOT	OFFICE DEPOT FOR 2020-21	SUPERINTENDENTS OFFICE	01	3,500.00
CHB21-00050	OFFICE DEPOT	OFFICE SUPPLIES 2020-2021 FOR HUMAN RESOURCES DEPT	HUMAN RESOURCE SERVICES	01	19,500.00
CHB21-00051	OFFICE DEPOT	ADMIN/OFFICE SUPPLIES-OFFICE DEPOT (113902)	NEW SKILLS & BUSINESS ED. CTR	11	5,000.00
CHB21-00052	RAY MORGAN/SCUSD	COPY MACHINES - C. A. JONES	NEW SKILLS & BUSINESS ED. CTR	11	22,000.00
CHB21-00053	SUPPLY WORKS	CUSTODIAL SUPPLIES	NEW SKILLS & BUSINESS ED. CTR	11	10,000.00
CHB21-00054	OFFICE DEPOT	OFFICE DEPOT 20-21 - FB, SA - INSTRUCTIONAL	CHILD DEVELOPMENT PROGRAMS	12	1,000.00
CHB21-00055	OFFICE DEPOT	OFFICE SUPPLIES FOR 2020-21 SCHOOL YEAR	INFORMATION SERVICES	01	4,000.00

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
CHB21-00056	RAY MORGAN/SCUSD	FY 20-21 - CANON COPIER IMAGE RUNNER #161979	KIT CARSON INTL ACADEMY	01	3,000.00
CHB21-00057	OFFICE DEPOT	FY 20-21 - OFFICE DEPOT BLANKET GF 4310	KIT CARSON INTL ACADEMY	01	4,000.00
CHB21-00058	U S BANK/SCUSD	BOARD OF EDUCATION MEMBER SUPPLIES	BOARD OF EDUCATION	01	5,000.00
CHB21-00059	SCUSD/PAPER	PAPER USAGE FOR SHARED EQUIPMENT 2020-2021	BOARD OF EDUCATION	01	500.00
CHB21-00060	OFFICE DEPOT	OFFICE SUPPLY BLANKET ORDER 2020-2021	BOARD OF EDUCATION	01	3,000.00
CHB21-00061	OFFICE DEPOT	OFFICE DEPOT FOR SUPPLIES 20/21	GEO WASHINGTON CARVER	09	4,500.00
CHB21-00062	SCUSD - RAY MORGAN CO	CANON COPIER 20/21	GEO WASHINGTON CARVER	09	3,800.00
CHB21-00063	OFFICE DEPOT	OFFICE DEPOT BLANKET ORDER FOR 2020-21 SUPPLIES	BUDGET SERVICES	01	3,500.00
CHB21-00064	SCUSD/PAPER	SERNA PAPER USAGE 2020-21	BUDGET SERVICES	01	600.00
CHB21-00065	SCUSD - RAY MORGAN CO	SERNA COPIER USAGE	BUDGET SERVICES	01	2,000.00
CHB21-00066	OFFICE DEPOT	Office & Packing Supplies for 2020-2021	LIBRARY SERVICES	01	2,000.00
CHB21-00067	SCUSD - RAY MORGAN CO	LTS Copier for the 2020-2021 fiscal year	LIBRARY SERVICES	01	1,400.00
CHB21-00068	THE HOME DEPOT PRO	LTS Custodial Supplies as needed for 2020-2021	LIBRARY SERVICES	01	250.00
CHB21-00069	SCUSD - PAPER USAGE	PAPER USAGE	YOUTH DEVELOPMENT	01	500.00
CHB21-00070	RAY MORGAN - SCUSD	RAY MORGAN COPIERS	NICHOLAS ELEMENTARY SCHOOL	01	5,790.00
CHB21-00071	SCUSD - RAY MORGAN CO	CANON COPIERS	ABRAHAM LINCOLN ELEMENTARY	01	8,000.00
CHB21-00072	RAY MORGAN/SCUSD	CANON COPIER RENTAL	WILL C. WOOD MIDDLE SCHOOL	01	6,000.00
CHB21-00073	RAY MORGAN/SCUSD	CANON COPIERS FOR 2020-21 SCHOOL YEAR	WILLIAM LAND ELEMENTARY	01	7,400.00
CHB21-00074	RAY MORGAN/SCUSD	CANON COPIERS (MAIN)	HIRAM W. JOHNSON HIGH SCHOOL	01	18,500.00
CHB21-00075	RAY MORGAN/SCUSD	CANON COPIER	LUTHER BURBANK HIGH SCHOOL	01	18,000.00
CHB21-00076	RAY MORGAN/SCUSD	CANON COPY MACHINES	PARKWAY ELEMENTARY SCHOOL	01	7,475.00
CHB21-00077	RAY MORGAN/SCUSD	CANON COPIERS	LEONARDO da VINCI ELEMENTARY	01	10,000.00
CHB21-00078	THE HOME DEPOT PRO	JANITORIAL SUPPLIES 20/21 year S.Y.	BOWLING GREEN ELEMENTARY	09	10,000.00
CHB21-00079	THE HOME DEPOT PRO	CUSTODIAL '20-21' / SUPPLYWORKS	BG CHACON ACADEMY	09	9,900.00
CHB21-00080	THE HOME DEPOT PRO	SUPPLYWORKS	GEO WASHINGTON CARVER	09	8,000.00
CHB21-00081	OFFICE DEPOT	OFFICE DEPOT INSTRUCTIONAL SUPPLIES FY21	C. K. McCLATCHY HIGH SCHOOL	01	35,000.00

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CHB21-00082	OFFICE DEPOT	20-21 OFFICE DEPOT BLANKET	WILL C. WOOD MIDDLE SCHOOL	01	10,000.00
CHB21-00083	OFFICE DEPOT	OFFICE DEPOT 2020/2021 CLSRM SUPLIES	EARL WARREN ELEMENTARY SCHOOL	01	5,000.00
CHB21-00084	OFFICE DEPOT	OFFICE DEPOT - SUPPLEMENTAL INSTRUCTIONAL SUPPLIES	GOLDEN EMPIRE ELEMENTARY	01	5,000.00
CHB21-00085	OFFICE DEPOT	OFFICE DEPOT 20/21	BOWLING GREEN ELEMENTARY	09	15,000.00
CHB21-00086	OFFICE DEPOT	FY 20-21 - OFFICE DEPOT BLANKET- LCFF/LI(4310)	KIT CARSON INTL ACADEMY	01	7,000.00
CHB21-00087	OFFICE DEPOT	FY 20-21 - OFFICE DEPOT BLANKET- TITLE 1 (3010)	KIT CARSON INTL ACADEMY	01	6,000.00
CHB21-00088	OFFICE DEPOT	OFFICE DEPOT 4310 '20-21' SUPPLIES AND MATERIALS	BG CHACON ACADEMY	09	10,000.00
CHB21-00089	OFFICE DEPOT	OFFICE DEPOT 4320 '20-'21 SUPPLIES AS NEEDED	BG CHACON ACADEMY	09	5,000.00
CHB21-00090	OFFICE DEPOT	OFFICE DEPOT CHARGEBACK ACCT - INSTRUCTIONAL MTLs	WILLIAM LAND ELEMENTARY	01	14,000.00
CHB21-00091	OFFICE DEPOT	COPY PAPER & CLASSROOM SUPLMTL SUPPLIES	HIRAM W. JOHNSON HIGH SCHOOL	01	5,000.00
CHB21-00092	OFFICE DEPOT	COPY PAPER & CLASSROOM SUPPLIES	HIRAM W. JOHNSON HIGH SCHOOL	01	5,000.00
CHB21-00093	OFFICE DEPOT	CLASSROOM SUPPLIES	LUTHER BURBANK HIGH SCHOOL	01	10,000.00
CHB21-00094	OFFICE DEPOT	SUPPLEMENTAL INSTRUCTIONAL MATERIALS	ALBERT EINSTEIN MIDDLE SCHOOL	01	7,000.00
CHB21-00095	OFFICE DEPOT	school supplies	JOHN H. STILL - K-8	01	35,000.00
CHB21-00096	OFFICE DEPOT	OFFICE DEPOT - SERNA -PAPER #118487	PURCHASING SERVICES	01	20,000.00
CHB21-00097	SCUSD - PAPER USAGE	PAPER USAGE 20/21	STUDENT SUPPORT AND FAMILY SER	01	2,000.00
CHB21-00098	RAY MORGAN/SCUSD	CANON COPIER (CORPORATE ACADEMY RM B220) # 118439	HIRAM W. JOHNSON HIGH SCHOOL	01	6,000.00
CHB21-00099	OFFICE DEPOT	CTE OFFICE SUPPLIES NON-INSTRUCTIONAL	CAREER & TECHNICAL PREPARATION	01	2,000.00
CHB21-00100	OFFICE DEPOT	CTE OFFICE SUPPLIES INSTRUCTIONAL	CAREER & TECHNICAL PREPARATION	01	2,000.00
CHB21-00101	OFFICE DEPOT	OFFICE DEPOT- YDSS	YOUTH DEVELOPMENT	01	4,000.00
CHB21-00102	SCUSD - RAY MORGAN CO	COPIER RENTAL & USAGE	YOUTH DEVELOPMENT	01	1,000.00
CHB21-00103	OFFICE DEPOT	RESOURCE PROGRAMS (OFFICE DEPOT)	SPECIAL EDUCATION DEPARTMENT	01	4,200.00
CHB21-00104	OFFICE DEPOT	WORKABILITY SUPPLIES OFFICE DEPOT	SPECIAL EDUCATION DEPARTMENT	01	2,000.00
CHB21-00105	OFFICE DEPOT	LD CLASS SUPPLIES: OFFICE DEPOT	SPECIAL EDUCATION DEPARTMENT	01	3,000.00
CHB21-00106	OFFICE DEPOT	SPEECH SUPPLIES: OFFICE DEPOT	SPECIAL EDUCATION DEPARTMENT	01	2,500.00

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
CHB21-00107	OFFICE DEPOT	PRE-K SITE MATERIALS: OFFICE DEPOT	SPECIAL EDUCATION DEPARTMENT	01	3,000.00
CHB21-00108	RAY MORGAN/SCUSD	COPIERS FOR SITE LOCATED PROGRAMS	SPECIAL EDUCATION DEPARTMENT	01	3,000.00
CHB21-00109	SCUSD - PAPER USAGE	SERNA PAPER USAGE	SPECIAL EDUCATION DEPARTMENT	01	3,800.00
CHB21-00110	OFFICE DEPOT	ODPT MATERIALS 2020-21	NICHOLAS ELEMENTARY SCHOOL	01	15,000.00
CHB21-00111	RAY MORGAN/SCUSD	Equipment Maintenance Agreement, Canon C9270	CENTRAL PRINTING SERVICES	01	10,000.00
CHB21-00112	THE HOME DEPOT PRO	CUSTODIAL SUPPLIES AS NEEDED FOR OPERATIONS	BUILDINGS & GROUNDS/OPERATIONS	01	30,000.00
CHB21-00113	HOME DEPOT INTERLINE BRANDS SU PPLYWORKS	CUSTODIAL SUPPLIES AS NEEDED FOR SERNA CENTER	BUILDINGS & GROUNDS/OPERATIONS	01	28,000.00
CHB21-00114	RAY MORGAN/SCUSD	SERNA: COPIER USAGE 20/21	STUDENT SUPPORT AND FAMILY SER	01	6,000.00
CHB21-00115	OFFICE DEPOT	OFFICE DEPOT - OFFICE SUPPLIES 20/21	STUDENT SUPPORT AND FAMILY SER	01	8,500.00
CHB21-00116	OFFICE DEPOT	20-21 INSTRUCTIONAL MATERIALS - OFFICE DEPOT	JOHN CABRILLO ELEMENTARY	01	1,000.00
CHB21-00117	OFFICE DEPOT	20-21 ADMINISTRATION SUPPLIES - OFFICE DEPOT	JOHN CABRILLO ELEMENTARY	01	200.00
CHB21-00118	OFFICE DEPOT	20-21 SUPPLEMENTAL INSTRUCTIONAL MATERIALS	JOHN CABRILLO ELEMENTARY	01	4,000.00
CHB21-00119	SCUSD - OFFICE DEPOT	Office Depot Blanket	MULTILINGUAL EDUCATION DEPT.	01	500.00
CHB21-00120	SCUSD - PAPER USAGE	PAPER USAGE	MULTILINGUAL EDUCATION DEPT.	01	150.00
CHB21-00121	RAY MORGAN/SCUSD	SERNA COPIER USAGE	MULTILINGUAL EDUCATION DEPT.	01	500.00
CHB21-00122	OFFICE DEPOT	OFFICE DEPOT 20-21 - HS, ST, PD, FD, WR - NON-INST	CHILD DEVELOPMENT PROGRAMS	12	4,200.00
CHB21-00123	OFFICE DEPOT	OFFICE DEPOT 20-21 - FB, SA - NON-INSTRUCTIONAL	CHILD DEVELOPMENT PROGRAMS	12	500.00
CHB21-00124	SCUSD/PAPER	SERNA 20-21 - COPIER PAPER USAGE	CHILD DEVELOPMENT PROGRAMS	12	2,400.00
CHB21-00125	THE HOME DEPOT PRO	SUPPLY WORKS 20-21 - HJ REG - CUSTODIAL SUPPLIES	CHILD DEVELOPMENT PROGRAMS	12	3,000.00
CHB21-00126	THE HOME DEPOT PRO	SUPPLY WORKS 20-21 - SA, FB - CUSTODIAL SUPPLIES	CHILD DEVELOPMENT PROGRAMS	12	2,400.00
CHB21-00127	THE HOME DEPOT PRO	SUPPLY WORKS FIRST 5 PLAYGRP/TARGET SITES 20-21	CHILD DEVELOPMENT PROGRAMS	12	1,000.00
CHB21-00128	OFFICE DEPOT	COPY PAPER & CLASSROOM SUPPLIES	HIRAM W. JOHNSON HIGH SCHOOL	01	5,000.00
CHB21-00129	RAY MORGAN/SCUSD	RAY MORGAN (CANNON COPIER)	ENGINEERING AND SCIENCES HS	01	5,175.00
CHB21-00130	OFFICE DEPOT	OFFICE DEPOT - SCHOOL SITE SUPPLIES	ENGINEERING AND SCIENCES HS	01	5,000.00

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Includes Purchase Orders dated 07/15/2020 - 08/14/2020 ***

PO Number	Vendor Name	Description	Location	Fund	Account Amount
CHB21-00131	OFFICE DEPOT	OFFICE DEPOT - ADMIN SUPPLIES	ENGINEERING AND SCIENCES HS	01	5,000.00
CHB21-00132	OFFICE DEPOT	ACADEMIC OFFICE SUPPLIES ORDER 2020-2021	ACADEMIC OFFICE	01	1,500.00
CHB21-00133	OFFICE DEPOT	CLASSROOM SUPPLIES 2020-2021	MATSUYAMA ELEMENTARY SCHOOL	01	7,000.00
CHB21-00135	OFFICE DEPOT	OFFICE DEPOT 20-21 - SERNA - NON-INSTRUCT	CHILD DEVELOPMENT PROGRAMS	12	10,000.00
CHB21-00136	OFFICE DEPOT	OFFICE DEPOT 20-21 - H JOHNSON REG - NON-INSTRUCT	CHILD DEVELOPMENT PROGRAMS	12	6,000.00
CHB21-00137	OFFICE DEPOT	OFFICE DEPOT 20-21 - HS, ST, FD, PD, WR - INSTRUCT	CHILD DEVELOPMENT PROGRAMS	12	8,400.00
CHB21-00138	LAKESHORE LEARNING CORP ATTENT ION: JON BELL	LAKESHORE 20-21 - ALL PS SITES - INSTRUCTIONAL	CHILD DEVELOPMENT PROGRAMS	12	7,360.00
CHB21-00139	RAY MORGAN/SCUSD	SERNA 20-21 - COPIER RENTAL	CHILD DEVELOPMENT PROGRAMS	12	12,000.00
CHB21-00140	RAY MORGAN/SCUSD	HIRAM JOHNSON 20-21 - COPIER RENTAL	CHILD DEVELOPMENT PROGRAMS	12	8,000.00
CHB21-00141	THE HOME DEPOT PRO	SUPPLY WORKS 20-21 - PD, FD, WRAP	CHILD DEVELOPMENT PROGRAMS	12	25,200.00
CHB21-00142	OFFICE DEPOT	OFFICE SUPPIES WITH OFFICE DEPOT 2020-2021	ENROLLMENT CENTER	01	10,000.00
CHB21-00143	RAY MORGAN/SCUSD	20-21 COPIER RENTAL	HEALTH SERVICES	01	5,000.00
CHB21-00144	OFFICE DEPOT	20-21 OFFICE SUPPLIES	HEALTH SERVICES	01	12,000.00
CHB21-00145	OFFICE DEPOT	OFFICE DEPOT BLANKET FOR FIVE IAS	ACADEMIC OFFICE	01	5,000.00
CHB21-00146	OFFICE DEPOT	OFFICE DEPOT BLANKET REQ. - FACILITIES	FACILITIES SUPPORT SERVICES	01	3,500.00
CHB21-00147	OFFICE DEPOT	CENTRAL SUPPORT OFFICE DEPOT	SPECIAL EDUCATION DEPARTMENT	01	17,500.00
CHB21-00148	OFFICE DEPOT	SEVERE CLASS SUPPLIES: OFFICE DEPOT	SPECIAL EDUCATION DEPARTMENT	01	11,500.00
CHB21-00149	HOME DEPOT INTERLINE BRANDS SU PPLYWORKS	SEVERE CLASS SUPPLIES: SUPPLYWORKS/HOME DEPOT	SPECIAL EDUCATION DEPARTMENT	01	16,000.00
CHB21-00150	RAY MORGAN/SCUSD	SERNA COPIER CHARGES	SPECIAL EDUCATION DEPARTMENT	01	10,000.00
CHB21-00151	RAY MORGAN/SCUSD	CANON COPIER USAGE 2020-2021	BOARD OF EDUCATION	01	2,000.00
CHB21-00152	SCUSD/PAPER	20-21 SERNA PAPER USAGE	HEALTH SERVICES	01	1,000.00
CHB21-00153	THE HOME DEPOT PRO	20-21 CLEANING SUPPLIES	HEALTH SERVICES	01	400.00
CHB21-00154	OFFICE DEPOT	BLANKET ORDER: OFFICE DEPOT SUPPLIES	BUSINESS SERVICES	01	3,500.00
CHB21-00155	OFFICE DEPOT	OFFICE DEPOT- AIEP	YOUTH DEVELOPMENT	01	1,000.00
CHB21-00156	OFFICE DEPOT	CLASSROOM SUPPLIES	CESAR CHAVEZ INTERMEDIATE	01	4,000.00
CHB21-00157	OFFICE DEPOT	INSTRUCTIONAL MAT'LS & SUPPLIES	HUBERT H BANCROFT ELEMENTARY	01	4,000.00

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CHB21-00158	OFFICE DEPOT	OFFICE DEPOT- INSTRUCTIONAL SUPPLIES 20/21	BRET HARTE ELEMENTARY SCHOOL	01	2,500.00
CHB21-00159	OFFICE DEPOT	OFFICE DEPOT 2020-21 SUPPLIES	JOHN MORSE THERAPEUTIC	01	900.00
CHB21-00160	RAY MORGAN/SCUSD	CANON COPIER	SAM BRANNAN MIDDLE SCHOOL	01	4,000.00
CHB21-00161	OFFICE DEPOT	OFFICE DEPOT SUPPLES	SUCCESS ACADEMY	01	2,500.00
CHB21-00162	OFFICE DEPOT	OFFICE DEPOT BO 2020/2021 GENERAL	FERN BACON MIDDLE SCHOOL	01	1,000.00
CHB21-00163	OFFICE DEPOT	OFFICE DEPOT BO 20/21-0007-SUPPLEMENTAL	FERN BACON MIDDLE SCHOOL	01	1,000.00
CHB21-00164	OFFICE DEPOT	OFFICE DEPOT BO 20/21-3010 SUPPLEMENTAL SUPPLIES	FERN BACON MIDDLE SCHOOL	01	1,000.00
CHB21-00165	OFFICE DEPOT	SUPPLEMENTAL INSTRUCTIONAL MATERIALS 20/21	O. W. ERLEWINE ELEMENTARY	01	4,500.00
CHB21-00166	SCUSD - RAY MORGAN CO	COPIER CHARGES	SUCCESS ACADEMY	01	2,150.00
CHB21-00167	RAY MORGAN/SCUSD	CANON COPIER 2020-21	NEW JOSEPH BONNHEIM	09	3,000.00
CHB21-00168	OFFICE DEPOT	INSTRUCTIONAL SUPPLIES FOR TEACHERS/STUDENTS	FATHER K.B. KENNY - K-8	01	4,000.00
CS20-00400	HMC ARCHITECTS	0284-416 LISBON DRY ROT-ARCH SERV	FACILITIES SUPPORT SERVICES	21	65,625.00
CS20-00401	SACRAMENTO COUNTY OFFICE OF ED FINANCIAL SERVICES	SCOE ELA/ELD SUPPORT (SIG)	JOHN H. STILL - K-8	01	95,700.00
CS21-00001	LOZANO SMITH ATTORNEYS AT LAW	SA FOR GENERAL COUNSEL LEGAL SERVICES	ADMIN-LEGAL COUNSEL	01	2,000,000.00
CS21-00002	SCI CONSULTING GROUP	LEVY ADMINISTRATION SERVICES	FACILITIES SUPPORT SERVICES	49	15,032.00
CS21-00003	SONJA BIGGS EDUCATIONAL SERVICES INC	INDEPENDENT EDUCATIONAL EVALUATION	SPECIAL EDUCATION DEPARTMENT	01	1,000.00
CS21-00004	ROSE FAMILY CREATIVE EMPOWERMENT CENTER	2020 ONLINE SUMMER EXPANDED LEARNING	YOUTH DEVELOPMENT	01	15,000.00
CS21-00005	ROBERTS FAMILY DEVELOPMENT CTR	2020 ONLINE SUMMER EXPANDED LEARNING	YOUTH DEVELOPMENT	01	30,600.00
CS21-00006	SECURE SCREENING SOLUTIONS INC dba CAPITAL LIVE SCAN	FINGERPRINTING SERVICES FOR SW INTERNS	INTEGRATED COMMUNITY SERVICES	01	4,000.00
CS21-00007	DECISIONINSITE LLC	DEMOGRAPHICS STUDY - 1 YR AGREEMENT RENEWAL	BUSINESS SERVICES	01	42,390.00
CS21-00008	JEFFREY SPRAGUE	EXPERT SERVICE CONTRACT-J SPRAGUE	ADMIN-LEGAL COUNSEL	01	34,000.00
CS21-00009	JEAN GONSIER-GERDIN	EXPERT SERVICE CONTRACT-J GONSIER-GERDIN	ADMIN-LEGAL COUNSEL	01	34,000.00
CS21-00010	EQUAL RIGHTS ADVOCATES INC	ERA-PROGRAMMATIC RELIEF AGREEMENT	ADMIN-LEGAL COUNSEL	01	50,000.00

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CS21-00011	EPOCH EDUCATION INC	EXPERT SERVICE CONTRACT-EPOCH EDUCATION, INC	ADMIN-LEGAL COUNSEL	01	95,000.00
CS21-00012	CSBA	2020-2021 GAMUT ONLINE	BOARD OF EDUCATION	01	12,835.00
CS21-00013	WALLACE-KUHL & ASSOCIATES	0530-416 LBURBANK CORE-CONST SERV	FACILITIES SUPPORT SERVICES	21	15,275.00
CS21-00014	SITEIMPROVE INC	WEBSITE QUALITY ASSURANCE SOFTWARE 2020-21	ADMIN-LEGAL COUNSEL	01	12,889.80
CS21-00015	KAPLAN TEST PREP	KAPLAN EXAM CONTRACT - NURSING PROGRAM	NEW SKILLS & BUSINESS ED. CTR	11	18,000.00
CS21-00016	FRANKLIN COVEY CLIENT SALES	LEADER IN ME 20-21	PACIFIC ELEMENTARY SCHOOL	01	12,294.14
CS21-00017	ESCAPE TECHNOLOGY LLC	ESCAPE: Create custom PO original and copy reports	INFORMATION SERVICES	01	500.00
CS21-00018	PAXTON PATTERSON LLC	WCW DAVID ALLEN CRIMINAL JUSTICE PRGM	CAREER & TECHNICAL PREPARATION	01	4,200.00
CS21-00019	LAARNI GALLARDO	LAARNI GALLARDO/CNA/VOCATIONAL NURSING	NEW SKILLS & BUSINESS ED. CTR	11	94,536.00
CS21-00020	CALIFORNIA SCHOOLS DENTAL COAL ITION	DENTAL CONTRIBUTIONS	EMPLOYEE COMPENSATION	68	4,087,368.00
CS21-00021	CALIFORNIA SCHOOLS VISION COAL ITION	VISION CONTRIBUTIONS	EMPLOYEE COMPENSATION	68	579,987.00
CS21-00022	FRANKLIN COVEY CLIENT SALES	LEADER IN ME WEB LICENSING AND COACHING	MATSUYAMA ELEMENTARY SCHOOL	01	6,150.00
CS21-00023	FRONTLINE TECHNOLOGIES GROUP	Frontline - Absence & Substitute Mgmt Software	INFORMATION SERVICES	01	29,040.56
CS21-00024	SACRAMENTO COUNTY OFFICE OF ED K12 CURRICULUM & INSTRUCTION	MOU AGREEMENT 20031	JOHN D SLOAT BASIC ELEMENTARY	01	12,000.00
CS21-00025	SACRAMENTO COUNTY OFFICE OF ED K12 CURRICULUM & INSTRUCTION	SCOE ELA/ELD SUPPORT	PARKWAY ELEMENTARY SCHOOL	01	39,600.00
CS21-00026	SACRAMENTO COUNTY OFFICE OF ED UCATION	WIDE AREA NETWORK CONNECTION - 7/1/20 - 6/30/21	INFORMATION SERVICES	01	2,900.00
CS21-00027	SHOUTPOINT, INC.	SHOUTPOINT/I CAMPUS MESSAGING SERVICES, 2020-21	INFORMATION SERVICES	01	48,645.00
CS21-00028	FORECAST 5 ANALYTICS INC	FORECAST 5 - 1 YEAR LICENSE (RENEWAL FY 20/21)	BUSINESS SERVICES	01	19,413.50
CS21-00029	CAPITOL ADVISORS GROUP LLC	CAPITOL ADVISORS - ADVISORY & COMPLIANCE FY 20-21	BUSINESS SERVICES	01	26,100.00
CS21-00030	KAGAN PROFESSIONAL DEVELOPMENT	KAGAN PROFESSIONAL DEVELOPMENT FOR STAFF	WILL C. WOOD MIDDLE SCHOOL	01	7,598.00

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Includes Purchase Orders dated 07/15/2020 - 08/14/2020 ***

PO Number	Vendor Name	Description	Location	Fund	Account Amount
P20-03433	CDW GOVERNMENT	CHROMEBOOKS AND CART FOR STUDENTS 2019-2020	CAMELLIA BASIC ELEMENTARY	01	11,963.63
P20-03434	CDW GOVERNMENT	CHROMEBOOKS AND CHARGING CART	SUTTER MIDDLE SCHOOL	01	5,175.27
P20-03435	CDW GOVERNMENT	TECHNOLOGY TO SUPPORT INSTRUCTION	MARK TWAIN ELEMENTARY SCHOOL	01	1,728.59
P20-03437	CDW GOVERNMENT	CHROMEBOOKS	HIRAM W. JOHNSON HIGH SCHOOL	01	1,050.00
P20-03438	APPLE INC	MACBOOKS	PONY EXPRESS ELEMENTARY SCHOOL	01	21,321.76
P20-03439	CDW GOVERNMENT	CHROMEBOOKS, HARD DRIVES, PROJECTORS & BULBS	ABRAHAM LINCOLN ELEMENTARY	01	5,240.36
P20-03440	CDW GOVERNMENT	CHROMEBOOKS/CART-J. DAUENHAUER @HJHS	CAREER & TECHNICAL PREPARATION	01	1,725.09
P20-03441	CDW GOVERNMENT	CHROMEBOOKS TO ENHANCE INSTRUCTION	ALBERT EINSTEIN MIDDLE SCHOOL	01	6,914.36
P20-03442	CDW GOVERNMENT	TECHNOLOGY FOR STUDENTS	BRET HARTE ELEMENTARY SCHOOL	01	1,728.59
P20-03443	CDW GOVERNMENT	CHROMEBOOKS	JOHN D SLOAT BASIC ELEMENTARY	01	3,380.18
P20-03444	CDW GOVERNMENT	CHROMEBOOKS/CART-TODD MCPHERSON@LBHS AG PRGM	CAREER & TECHNICAL PREPARATION	01	1,725.09
P20-03445	CDW GOVERNMENT	Chromebook carts for the classrooms	TAHOE ELEMENTARY SCHOOL	01	1,686.59
P20-03447	CDW GOVERNMENT	CHROMEBOOKS FOR STUDENTS	EARL WARREN ELEMENTARY SCHOOL	01	35.00
P20-03448	CDW GOVERNMENT	STUDENT COMPUTERS/DISTANCE LEARNING	HUBERT H BANCROFT ELEMENTARY	01	1,672.59
P20-03449	CDW GOVERNMENT	(65) CHROMEBOOKS AND (2) CART	MARTIN L. KING JR ELEMENTARY	01	3,432.68
P20-03450	CDW GOVERNMENT	STUDENT TECHNOLOGY TO ENHANCE LEARNING	SAM BRANNAN MIDDLE SCHOOL	01	140.00
P20-03451	CDW GOVERNMENT	CHROMEBOOKS & CART	EDWARD KEMBLE ELEMENTARY	01	1,686.59
P20-03452	CDW GOVERNMENT	STUDENT LAPTOPS-CHROMEBOOKS WITH CARTS	O. W. ERLEWINE ELEMENTARY	01	3,415.18
P20-03453	CDW GOVERNMENT	CHROMEBOOK CART AND TOUCH CHROMEBOOK	ELDER CREEK ELEMENTARY SCHOOL	01	9,702.50
P20-03454	CDW GOVERNMENT	ASSISTIVE TECH - CHROMEBOOKS	SPECIAL EDUCATION DEPARTMENT	01	14.00
P20-03455	CDW GOVERNMENT	GOOGLE CHROME	LEATAATA FLOYD ELEMENTARY	01	192.50
P20-03456	CDW GOVERNMENT	FACILITIES COMPUTER EQUIPMENT	FACILITIES MAINTENANCE	01	14,764.84
P20-03457	CDW GOVERNMENT	TECHNOLOGY FOR INSTRUCTION	OAK RIDGE ELEMENTARY SCHOOL	01	23,174.48

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
P20-03460	SACRAMENTO COUNTY OFFICE OF EDUCATION	19-20 IDEA PART C GRANT	SPECIAL EDUCATION DEPARTMENT	01	139,420.00
P20-03461	SACRAMENTO COUNTY OFFICE OF EDUCATION	EXCESS COST 2019-2020	SPECIAL EDUCATION DEPARTMENT	01	995,044.00
P20-03462	SIERRA NEVADA JOURNEYS SOUTHSIDE SCHOOL ANNEX	FIELD TRIP TO SIERRA NEVADA JOURNEY 3RD GRADE 2019	BG CHACON ACADEMY	09	570.00
P20-03463	HORIZON	IRRIGATION MATERIALS	FACILITIES MAINTENANCE	01	18,330.91
P21-00046	AMAZON CAPITAL SERVICES	BREATHABLE FACE COVERING FOR WHSE WORKERS	NUTRITION SERVICES DEPARTMENT	13	179.10
P21-00047	COOLE SCHOOL	STUDENT PLANNERS/AGENDAS FOR STUDENT USE 20-21	WILL C. WOOD MIDDLE SCHOOL	01	3,294.88
P21-00048	CALIFORNIA SPORT DESIGN	PE CLOTHES SY 20-21	WILL C. WOOD MIDDLE SCHOOL	01	11,320.44
P21-00049	COMPLETE BUSINESS SYSTEMS	DUPLO DUPLICATOR SERVICE AGREEMENT	ABRAHAM LINCOLN ELEMENTARY	01	750.00
P21-00050	GRAPHIC PROMOTIONS	UNIFORM SHIRTS/FOR NS STAFF	NUTRITION SERVICES DEPARTMENT	13	630.75
P21-00051	HOUGHTON MIFFLIN HARCOURT	READING PROGRAM STUDENT SUBSCRIPTION	WILLIAM LAND ELEMENTARY	01	4,132.50
P21-00052	EXCEL PHOTOGRAPHERS	YEARBOOKS	TAHOE ELEMENTARY SCHOOL	01	1,241.88
P21-00053	ERIN HANSON	PURCHASED T-SHIRTS FOR STAFF 20-21	CALEB GREENWOOD ELEMENTARY	01	700.05
P21-00054	MAILING BUI	Reimbursement	NUTRITION SERVICES DEPARTMENT	13	155.50
P21-00055	SCHOLASTIC INC SCHOLASTIC MAGAZINE ZINES	SCHOLASTIC NEWS MAGAZINE 5TH/6TH (FROM 2018-19)	WILLIAM LAND ELEMENTARY	01	208.73
P21-00056	RISO PRODUCTS OF SACRAMENTO	RISO MAINTENANCE AGREEMENT - MODEL EZ220	WILLIAM LAND ELEMENTARY	01	100.00
P21-00057	ACCO BRANDS USA LLC	LAMINATOR (GBC) SERVICE CONTRACT	WILLIAM LAND ELEMENTARY	01	291.31
P21-00058	THE HOME DEPOT PRO	WAX APPLICATOR AND KIT	JOHN D SLOAT BASIC ELEMENTARY	01	284.73
P21-00059	SAVVAS	SPELLING BOOKS (CAMPA)	BG CHACON ACADEMY	09	874.30
P21-00060	CITY OF SACRAMENTO DEVELOPMENT SERVICES DIVISION	0520-434 HJHS WATER METERS-CITY OF SAC NEW METER	FACILITIES SUPPORT SERVICES	21	3,433.99
P21-00061	CDW GOVERNMENT	Docking Station for Director of ECB	EMPLOYEE COMPENSATION	01	221.23
P21-00062	COUNTY OF SACRAMENTO ENVIRONMENTAL MANAGEMENT DEPT	HAZARDOUS FEES	LUTHER BURBANK HIGH SCHOOL	01	936.00
P21-00064	COUNTY OF SACRAMENTO VOTER REGISTRATION & ELECTIONS	ELECTION COST FOR 3/3/20 PRES PRIMARY MEASURE H	BOARD OF EDUCATION	01	27,776.84

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P21-00065	CDW GOVERNMENT	LIGHTSPEED WEB FILTER - RENEWAL 7/20/20 -7/19/21	INFORMATION SERVICES	01	40,800.00
P21-00066	EAST BAY RESTAURANT	STAND FOR COMBI OVEN AT OAKRIDGE ELEM	NUTRITION SERVICES DEPARTMENT	13	2,511.31
P21-00067	CORWIN PRESS INC A SAGE PUBLIC ATIONS COMPANY	K-12 DISTANT LEARNING PLAYBOOK	YOUTH DEVELOPMENT	01	390.68
P21-00068	AMAZON CAPITAL SERVICES	PROJECTOR SCREENS FOR CLASSROOMS	ENGINEERING AND SCIENCES HS	01	608.50
P21-00069	SCUSD - US BANK CAL CARD	UDL BOOKS FOR TEACHER LEARNING	ENGINEERING AND SCIENCES HS	01	249.08
P21-00070	BOOKS EN MORE	BOOKS FOR ENGLISH DEPARTMENT	ENGINEERING AND SCIENCES HS	01	1,070.89
P21-00071	PRECISION CLEANING SYS INC	PRESSURE WASHER	ENGINEERING AND SCIENCES HS	01	1,670.40
P21-00072	HOUGHTON MIFFLIN HARCOURT	READING COUNTS LICENSE 20-21 SY	WILL C. WOOD MIDDLE SCHOOL	01	3,200.00
P21-00073	RISO PRODUCTS OF SACRAMENTO	RISO EZ220 MAINTENANCE AGREEMENT	LUTHER BURBANK HIGH SCHOOL	01	223.00
P21-00074	RISO PRODUCTS OF SACRAMENTO	RISO EZ220 MAINTENANCE AGREEMENT	LUTHER BURBANK HIGH SCHOOL	01	100.00
P21-00075	GLOBAL PAYMENTS INC dba ACTIVE NETWORK LLC	ASB ACCOUNTING SOFTWARE - BLUE BEAR MAINTENACE	LUTHER BURBANK HIGH SCHOOL	01	385.00
P21-00076	AMAZON CAPITAL SERVICES	CANOPIES FOR CURBSIDE FEEDING	NUTRITION SERVICES DEPARTMENT	13	3,511.60
P21-00077	IXL LEARNING INC	IXL LEARNING SUBSCRIPTION	ENGINEERING AND SCIENCES HS	01	5,000.00
P21-00078	STAPLES (Corporate Office)	0525-434 JFK CORE-FURNITURE ADMIN MUSIC BLDG	FACILITIES SUPPORT SERVICES	21	166,114.99
P21-00079	WENGER CORP	0525-434 JFK CORE-MUSIC FURNITURE	FACILITIES SUPPORT SERVICES	21	6,734.84
P21-00080	CSBA	CSBA MEMBERSHIP / ELA MEMBERSHIP FOR 2020-21	BOARD OF EDUCATION	01	33,767.00
P21-00081	HARRIS SCHOOL SOLUTIONS	E-TRITION ANNUAL MAINT SUPPORT 20-21	NUTRITION SERVICES DEPARTMENT	13	32,622.08
P21-00082	CENTRAL VALLEY OFFICE SUPPLY	PRINTER CARTRIDGES FOR CLASSROOMS	HIRAM W. JOHNSON HIGH SCHOOL	01	6,393.25
P21-00083	LOUIS CANAHUATI PRINTWORKS	P.E. CLOTHES	ENGINEERING AND SCIENCES HS	01	9,794.99
P21-00084	CURRICULUM ASSOCIATES LLC	SIG - READY CLASSROOM	H.W. HARKNESS ELEMENTARY	01	11,451.38
P21-00085	FRONTLINE TECHNOLOGIES GROUP	ESCAPE SOFTWARE LICENSE FEE, FISCAL YR 2020-21	INFORMATION SERVICES	01	502,980.35
P21-00086	COMPUTER INFORMATION CONCEPTS	TABLEAU SERVER LICENSE/SUPPORT, 7/1/20 - 6/30/21	INFORMATION SERVICES	01	41,252.00

*** See the last page for criteria limiting the report detail.

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ESCAPE ONLINE

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Includes Purchase Orders dated 07/15/2020 - 08/14/2020 ***

PO Number	Vendor Name	Description	Location	Fund	Account Amount
P21-00087	INFINITE CAMPUS INC	INFINITE CAMPUS SUPPORT/LICENSE 7/1/20 - 6/30/21	INFORMATION SERVICES	01	458,106.68
P21-00088	CDW-G	MICROSOFT 365 LICENSES: 8/31/20 - 8/30/21	INFORMATION SERVICES	01	187,112.78
P21-00090	HALO Branded Solutions, Inc.	COVID-19 Floor Decals	RISK MANAGEMENT	01	7,370.63
P21-00091	Zoom Video Communications, Inc	ZOOM: K-12 / DISTANCE LEARNING 2020-21	INFORMATION SERVICES	01	45,000.00
P21-00092	AMAZON CAPITAL SERVICES	PROJECTOR SCREENS FOR CLASSROOMS	ENGINEERING AND SCIENCES HS	01	851.91
P21-00093	SCHOLASTIC INC SCHOLASTIC MAGAZINES	SCHOLASTIC MAGAZINES - SCIENCE	ROSA PARKS MIDDLE SCHOOL	01	143.38
P21-00095	ASSOCIATION OF CALIFORNIA SCHOOLS ADMINISTRATORS	EQUITY ADMINISTRATORS ACADEMY	HEALTH PROFESSIONS HIGH SCHOOL	01	1,285.00
P21-00096	EMERGING TECHNOLOGIES	ACCT. RECEIVABLE CD INSTALL DISK-JACQUIE/GLEN	CHILD DEVELOPMENT PROGRAMS	12	157.69
P21-00098	TOUCHLINE SOFTWARE	TOUCHLINE SOFTWARE 20/21	STUDENT SUPPORT AND FAMILY SER	01	345.00
P21-00099	BSN SPORTS LLC	MASKS/FACE COVERINGS FOR STAFF	ENGINEERING AND SCIENCES HS	01	376.19
P21-00100	U S BANK/SCUSD	WEBEX SUBSCRIPTION FOR SUPT MEETINGS	INFORMATION SERVICES	01	936.00
P21-00101	FOLLETT SCHOOL SOLUTIONS INC	QUESTION BANK - MATH - ONLINE RENEWAL	LUTHER BURBANK HIGH SCHOOL	01	318.99
P21-00102	CAPTURE TECHNOLOGIES INC	LUNCH ID CARD PRINTER SUPPLIES FOR N.S.	NUTRITION SERVICES DEPARTMENT	13	1,185.01
P21-00103	TRIMARK ECONOMY RESTAURANT FIXTURES	INSULATED FOOD CARRIERS FOR CURBSIDE FEEDING	NUTRITION SERVICES DEPARTMENT	13	6,394.50
P21-00104	SHADOW HEALTH	VOCATIONAL NURSE PROGRAM MATERIALS	NEW SKILLS & BUSINESS ED. CTR	11	3,497.56
P21-00105	SCUSD - US BANK CAL CARD	POSTAGE METER INK CARTRIDGES	HIRAM W. JOHNSON HIGH SCHOOL	01	108.50
P21-00106	CDW GOVERNMENT	HP PROBOOK FOR RHONDA RODE	INFORMATION SERVICES	01	1,292.53
P21-00107	GRAINGER INC ACCOUNT #80927635 5	CONSTRUCTION VESTS	FACILITIES SUPPORT SERVICES	01	451.35
P21-00108	CDW GOVERNMENT	ROVING CARTS TO BE USED OUT OF SPECIAL COVID FUND	CALIFORNIA MIDDLE SCHOOL	01	5,611.72
P21-00109	COUNTY OF SACRAMENTO ENVIRONMENTAL MANAGEMENT	BACKFLOW APPROVAL TAGS	FACILITIES MAINTENANCE	01	3,300.00
P21-00110	HI LINE ELECTRIC CO	POWER FOR PLANS ROOM	FACILITIES MAINTENANCE	01	1,810.13
P21-00111	DFS FLOORING LP	FLOOR REPAIR DAMAGED IN FIRE - AMERICAN LEGION	FACILITIES MAINTENANCE	01	1,311.03
P21-00112	UNITED CALIFORNIA GLASS & DOOR	SERVICE TO FIRE DOORS	NEW SKILLS & BUSINESS ED. CTR	11	585.00

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ESCAPE ONLINE

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Includes Purchase Orders dated 07/15/2020 - 08/14/2020 ***

PO Number	Vendor Name	Description	Location	Fund	Account Amount
P21-00113	SCHOOL SPECIALTY EDUCATION	CARPET FOR BF-4	BG CHACON ACADEMY	09	398.71
P21-00114	CDW GOVERNMENT	Technology Equipment for Serna Staff Remote Work	BUSINESS SERVICES	01	73,100.53
P21-00115	CDW GOVERNMENT	Technology Equipment for Accounting Remote Work	BUSINESS SERVICES	01	2,263.91
P21-00117	PERFECTION LEARNING CORP	EBOOK - AP WORLD HISTORY	ROSEMONT HIGH SCHOOL	01	1,719.69
P21-00118	ACADEMIC AFFAIRS YOUR GRADUATI ON SUPPLY	CAP, GOWN & TASSLES FOR 12TH GRADERS	ENGINEERING AND SCIENCES HS	01	1,332.19
P21-00119	GRAPHIC PROMOTIONS	UNIFORM SHIRTS/FOR NS STAFF	NUTRITION SERVICES DEPARTMENT	13	1,939.02
P21-00120	CDW GOVERNMENT	LISA'S SURFACE PRO	DEPUTY SUPERINTENDENT	01	2,228.33
P21-00121	BUEHLER WORKPLACE INVESTIGATIO NS	INVESTIGATION	ADMIN-LEGAL COUNSEL	01	4,080.00
P21-00122	COMECO INC	COVID-19, Masks	RISK MANAGEMENT	01	33,125.00
P21-00123	GRAINGER INC	COVID-19 Signage (Not Custom)	RISK MANAGEMENT	01	80,000.00
P21-00124	AMAZON CAPITAL SERVICES	PROJECTOR SCREENS FOR CLASSROOMS	ENGINEERING AND SCIENCES HS	01	377.97
P21-00125	CURRICULUM ASSOCIATES LLC	SIG - I-READY READING & MATH TOOLBOX	H.W. HARKNESS ELEMENTARY	01	2,200.00
P21-00126	SCHOOL SPECIALTY EDUCATION	TRI-FOLD (BYRNES)	HEALTH PROFESSIONS HIGH SCHOOL	01	200.32
P21-00127	WARDS NATURAL SCIENCE INC CONT RACT #010410-999	CLASSROOM MATERIALS - MED SCIENCE	HEALTH PROFESSIONS HIGH SCHOOL	01	3,606.82
P21-00128	COMPLETE BUSINESS SYSTEMS	DUPLO MAINTENANCE CONTRACTS FY21	C. K. McCLATCHY HIGH SCHOOL	01	1,500.00
P21-00129	AMERICAN ACADEMY OF PEDIATRICS	20-21 AM. ACAD. OF PEDIATRICS- ONLINE SUBSCRIPTION	HEALTH SERVICES	01	2,926.00
P21-00130	CDW GOVERNMENT	HP PROBOOK FOR SITE TECH - LWILLIAMS	INFORMATION SERVICES	01	1,093.10
P21-00132	VIMEO INC	LIVESTREAMING RENEWAL, 7/30/20 - 7/30/21	INFORMATION SERVICES	01	11,506.00
P21-00133	CDW GOVERNMENT	TECH EQUIPMENT FOR STUDENT/CLASSROOM USE	ENGINEERING AND SCIENCES HS	01	15,536.98
P21-00134	CDW GOVERNMENT	DOC CAMS FOR CLASSROOMS	ENGINEERING AND SCIENCES HS	01	3,853.77
P21-00135	CDW GOVERNMENT	LAPTOPS FOR NEW STAFF	ENGINEERING AND SCIENCES HS	01	2,227.75
P21-00136	KAGAN PUBLISHING INC	KAGAN MATERIALS FOR PROF DEVELOPMENT TRAINING	WILL C. WOOD MIDDLE SCHOOL	01	2,488.20
P21-00137	ADOBE INC	ADOBE CREATIVE CLOUD K-12 EDUCATION	INFORMATION SERVICES	01	410.00
P21-00138	RAY MORGAN CO	Renewal, software license for printing	CENTRAL PRINTING SERVICES	01	10,434.40

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ESCAPE ONLINE

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Includes Purchase Orders dated 07/15/2020 - 08/14/2020 ***

PO Number	Vendor Name	Description	Location	Fund	Account Amount
P21-00139	PLATT ELECTRIC SUPPLY	LIGHTING FOR 24TH & FLORIN	FACILITIES MAINTENANCE	01	5,790.76
P21-00140	JOHNSON CONTROLS INC	CONFIGURING PROGRAM SYSTEM HVAC UNITS-COVID	FACILITIES MAINTENANCE	01	7,418.40
P21-00141	GSL FINE LITHOGRAPHERS	Free Lunch App for Nutrition, DR21-00024	CENTRAL PRINTING SERVICES	01	848.25
P21-00142	AMAZON CAPITAL SERVICES	AMAZON COVID-19 SUPPLIES	CHILD DEVELOPMENT PROGRAMS	12	834.95
P21-00144	OFFICE DEPOT	RUSH ORDER - OFFICE SUPPLIES	ENROLLMENT CENTER	01	4,848.08
P21-00145	OFFICE DEPOT	STUDENT SUPPORT CENTER SUPPLIES	HIRAM W. JOHNSON HIGH SCHOOL	01	920.16
P21-00146	MARKERBOARD PEOPLE	MARKERBOARD PEOPLE	WOODBINE ELEMENTARY SCHOOL	01	1,627.34
P21-00147	MIND RESEARCH INSTITUTE	ST MATH LICENSE RENEWAL - 1 YEAR	JOHN MORSE THERAPEUTIC	01	1,855.00
P21-00148	ZYTECH SOLUTIONS INC	KEN DAVIS -ENGINEERING PRGM @SES	CAREER & TECHNICAL PREPARATION	01	590.50
P21-00149	RISO PRODUCTS OF SACRAMENTO	RISO MAINTENANCE AGREEMENT	ABRAHAM LINCOLN ELEMENTARY	01	100.00
P21-00150	ACCREDITING COMMISSION FOR SCHOOLS, WASC	ANNUAL MEMBERSHIP DUES -WASC ACCREDITATION	NEW SKILLS & BUSINESS ED. CTR	11	1,070.00
P21-00151	B&H FOTO & ELECTRONICS CORP B&H PHOTO-VIDEO	ARTS, MEDIA ENTERTAINMENTS PRGMS-JC BURBANK	CAREER & TECHNICAL PREPARATION	01	503.64
P21-00152	PTM DOCUMENT SYSTEMS	PRINT CHEF MAINTENANCE SUPPORT FOR INFINITE CAMPUS	INFORMATION SERVICES	01	195.00
P21-00154	CDW GOVERNMENT	Technology Equipment for Nutrition Staff	BUSINESS SERVICES	13	2,240.07
P21-00155	CAMCO WINDING & SALES INC dba CULVER ARMATURE & MOTOR	IRRIGATOIN PUMP FOR THOMAS JEFFERSON	FACILITIES MAINTENANCE	01	2,462.06
P21-00156	BOOKS EN MORE	Cesar Chavez Summer Order Books	ACADEMIC OFFICE	01	1,742.18
P21-00157	AMAZON CAPITAL SERVICES	ROLLERMOUSE FOR D. NANTZ	ACCOUNTING SERVICES DEPARTMENT	01	268.94
P21-00158	OFFICE DEPOT	ERGONOMIC KEYBOARD WHEELHOUSE, N.	ACCOUNTING SERVICES DEPARTMENT	01	59.80
P21-00159	CDW GOVERNMENT	Technology Equipment-Enrollment Center Remote Work	BUSINESS SERVICES	01	3,198.47
P21-00160	CINTAS CORP	COVID-19 Contactless Thermometers	RISK MANAGEMENT	01	5,655.00
P21-00161	SMUD	0844-439 TRANSP BUS CHARGING-SMUD DESIGN FEES	FACILITIES SUPPORT SERVICES	01	5,000.00
TB21-00003	SAVVAS	Chemistry Adoption start 2020-2021 Q#56356-1	LIBRARY/TEXTBOOK SERVICES	01	1,407,817.05

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ESCAPE ONLINE

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Includes Purchase Orders dated 07/15/2020 - 08/14/2020 ***

PO Number	Vendor Name	Description	Location	Fund	Account Amount
TB21-00004	AMPLIFY	Grade 6 Amplify Science 2020-2021 start Q-15414-1	LIBRARY/TEXTBOOK SERVICES	01	983,123.48
TB21-00005	AMPLIFY	Spanish Language Amplify Science Q-19504-2	LIBRARY/TEXTBOOK SERVICES	01	17,225.59
TB21-00006	AMPLIFY	7 & 8 Grade Amplify Science Adoption Q-15415-3	LIBRARY/TEXTBOOK SERVICES	01	1,683,582.89
TB21-00007	SAVVAS	AP Envir. Science Adoption 2020-2021 (6 YEARS)	LIBRARY SERVICES	01	34,390.84
TB21-00008	SAVVAS	AP Biology Adoption 2020-2021 (6 Years)	LIBRARY SERVICES	01	67,468.77
TB21-00009	SAVVAS	AP Chemistry Adoption 2020-2021 (6 Years)	LIBRARY SERVICES	01	35,427.16
TB21-00010	MACMILLAN HOLDINGS LLC	AP Physics Adoption 2020-2021 (8 Years)	LIBRARY SERVICES	01	88,662.02
TB21-00011	CENGAGE LEARNING	ELD Inside 1 Year Online eAssessment 2020-2021	LIBRARY SERVICES	01	6,168.75
TB21-00012	CENGAGE LEARNING	ELD Edge 1 Year Online eAssessment 2020-2021	LIBRARY SERVICES	01	5,775.00
TB21-00013	BEDFORD FREEMAN & WORTH PUBLIS HING GROUP	AP Stats Online Accesses 2020-2021	LIBRARY SERVICES	01	5,664.86
TB21-00014	SAVVAS	enVisions Math K-2, 2-Years Online 2020-2021	LIBRARY SERVICES	01	361,718.37
TB21-00015	J WESTON WALCH PUBLISHER	Integrated Math 1,2,3; 2-Year Online Access 20/21	LIBRARY SERVICES	01	169,911.00
TB21-00016	ACCELERATE LEARNING INC	STEMscopes Biology & Physics Adoption Q: 000439000	LIBRARY/TEXTBOOK SERVICES	01	1,502,740.47
TB21-00017	J&C BOOKS	2020-2021 Textbook & Wkbks	LIBRARY SERVICES	01	1,500.75
TB21-00018	FOLLETT SCHOOL SOLUTIONS	2020-2021 Spanish Workbooks	LIBRARY SERVICES	01	1,338.71
TB21-00019	SUPERIOR TEXT	2020-2021 Work/Textbooks QT014444 *FREE SHIPPING*	LIBRARY/TEXTBOOK SERVICES	01	8,134.50
TB21-00020	TEXTBOOK WAREHOUSE LLC	2020-2021 Work/Textbooks per #SQ0684861	LIBRARY SERVICES	01	5,519.61
TB21-00021	MACMILLAN HOLDINGS LLC	AP World History: Ways of the World 1 yr Online	LIBRARY SERVICES	01	8,400.94
Total Number of POs			623	Total	23,033,631.54

Fund Recap

Fund	Description	PO Count	Amount
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ESCAPE ONLINE

Includes Purchase Orders dated 07/15/2020 - 08/14/2020 ***

Fund Recap

Fund	Description	PO Count	Amount
01	General Fund	526	16,013,561.72
09	Charter School	14	75,543.01
11	Adult Education	14	219,188.56
12	Child Development	19	109,152.64
13	Cafeteria	49	1,676,614.79
21	Building Fund	5	257,183.82
49	Capital Proj for Blended Compo	1	15,032.00
68	Dental/Vision	2	4,667,355.00
		Total	23,033,631.54

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ESCAPE ONLINE

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Includes Purchase Orders dated 07/15/2020 - 08/14/2020 ***

PO Changes

	New PO Amount	Fund/ Object	Description	Change Amount
B21-00087	35,000.00	13-4710	Cafeteria/Food	10,000.00
B21-00125	25,374.72	13-4710	Cafeteria/Food	4,374.72
CS19-00481	406,125.00	25-6210	Developer Fees/Architect/Engineering Fees	146,250.00
P20-02762	398.90	01-4210	General Fund/Other Books-General	23.55-
P20-03148	442.96	01-4310	General Fund/Instructional Materials/Suppli	1,022.72-
			Total PO Changes	159,578.45

Information is further limited to: (Minimum Amount = (999,999.99))

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ESCAPE ONLINE

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
ENROLLMENT AND ATTENDANCE REPORT
MONTH 9, ENDING FRIDAY, MAY 15, 2020
TRADITIONAL SCHOOLS

ELEMENTARY TRADITIONAL	REGULAR ENROLLMENT			Special Education Grades K-6	TOTAL MONTH-END ENROLLMENT	PERCENTAGE FOR THE MONTH	AVERAGE CUMULATIVE ACTUAL ATTENDANCE		
	Kdgn	Grades 1-3	Grades 4-6				2019-20120 Actual Attendance	Cum Attd Days /162 2019-2020	PERCENTAGE 2019-2020
Abraham Lincoln El	81	230	242	1	554	81.76%	517.37	93.65%	
Alice Birney Waldorf-Inspired K8	88	144	187	0	419	88.37%	399.14	95.51%	
Bret Harte Elementary	19	92	94	38	243	72.24%	224.37	91.76%	
Caleb Greenwood	72	235	223	1	531	94.91%	513.95	96.36%	
Camellia Basic Elementary	71	178	169	13	431	85.51%	415.43	96.22%	
Capital City School	0	10	17	0	27	89.81%	26.72	95.99%	
Caroline Wenzel Elementary	32	125	105	47	309	69.03%	286.70	91.78%	
Cesar Chavez ES	0	0	348	12	360	77.06%	336.34	94.13%	
Crocker/Riverside Elementary	96	280	286	0	662	97.36%	643.08	96.89%	
David Lubin Elementary	68	228	193	33	522	86.32%	497.57	94.51%	
Earl Warren Elementary	62	171	196	16	445	78.86%	419.56	93.89%	
Edward Kemble Elementary	142	412	0	13	567	85.31%	527.42	93.59%	
Elder Creek Elementary	116	349	343	1	809	71.91%	751.99	93.35%	
Ethel I Baker Elementary	94	238	256	14	602	66.84%	546.32	90.73%	
Ethel Phillips Elementary	72	202	177	19	470	74.60%	439.15	93.13%	
Father Keith B Kenny K-8 School	40	136	129	25	330	73.50%	305.20	91.77%	
Genevieve Didion Elementary	64	211	194	13	482	92.38%	467.99	96.80%	
Golden Empire Elementary	72	235	282	14	603	89.53%	576.24	95.83%	
H W Harkness Elementary	63	138	141	13	355	72.68%	327.03	92.29%	
Hollywood Park Elementary	40	140	127	37	344	56.02%	301.78	89.45%	
Home/Hospital	1	3	3	6	13	100.00%	13.28	100.00%	
Hubert H. Bancroft Elementary	82	170	157	28	437	83.87%	410.10	93.50%	
Isador Cohen Elementary	24	115	113	23	275	76.53%	253.79	93.17%	
James W Marshall Elementary	47	165	147	35	394	58.69%	353.51	91.09%	
John Bidwell Elementary	40	103	118	9	270	67.47%	247.32	92.21%	
John Cabrillo Elementary	43	120	144	45	352	80.47%	322.94	93.03%	
John D Sloat Elementary	68	111	95	26	300	53.48%	260.33	88.39%	
John H. Still K-8	80	287	274	13	654	57.07%	584.98	89.69%	
John Morse Therapeutic Center	0	0	0	39	39	67.21%	32.10	88.08%	
Leataata Floyd Elementary	33	124	143	14	314	67.62%	287.26	90.83%	
Leonardo da Vinci K - 8 School	120	287	291	34	732	70.10%	687.62	94.06%	
Mark Twain Elementary	42	135	98	27	302	63.38%	274.28	90.78%	
Martin Luther King Jr Elementary	56	119	107	37	319	75.68%	300.85	93.38%	
Matsuyama Elementary	72	234	269	0	575	87.71%	545.65	95.50%	
Nicholas Elementary	72	281	247	23	623	72.41%	575.81	92.45%	
O W Erlewine Elementary	31	113	131	20	295	76.53%	270.18	92.80%	
Oak Ridge Elementary	72	208	193	6	479	59.79%	430.68	89.67%	
Pacific Elementary	120	301	294	0	715	60.21%	653.34	91.54%	
Parkway Elementary School	71	214	217	37	539	50.13%	474.71	88.49%	
Peter Burnett Elementary	52	185	200	26	463	71.83%	427.73	92.87%	
Phoebe A Hearst Elementary	96	286	296	0	678	99.21%	659.45	97.34%	
Pony Express Elementary	48	165	172	8	393	90.29%	377.33	95.51%	
Rosa Parks K-8 School	47	139	150	13	349	62.16%	283.68	90.99%	
Sequoia Elementary	47	179	159	10	395	83.45%	370.78	94.57%	
Success Academy K-8	0	0	3	0	3	66.67%	4.41	81.60%	
Susan B Anthony Elementary	46	134	142	1	323	85.90%	311.14	95.83%	
Sutterville Elementary	68	204	196	7	475	88.21%	451.38	95.27%	
Tahoe Elementary	71	117	121	52	361	65.01%	331.48	91.47%	
Theodore Judah Elementary	94	219	190	19	522	82.24%	492.67	94.14%	
Washington Elementary	67	130	89	14	300	78.93%	282.98	93.33%	
William Land Elementary	51	176	184	0	411	82.01%	389.30	94.16%	
Woodbine Elementary	46	127	129	28	330	38.21%	278.79	87.65%	
TOTAL ELEMENTARY SCHOOLS	3,163	9,030	8,895	931	22,019	75.16%	20,463.32	93.21%	

Change from Prior month 0 (3)

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
 ENROLLMENT AND ATTENDANCE REPORT
 MONTH 9, ENDING FRIDAY, MAY 15, 2020
 TRADITIONAL SCHOOLS

MIDDLE SCHOOLS	REGULAR ENROLLMENT			Special Education Grades 7-8	TOTAL MONTH- END ENROLLMENT	PERCENTAGE FOR THE MONTH	AVERAGE CUMULATIVE ACTUAL ATTENDANCE	
	Grade 7	Grade 8	Total Grades 7-8			2019-2020 Actual Attendance	Cum Attd Days/162 2019-2020	PERCENTAGE 2019-2020
A M Winn Elementary K-8 Waldorf	42	20	62	0	62	61.13%	56.80	91.26%
Albert Einstein MS	339	379	718	49	767	85.35%	727.71	93.93%
Alice Birney Waldorf-Inspired K8	60	58	118	0	118	62.43%	109.50	93.08%
California MS	495	413	908	13	921	83.45%	880.59	94.24%
Capital City School	12	27	39	0	39	100.00%	30.75	93.10%
Fern Bacon MS	341	348	689	53	742	82.48%	694.51	93.69%
Genevieve Didion Elementary	52	51	103	0	103	67.96%	96.63	94.96%
Home/Hospital	0	0	0	3	3	100.00%	5.75	100.00%
John H. Still K-8	142	140	282	22	304	57.99%	273.29	91.17%
John Morse Therapeutic Center	0	0	0	10	10	15.28%	7.93	77.02%
Kit Carson IB Academy	203	164	367	35	402	84.13%	374.74	93.00%
Leonardo da Vinci K - 8 School	53	65	118	19	137	83.31%	131.84	96.08%
Martin Luther King Jr Elementary	32	47	79	0	79	91.98%	76.66	96.62%
Rosa Parks K-8 School	182	215	397	42	439	50.99%	388.62	88.81%
Sam Brannan MS	177	207	384	46	430	82.17%	411.27	93.68%
School of Engineering and Science	130	114	244	0	244	86.99%	238.34	95.98%
Success Academy K-8	7	13	20	1	21	68.33%	9.58	81.47%
Sutter MS	568	587	1155	30	1185	93.74%	1145.54	96.29%
Will C Wood MS	339	355	694	50	744	68.39%	683.43	92.57%
Total Middle Schools	3,174	3,203	6,377	373	6,750	78.44%	6,343.48	93.75%

Change from Prior month	0	0
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SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
 ENROLLMENT AND ATTENDANCE REPORT
 MONTH 9, ENDING FRIDAY, MAY 15, 2020
 TRADITIONAL SCHOOLS

HIGH SCHOOLS	REGULAR ENROLLMENT					Total Grade 9-12	Special Education Grades 9-12	TOTAL MONTH-END ENROLLMENT	PERCENTAGE FOR THE MONTH	AVERAGE CUMULATIVE ACTUAL ATTENDANCE	
	Continuation	Grade 9	Grade 10	Grade 11	Grade 12				2019-2020 Actual Attendance	Cum Attd Days/162 2019-2020	PERCENTAGE 2019-2020
American Legion HS	140	0	0	0	0	140	1	141	61.20%	130.47	81.64%
Arthur A. Benjamin Health Prof	0	43	46	53	51	193	18	211	47.59%	190.79	90.11%
C K McClatchy HS	0	625	578	528	511	2,242	78	2,320	79.77%	2117.80	92.06%
Capital City School	0	29	68	101	92	290	1	291	68.76%	259.68	89.97%
Hiram W Johnson HS	0	424	436	307	321	1,488	155	1,643	78.67%	1473.74	91.47%
Home/Hospital	0	0	1	4	2	7	16	23	100.00%	18.32	100.00%
John F Kennedy HS	0	523	497	472	441	1,933	122	2,055	84.14%	1942.71	93.86%
Kit Carson 7-12	0	75	54	22	12	163	0	163	87.03%	160.22	95.27%
Luther Burbank HS	0	405	369	387	323	1,484	138	1,622	80.71%	1483.07	92.18%
Rosemont HS	0	388	275	292	249	1,204	105	1,309	82.42%	1238.18	93.58%
School of Engineering and Scienc	0	104	71	56	36	267	1	268	87.14%	262.18	95.26%
West Campus HS	0	196	217	198	223	834	0	834	91.03%	810.19	96.99%
TOTAL HIGH SCHOOLS	140	2,812	2,612	2,420	2,261	10,245	635	10,880	80.69%	10,087.34	92.79%

Change from Prior month	0	(21)
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SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
 ENROLLMENT AND ATTENDANCE REPORT
 MONTH 9, ENDING FRIDAY, MAY 15, 2020
 TRADITIONAL SCHOOLS

DISTRICT TOTALS	TOTAL MONTH-END ENROLLMENT	PERCENTAGE FOR THE MONTH	AVERAGE CUMULATIVE ACTUAL ATTENDANCE	
		2019-2020 Actual Attendance	Cum Attd Days/162	PERCENTAGE 2019-2020
			2019-2020	
ELEMENTARY	22,019	75.16%	20,463	93.21%
MIDDLE	6,750	78.44%	6,343	93.75%
HIGH SCHOOL	10,880	80.69%	10,087	92.79%
TOTAL ALL DISTRICT SEGMENTS	39,649	77.10%	36,894	93.18%

Total Non-Public Schools as of 6/4/20	333
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Non- Public Change from Prior month	0
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SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
ENROLLMENT AND ATTENDANCE REPORT
MONTH 9, ENDING FRIDAY, MAY 15, 2020
CHARTER SCHOOLS

2019-2020 DEPENDENT CHARTER SCHOOLS	REGULAR ENROLLMENT					Special Education Grades K-12	TOTAL MONTH END ENROLLMENT	PERCENTAGE FOR THE MONTH	AVERAGE CUMULATIVE ACTUAL ATTENDANCE	
	Kdgn	Grades 1-3	Grades 4-6	Grades 7-8	Grades 9-12			2019-2020 Actual Attendance	2019-2020	PERCENTAGE 2019-2020
Bowling Green-Mc Coy	60	205	178	0	0	1	444	79.94%	419.41	94.12%
Bowling Green-Chacon	48	148	150	0	0	0	346	89.06%	334.55	96.61%
George W. Carver SAS	0	0	0	0	251	11	262	96.83%	248.21	94.60%
New Joseph Bonnheim Charter	48	142	127	0	0	1	318	99.50%	291.16	93.75%
New Tech High	0	0	0	0	164	0	164	87.09%	153.41	94.54%
The Met High School	0	0	0	0	249	1	250	96.34%	252.55	97.71%
TOTAL DEPENDENT CHARTER SCHOOLS	156	495	455	0	664	14	1,784	89.39%	1,699.30	95.19%

Change from Prior month	0.00	0.00
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NOT TRACKING ATTENDANCE DUE TO COVID-19/ SCHOOL CLOSURE/DISTANCE LEARNING.

2019-2020 INDEPENDENT CHARTER SCHOOLS	REGULAR ENROLLMENT					Special Education Grades K-12	TOTAL MONTH END ENROLLMENT	PERCENTAGE FOR THE MONTH	AVERAGE CUMULATIVE ACTUAL ATTENDANCE	
	Kdgn	Grades 1-3	Grades 4-6	Grades 7-8	Grades 9-12			2019-2020 Actual Attendance	2019-2020	PERCENTAGE 2019-2020
CA Montessori Project Capitol Campus	0	0	0	0	0	0	0	0.00%	0.00	0.00%
Capitol Collegiate Academy	0	0	0	0	0	0	0	0.00%	0.00	0.00%
Aspire Capitol Heights Academy	0	0	0	0	0	0	0	0.00%	0.00	0.00%
Growth Public Schools	0	0	0	0	0	0	0	0.00%	0.00	0.00%
Language Academy	0	0	0	0	0	0	0	0.00%	0.00	0.00%
PS 7 Elementary	0	0	0	0	0	0	0	0.00%	0.00	0.00%
Sacramento Charter HS	0	0	0	0	0	0	0	0.00%	0.00	0.00%
SAVA	0	0	0	0	0	0	0	0.00%	0.00	0.00%
Sol Aureus College Preparatory	0	0	0	0	0	0	0	0.00%	0.00	0.00%
Yav Pem Suab Academy	0	0	0	0	0	0	0	0.00%	0.00	0.00%
TOTAL INDEPENDENT CHARTER SCHOOLS	-	-	-	-	-	-	-	0.00%	-	0.00%

Change from Prior month	-	0
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TOTAL FOR DEPENDENT CHARTERS ONLY FOR MONTH 8. INDEPENDENT CHARTERS HAD NO DATA DUE TO COVID-19/SCHOOL CLOSURE/DISTANCE LEARNING.

TOTAL CHARTER SCHOOLS	156	495	455	-	664	14	1,784	89.39%	1,699.30	95.19%
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SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
 ENROLLMENT AND ATTENDANCE REPORT
 MONTH 9, ENDING FRIDAY, MAY 15, 2020
 ADULT EDUCATION SCHOOLS

ADULT EDUCATION	ENROLLMENT	HOURS EARNED			2019-20 CUMULATIVE ADA		
		CONCURRENT	OTHER	TOTAL	CONCURRENT	OTHER	TOTAL
A. Warren McClaskey Adult Center	0	0	-	-	0	305.54	305.54
Charles A. Jones Career & Education Center	354	0	16,161.49	16,161.49	0	446.92	446.92
TOTAL ADULT EDUCATION	354		16,161.49	16,161.49		752.46	752.46

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
 ENROLLMENT AND ATTENDANCE REPORT
 MONTH 9, ENDING FRIDAY, MAY 15, 2020
 GRADE BY GRADE ENROLLMENT

ELEMENTARY SCHOOLS	REGULAR CLASS ENROLLMENT							TOTAL
	Kdgn	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	REGULAR
A M Winn Elementary K-8 Waldorf	64	43	40	42	40	44	30	303
Abraham Lincoln El	81	80	79	71	65	85	92	553
Alice Birney Waldorf-Inspired K8	88	48	48	48	63	64	60	419
Bret Harte Elementary	19	30	30	32	33	32	29	205
Caleb Greenwood	72	96	69	70	65	93	65	530
Camellia Basic Elementary	71	61	61	56	59	58	52	418
Capital City School	0	1	4	5	4	4	9	27
Caroline Wenzel Elementary	32	37	42	46	26	39	40	262
Cesar Chavez ES	0	0	0	0	123	111	114	348
Crocker/Riverside Elementary	96	92	96	92	98	89	99	662
David Lubin Elementary	68	69	80	79	73	57	63	489
Earl Warren Elementary	62	57	51	63	73	59	64	429
Edward Kemble Elementary	142	134	135	143	0	0	0	554
Elder Creek Elementary	116	120	112	117	115	95	133	808
Ethel I Baker Elementary	94	72	83	83	96	84	76	588
Ethel Phillips Elementary	72	71	65	66	56	54	67	451
Father Keith B Kenny K-8 School	40	46	42	48	49	43	37	305
Genevieve Didion Elementary	64	70	73	68	64	64	66	469
Golden Empire Elementary	72	72	78	85	99	92	91	589
H W Harkness Elementary	63	46	48	44	50	48	43	342
Hollywood Park Elementary	40	46	46	48	45	49	33	307
Home/Hospital	1	0	1	2	1	1	1	7
Hubert H. Bancroft Elementary	82	55	43	72	48	52	57	409
Isador Cohen Elementary	24	40	36	39	40	37	36	252
James W Marshall Elementary	47	71	47	47	58	43	46	359
John Bidwell Elementary	40	32	42	29	37	49	32	261
John Cabrillo Elementary	43	35	38	47	49	43	52	307
John D Sloat Elementary	68	40	39	32	31	33	31	274
John H. Still K-8	80	95	86	106	91	101	82	641
John Morse Therapeutic Center	0	0	0	0	0	0	0	0
Leataata Floyd Elementary	33	36	44	44	57	50	36	300
Leonardo da Vinci K - 8 School	120	95	96	96	97	98	96	698
Mark Twain Elementary	42	47	41	47	32	33	33	275
Martin Luther King Jr Elementary	56	38	36	45	31	33	43	282
Matsuyama Elementary	72	71	92	71	84	96	89	575
Nicholas Elementary	72	94	94	93	91	89	67	600
O W Erlewine Elementary	31	42	36	35	43	38	50	275
Oak Ridge Elementary	72	70	59	79	77	53	63	473
Pacific Elementary	120	96	109	96	98	98	98	715
Parkway Elementary School	71	71	71	72	66	85	66	502
Peter Burnett Elementary	52	59	67	59	62	72	66	437
Phoebe A Hearst Elementary	96	96	96	94	98	99	99	678
Pony Express Elementary	48	48	63	54	58	64	50	385
Rosa Parks K-8 School	47	43	48	48	49	44	57	336
Sequoia Elementary	47	49	62	68	53	46	60	385
Success Academy K-8	0	0	0	0	0	2	1	3
Susan B Anthony Elementary	46	48	47	39	62	40	40	322
Sutterville Elementary	68	68	69	67	61	76	59	468
Tahoe Elementary	71	45	32	40	39	33	49	309
Theodore Judah Elementary	94	71	82	66	62	62	66	503
Washington Elementary	67	43	42	45	33	25	31	286
William Land Elementary	51	62	55	59	56	55	73	411
Woodbine Elementary	46	47	42	38	52	37	40	302
TOTAL	3,163	2,998	2,997	3,035	3,012	2,951	2,932	21,088

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
 ENROLLMENT AND ATTENDANCE REPORT
 MONTH 9, ENDING FRIDAY, MAY 15, 2020
 CUMULATIVE TOTAL ABSENCES

Elementary	Total Enrollment	Total Absences	Actual Days of Attendance	Days Enrolled	Percentage of Attendance
A M Winn Elementary K-8 Waldorf	324	3,792	48,618	52,410	92.76%
Abraham Lincoln El	554	5,507	81,227	86,734	93.65%
Alice Birney Waldorf-Inspired K8	419	2,946	62,665	65,611	95.51%
Bret Harte Elementary	243	3,266	36,348	39,614	91.76%
Caleb Greenwood	531	2,857	75,550	78,407	96.36%
Camellia Basic Elementary	431	2,565	65,223	67,788	96.22%
Capital City School	27	181	4,329	4,510	95.99%
Caroline Wenzel Elementary	309	4,158	46,446	50,604	91.78%
Cesar Chavez ES	360	3,296	52,806	56,102	94.12%
Crocker/Riverside Elementary	662	3,236	100,964	104,200	96.89%
David Lubin Elementary	522	4,540	78,118	82,658	94.51%
Earl Warren Elementary	445	4,283	65,871	70,154	93.89%
Edward Kemble Elementary	567	5,669	82,805	88,474	93.59%
Elder Creek Elementary	809	8,678	121,823	130,501	93.35%
Ethel I Baker Elementary	602	8,767	85,772	94,539	90.73%
Ethel Phillips Elementary	470	5,088	68,947	74,035	93.13%
Father Keith B Kenny K-8 School	330	4,296	47,917	52,213	91.77%
Genevieve Didion Elementary	482	2,427	73,474	75,901	96.80%
Golden Empire Elementary	603	3,933	90,470	94,403	95.83%
H W Harkness Elementary	355	4,425	52,978	57,403	92.29%
Hollywood Park Elementary	344	5,763	48,888	54,651	89.45%
Home/Hospital	13	0	2,151	2,151	100.00%
Hubert H. Bancroft Elementary	437	4,618	66,436	71,054	93.50%
Isador Cohen Elementary	275	2,922	39,845	42,767	93.17%
James W Marshall Elementary	394	5,602	57,268	62,870	91.09%
John Bidwell Elementary	270	3,282	38,829	42,111	92.21%
John Cabrillo Elementary	352	3,921	52,317	56,238	93.03%
John D Sloat Elementary	300	5,538	42,173	47,711	88.39%
John H. Still K-8	654	10,890	94,767	105,657	89.69%
John Morse Therapeutic Center	39	704	5,201	5,905	88.08%
Leataata Floyd Elementary	314	4,551	45,099	49,650	90.83%
Leonardo da Vinci K - 8 School	732	6,818	107,957	114,775	94.06%
Mark Twain Elementary	302	4,512	44,434	48,946	90.78%
Martin Luther King Jr Elementary	319	3,348	47,234	50,582	93.38%
Matsuyama Elementary	575	4,162	88,396	92,558	95.50%
Nicholas Elementary	623	7,384	90,402	97,786	92.45%
O W Erlewine Elementary	295	3,395	43,769	47,164	92.80%
Oak Ridge Elementary	479	7,790	67,617	75,407	89.67%
Pacific Elementary	715	9,481	102,575	112,056	91.54%
Parkway Elementary School	539	9,999	76,903	86,902	88.49%
Peter Burnett Elementary	463	5,154	67,154	72,308	92.87%
Phoebe A Hearst Elementary	678	2,824	103,533	106,357	97.34%
Pony Express Elementary	393	2,786	59,241	62,027	95.51%
Rosa Parks K-8 School	349	5,054	51,063	56,117	90.99%
Sequoia Elementary	395	3,341	58,212	61,553	94.57%
Success Academy K-8	3	161	714	875	81.60%
Susan B Anthony Elementary	323	2,124	48,849	50,973	95.83%
Sutterville Elementary	475	3,633	73,123	76,756	95.27%
Tahoe Elementary	361	5,010	53,699	58,709	91.47%
Theodore Judah Elementary	522	4,965	79,813	84,778	94.14%
Washington Elementary	300	3,177	44,428	47,605	93.33%
William Land Elementary	411	3,908	63,066	66,974	94.16%
Woodbine Elementary	330	6,363	45,164	51,527	87.65%
Total	22,019	237,090	3,252,671	3,489,761	93.21%

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
 ENROLLMENT AND ATTENDANCE REPORT
 MONTH 9, ENDING FRIDAY, MAY 15, 2020
 CUMULATIVE TOTAL ABSENCES

Middle	Total Enrollment	Total Absences	Actual Days of Attendance	Days Enrolled	Percentage of Attendance
A M Winn Elementary K-8 Waldorf	62	881	9,202	10,083	91.26%
Albert Einstein MS	767	7,382	114,250	121,632	93.93%
Alice Birney Waldorf-Inspired K8	118	1,279	17,192	18,471	93.08%
California MS	921	8,455	138,252	146,707	94.24%
Capital City School	39	369	4,981	5,350	93.10%
Fern Bacon MS	742	7,343	109,038	116,381	93.69%
Genevieve Didion Elementary	103	805	15,171	15,976	94.96%
Home/Hospital	3	0	932	932	100.00%
John H. Still K-8	304	4,288	44,273	48,561	91.17%
John Morse Therapeutic Center	10	383	1,284	1,667	77.02%
Kit Carson IB Academy	402	4,429	58,834	63,263	93.00%
Leonardo da Vinci K - 8 School	137	844	20,699	21,543	96.08%
Martin Luther King Jr Elementary	79	421	12,036	12,457	96.62%
Rosa Parks K-8 School	439	7,934	62,956	70,890	88.81%
Sam Brannan MS	430	4,357	64,569	68,926	93.68%
School of Engineering and Science	244	1,567	37,420	38,987	95.98%
Success Academy K-8	21	353	1,552	1,905	81.47%
Sutter MS	1,185	6,934	179,849	186,783	96.29%
Will C Wood MS	744	8,888	110,716	119,604	92.57%
Total	6,750	66,912	1,003,206	1,070,118	93.75%

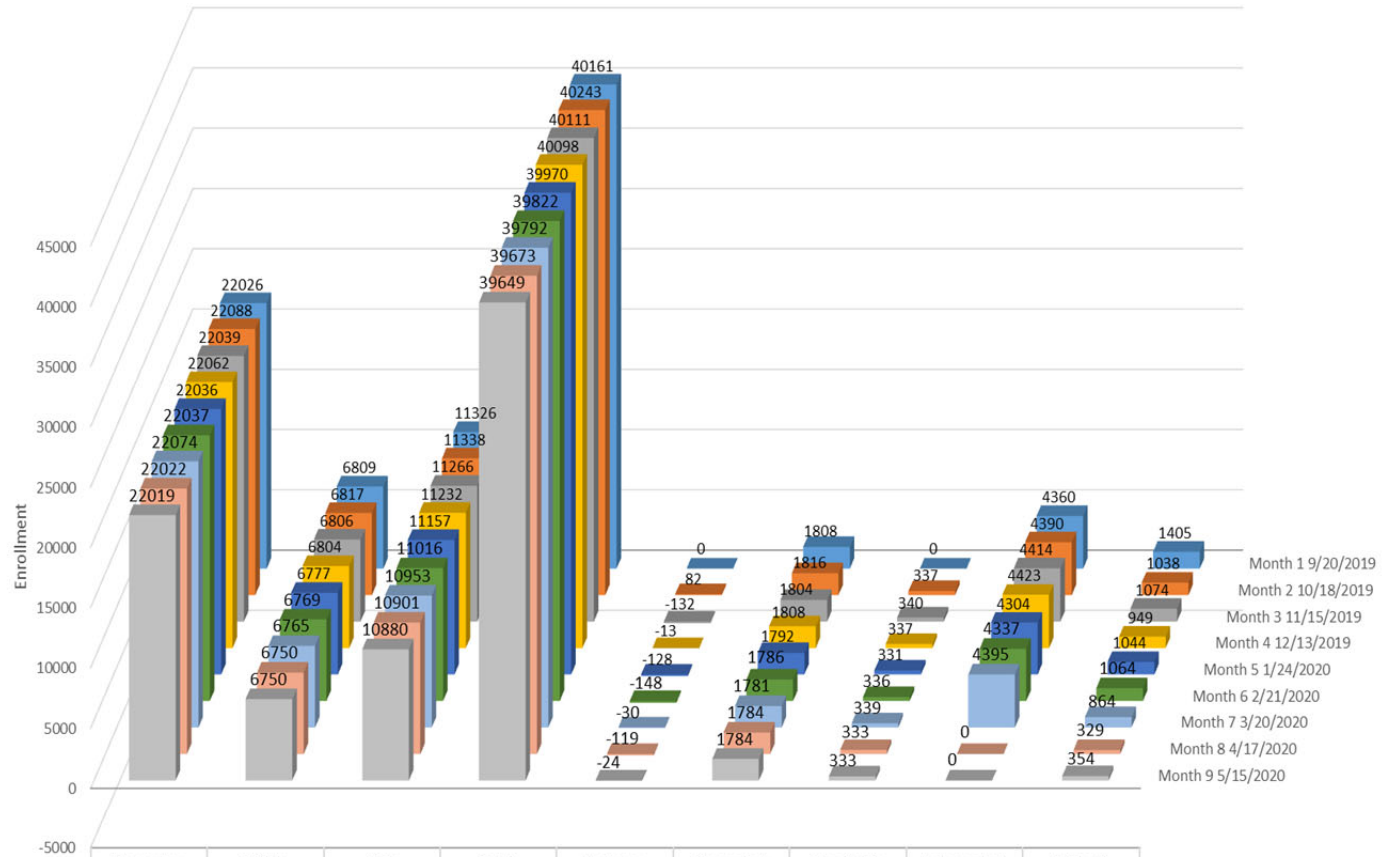
SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
 ENROLLMENT AND ATTENDANCE REPORT
 MONTH 9, ENDING FRIDAY, MAY 15, 2020
 CUMULATIVE TOTAL ABSENCES

High School	Total Enrollment	Total Absences	Actual Days of Attendance	Days Enrolled	Percentage of Attendance
American Legion HS	141	4,752	21,136	25,888	81.64%
Arthur A. Benjamin Health Prof	211	3,288	29,954	33,242	90.11%
C K McClatchy HS	2,320	28,661	332,495	361,156	92.06%
Capital City School	291	4,692	42,068	46,760	89.97%
Hiram W Johnson HS	1,643	21,579	231,377	252,956	91.47%
Home/Hospital	23	0	2,967	2,967	100.00%
John F Kennedy HS	2,055	19,943	305,006	324,949	93.86%
Kit Carson IB Academy	163	1,248	25,154	26,402	95.27%
Luther Burbank HS	1,622	19,758	232,842	252,600	92.18%
Rosemont HS	1,309	13,346	194,395	207,741	93.58%
School of Engineering and Science	268	2,049	41,162	43,211	95.26%
West Campus HS	834	3,945	127,200	131,145	96.99%
Total	10,880	123,261	1,585,756	1,709,017	92.79%

	TOTAL ENROLLMENT	TOTAL ABSENCES	ACTUAL DAYS OF ATTENDANCE	DAYS ENROLLED	PERCENTAGE OF ATTENDANCE
Total All Schools	39,649	427,263	5,841,633	6,268,896	93.18%

	Students in Non Public Schools	Total Enrollment	ADA	ADA %	% Change
2018-2019 Actual		40,660	38,425	94.50%	
2019-2020 Projected		40,236	38,212	94.97%	
Month 01	331	40,161	38,309	96.50%	
Month 02	337	40,243	38,194	95.99%	-0.51%
Month 03	340	40,111	38,040	95.60%	-0.39%
Month 04	337	40,098	37,897	95.27%	-0.33%
Month 05	339	39,970	37,747	94.97%	-0.30%
Month 06	336	39,822	37,614	94.83%	-0.14%
Month 07	339	39,740	37,402	94.49%	-0.34%
Month 08	333	39,673	37,635	95.03%	0.54%
Month 09	333	39,649	36,876	93.18%	-1.85%

Monthly Attendance



	Elementary	Middle	High	Total	Variance	Dependent Charter	Non-Public Schools	Independent Charter	Adult Ed.
Month 9 5/15/2020	22019	6750	10880	39649	-24	1784	333	0	354
Month 8 4/17/2020	22022	6750	10901	39673	-119	1784	333	0	329
Month 7 3/20/2020	22074	6765	10953	39792	-30	1781	339	4395	864
Month 6 2/21/2020	22037	6769	11016	39822	-148	1786	336	4337	1064
Month 5 1/24/2020	22036	6777	11157	39970	-128	1792	331	4304	1044
Month 4 12/13/2019	22062	6804	11232	40098	-13	1808	337	4423	949
Month 3 11/15/2019	22039	6806	11266	40111	-132	1804	340	4414	1074
Month 2 10/18/2019	22088	6817	11338	40243	82	1816	337	4390	1038
Month 1 9/20/2019	22026	6809	11326	40161	0	1808	0	4360	1405

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
ENROLLMENT AND ATTENDANCE REPORT
MONTH 10, ENDING FRIDAY, JUNE 11, 2020
TRADITIONAL SCHOOLS

ELEMENTARY TRADITIONAL	REGULAR ENROLLMENT			Special Education Grades K-6	TOTAL MONTH-END ENROLLMENT	PERCENTAGE FOR THE MONTH	AVERAGE CUMULATIVE ACTUAL ATTENDANCE		
	Kdgn	Grades 1-3	Grades 4-6				2019-20120 Actual Attendance	Cum Attd Days /180 2019-2020	PERCENTAGE 2019-2020
Abraham Lincoln El	81	230	242	1	554	72.35%	504.79	91.35%	
Alice Birney Waldorf-Inspired K8	88	144	187	0	419	88.83%	396.23	94.79%	
Bret Harte Elementary	18	91	94	38	241	66.35%	217.96	89.24%	
Caleb Greenwood	72	235	223	1	531	90.69%	510.24	95.71%	
Camellia Basic Elementary	71	178	169	13	431	82.77%	409.10	94.77%	
Capital City School	0	10	17	0	27	87.04%	26.40	95.12%	
Caroline Wenzel Elementary	32	126	106	47	311	57.91%	275.99	88.42%	
Cesar Chavez ES	0	0	346	12	358	73.13%	328.30	91.85%	
Crocker/Riverside Elementary	96	280	287	0	663	94.84%	641.53	96.67%	
David Lubin Elementary	68	228	193	33	522	84.29%	491.35	93.41%	
Earl Warren Elementary	61	170	195	17	443	66.70%	406.19	90.98%	
Edward Kemble Elementary	142	412	0	13	567	79.90%	519.39	92.11%	
Elder Creek Elementary	116	349	343	1	809	69.81%	733.27	90.99%	
Ethel I Baker Elementary	94	238	256	14	602	68.58%	531.91	88.34%	
Ethel Phillips Elementary	72	202	177	19	470	64.40%	424.42	90.04%	
Father Keith B Kenny K-8 School	41	136	129	25	331	63.56%	294.76	88.76%	
Genevieve Didion Elementary	64	211	194	13	482	89.16%	463.86	95.98%	
Golden Empire Elementary	72	234	283	14	603	84.37%	568.92	94.59%	
H W Harkness Elementary	63	138	141	13	355	71.53%	319.72	90.21%	
Hollywood Park Elementary	40	139	127	37	343	51.00%	289.13	85.54%	
Home/Hospital	2	3	3	6	14	100.00%	12.49	100.00%	
Hubert H. Bancroft Elementary	82	170	157	28	437	84.32%	405.94	92.59%	
Isador Cohen Elementary	24	115	113	23	275	66.80%	246.08	90.32%	
James W Marshall Elementary	47	165	146	35	393	52.35%	338.72	87.17%	
John Bidwell Elementary	40	103	118	9	270	62.87%	238.94	89.02%	
John Cabrillo Elementary	43	120	144	45	352	75.84%	317.34	91.29%	
John D Sloat Elementary	68	111	95	26	300	43.72%	247.41	83.85%	
John H. Still K-8	80	287	274	13	654	51.26%	559.96	85.85%	
John Morse Therapeutic Center	0	0	0	39	39	46.44%	30.71	83.65%	
Leataata Floyd Elementary	33	125	143	14	315	51.69%	273.77	86.64%	
Leonardo da Vinci K - 8 School	120	287	291	34	732	86.40%	681.67	93.23%	
Mark Twain Elementary	41	135	97	28	301	62.70%	265.73	87.98%	
Martin Luther King Jr Elementary	56	119	107	37	319	62.88%	290.03	90.12%	
Matsuyama Elementary	72	234	269	0	575	85.49%	540.24	94.50%	
Nicholas Elementary	72	279	247	23	621	60.57%	554.31	89.01%	
O W Erlewine Elementary	31	113	131	21	296	68.13%	263.33	90.30%	
Oak Ridge Elementary	72	208	193	6	479	54.58%	412.41	85.89%	
Pacific Elementary	120	300	294	0	714	47.78%	619.56	86.82%	
Parkway Elementary School	71	214	217	37	539	39.86%	448.72	83.61%	
Peter Burnett Elementary	52	184	200	26	462	61.02%	411.99	89.42%	
Phoebe A Hearst Elementary	96	286	296	0	678	99.42%	661.02	97.57%	
Pony Express Elementary	48	165	172	9	394	84.66%	372.56	94.34%	
Rosa Parks K-8 School	47	139	150	13	349	47.64%	273.01	86.63%	
Sequoia Elementary	47	179	160	10	396	77.01%	363.63	92.66%	
Success Academy K-8	0	0	3	0	3	50.00%	4.12	79.76%	
Susan B Anthony Elementary	46	134	142	1	323	83.12%	306.53	94.47%	
Sutterville Elementary	68	204	196	7	475	86.98%	447.56	94.44%	
Tahoe Elementary	71	117	121	52	361	61.36%	320.48	88.47%	
Theodore Judah Elementary	94	219	190	19	522	77.56%	483.89	92.49%	
Washington Elementary	67	130	89	14	300	80.09%	278.37	91.91%	
William Land Elementary	51	176	184	0	411	82.47%	384.26	93.00%	
Woodbine Elementary	46	127	129	28	330	37.31%	263.22	82.45%	
TOTAL ELEMENTARY SCHOOLS	3,162	9,024	8,894	935	22,015	71.47%	19,967.43	90.93%	

Change from Prior month **4** **(4)**

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
 ENROLLMENT AND ATTENDANCE REPORT
 MONTH 10, ENDING FRIDAY, JUNE 11, 2020
 TRADITIONAL SCHOOLS

MIDDLE SCHOOLS	REGULAR ENROLLMENT			Special Education Grades 7-8	TOTAL MONTH- END ENROLLMENT	PERCENTAGE FOR THE MONTH	AVERAGE CUMULATIVE ACTUAL ATTENDANCE	
	Grade 7	Grade 8	Total Grades 7-8			2019-2020 Actual Attendance	Cum Attd Days/180 2019-2020	PERCENTAGE 2019-2020
A M Winn Elementary K-8 Waldorf	42	20	62	0	62	57.44%	54.68	87.89%
Albert Einstein MS	339	379	718	49	767	48.09%	688.97	89.03%
Alice Birney Waldorf-Inspired K8	60	58	118	0	118	59.95%	105.32	89.49%
California MS	495	413	908	13	921	45.05%	830.32	89.00%
Capital City School	12	27	39	0	39	78.92%	30.75	91.46%
Fern Bacon MS	340	348	688	53	741	46.52%	656.74	88.60%
Genevieve Didion Elementary	52	51	103	0	103	20.85%	88.52	86.87%
Home/Hospital	0	0	0	3	3	100.00%	5.37	100.00%
John H. Still K-8	142	140	282	22	304	29.06%	254.77	84.90%
John Morse Therapeutic Center	0	0	0	10	10	20.56%	7.34	71.52%
Kit Carson IB Academy	201	164	365	37	402	50.07%	356.01	88.37%
Leonardo da Vinci K - 8 School	53	65	118	19	137	44.68%	124.22	90.54%
Martin Luther King Jr Elementary	32	47	79	0	79	72.55%	74.57	94.03%
Rosa Parks K-8 School	182	215	397	42	439	18.22%	357.76	81.73%
Sam Brannan MS	177	207	384	46	430	49.83%	390.00	89.03%
School of Engineering and Science	130	114	244	0	244	41.18%	223.46	90.16%
Success Academy K-8	7	13	20	1	21	50.53%	9.68	76.35%
Sutter MS	568	587	1155	30	1185	79.15%	1123.13	94.44%
Will C Wood MS	339	355	694	50	744	53.50%	654.84	88.64%
Total Middle Schools	3,171	3,203	6,374	375	6,749	51.12%	6,036.44	89.24%

Change from Prior month	2	(1)
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SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
 ENROLLMENT AND ATTENDANCE REPORT
 MONTH 10, ENDING FRIDAY, JUNE 11, 2020
 TRADITIONAL SCHOOLS

HIGH SCHOOLS	REGULAR ENROLLMENT					Total Grade 9-12	Special Education Grades 9-12	TOTAL MONTH-END ENROLLMENT	PERCENTAGE FOR THE MONTH	AVERAGE CUMULATIVE ACTUAL ATTENDANCE	
	Continuation	Grade 9	Grade 10	Grade 11	Grade 12				2019-2020 Actual Attendance	Cum Attd Days/180 2019-2020	PERCENTAGE 2019-2020
American Legion HS	114	0	0	0	0	114	1	115	65.29%	125.96	80.28%
Arthur A. Benjamin Health Prof	0	43	46	53	51	193	18	211	25.86%	176.06	83.22%
C K McClatchy HS	0	624	579	529	510	2,242	78	2,320	30.23%	1962.61	85.52%
Capital City School	0	29	68	100	51	248	1	249	61.66%	250.18	87.33%
Hiram W Johnson HS	0	425	438	308	322	1,493	155	1,648	35.18%	1374.88	85.48%
Home/Hospital	0	0	1	3	2	6	16	22	0.00%	0.00	0.00%
John F Kennedy HS	0	522	496	472	441	1,931	123	2,054	37.03%	1813.53	87.87%
Kit Carson 7-12	0	75	54	22	12	163	0	163	48.92%	151.53	90.41%
Luther Burbank HS	0	405	369	387	337	1,498	126	1,624	29.02%	1372.68	85.44%
Rosemont HS	0	388	274	291	249	1,202	106	1,308	35.45%	1154.04	87.43%
School of Engineering and Scienc	0	104	71	56	36	267	1	268	42.76%	246.15	89.76%
West Campus HS	0	196	217	198	223	834	0	834	61.28%	777.62	93.16%
TOTAL HIGH SCHOOLS	114	2,811	2,613	2,419	2,234	10,191	625	10,816	36.84%	9,405.24	86.90%

Change from Prior month	(10)	(64)
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SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
 ENROLLMENT AND ATTENDANCE REPORT
 MONTH 10, ENDING FRIDAY, JUNE 11, 2020
 TRADITIONAL SCHOOLS

DISTRICT TOTALS	TOTAL MONTH- END ENROLLMENT	PERCENTAGE FOR THE MONTH	AVERAGE CUMULATIVE ACTUAL ATTENDANCE	
		2019-2020 Actual Attendance	Cum Attd Days/180	PERCENTAGE 2019-2020
			2019-2020	
ELEMENTARY	22,015	71.47%	19,967	90.93%
MIDDLE	6,749	51.12%	6,036	89.24%
HIGH SCHOOL	10,816	36.84%	9,405	86.90%
TOTAL ALL DISTRICT SEGMENTS	39,580	58.53%	35,409	89.54%

Total Non-Public Schools as of 6/4/20	333
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Non- Public Change from Prior month	0
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SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
 ENROLLMENT AND ATTENDANCE REPORT
 MONTH 10, ENDING FRIDAY, JUNE 11, 2020
 ADULT EDUCATION SCHOOLS

ADULT EDUCATION	ENROLLMENT	HOURS EARNED			2019-20 CUMULATIVE ADA		
		CONCURRENT	OTHER	TOTAL	CONCURRENT	OTHER	TOTAL
A. Warren McClaskey Adult Center	0	0	-	-	0	305.54	305.54
Charles A. Jones Career & Education Center	235	0	14,635.91	14,635.91	0	474.8	474.8
TOTAL ADULT EDUCATION	235		14,635.91	14,635.91		780.34	780.34

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
 ENROLLMENT AND ATTENDANCE REPORT
 MONTH 10, ENDING FRIDAY, JUNE 11, 2020
 GRADE BY GRADE ENROLLMENT

ELEMENTARY SCHOOLS	REGULAR CLASS ENROLLMENT							TOTAL
	Kdgn	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	REGULAR
A M Winn Elementary K-8 Waldorf	64	43	40	42	40	44	30	303
Abraham Lincoln El	81	80	79	71	65	85	92	553
Alice Birney Waldorf-Inspired K8	88	48	48	48	63	64	60	419
Bret Harte Elementary	18	29	30	32	33	32	29	203
Caleb Greenwood	72	96	69	70	65	93	65	530
Camellia Basic Elementary	71	61	61	56	59	58	52	418
Capital City School	0	1	4	5	4	4	9	27
Caroline Wenzel Elementary	32	37	42	47	26	39	41	264
Cesar Chavez ES	0	0	0	0	122	111	113	346
Crocker/Riverside Elementary	96	92	96	92	98	90	99	663
David Lubin Elementary	68	69	80	79	73	57	63	489
Earl Warren Elementary	61	57	50	63	73	58	64	426
Edward Kemble Elementary	142	134	135	143	0	0	0	554
Elder Creek Elementary	116	120	112	117	115	95	133	808
Ethel I Baker Elementary	94	72	83	83	96	84	76	588
Ethel Phillips Elementary	72	71	65	66	56	54	67	451
Father Keith B Kenny K-8 School	41	46	42	48	49	43	37	306
Genevieve Didion Elementary	64	70	73	68	64	64	66	469
Golden Empire Elementary	72	72	77	85	99	93	91	589
H W Harkness Elementary	63	46	48	44	50	48	43	342
Hollywood Park Elementary	40	45	46	48	45	49	33	306
Home/Hospital	2	0	1	2	3	0	0	8
Hubert H. Bancroft Elementary	82	55	43	72	48	52	57	409
Isador Cohen Elementary	24	40	36	39	40	37	36	252
James W Marshall Elementary	47	71	47	47	58	42	46	358
John Bidwell Elementary	40	32	42	29	37	49	32	261
John Cabrillo Elementary	43	35	38	47	49	43	52	307
John D Sloat Elementary	68	40	39	32	31	33	31	274
John H. Still K-8	80	95	86	106	91	101	82	641
John Morse Therapeutic Center	0	0	0	0	0	0	0	0
Leataata Floyd Elementary	33	36	45	44	57	50	36	301
Leonardo da Vinci K - 8 School	120	95	96	96	97	98	96	698
Mark Twain Elementary	41	47	41	47	32	32	33	273
Martin Luther King Jr Elementary	56	38	36	45	31	33	43	282
Matsuyama Elementary	72	71	92	71	84	96	89	575
Nicholas Elementary	72	93	94	92	91	89	67	598
O W Erlewine Elementary	31	42	36	35	43	38	50	275
Oak Ridge Elementary	72	70	59	79	77	53	63	473
Pacific Elementary	120	96	109	95	98	98	98	714
Parkway Elementary School	71	71	71	72	66	85	66	502
Peter Burnett Elementary	52	59	66	59	62	72	66	436
Phoebe A Hearst Elementary	96	96	96	94	98	99	99	678
Pony Express Elementary	48	48	63	54	58	64	50	385
Rosa Parks K-8 School	47	43	48	48	49	44	57	336
Sequoia Elementary	47	49	62	68	53	46	61	386
Success Academy K-8	0	0	0	0	0	2	1	3
Susan B Anthony Elementary	46	48	47	39	62	40	40	322
Sutterville Elementary	68	68	69	67	61	76	59	468
Tahoe Elementary	71	45	32	40	39	33	49	309
Theodore Judah Elementary	94	71	82	66	62	62	66	503
Washington Elementary	67	43	42	45	33	25	31	286
William Land Elementary	51	62	55	59	56	55	73	411
Woodbine Elementary	46	47	42	38	52	37	40	302
TOTAL	3,162	2,995	2,995	3,034	3,013	2,949	2,932	21,080

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
 ENROLLMENT AND ATTENDANCE REPORT
 MONTH 10, ENDING FRIDAY, JUNE 11, 2020
 CUMULATIVE TOTAL ABSENCES

Elementary	Total Enrollment	Total Absences	Actual Days of Attendance	Days Enrolled	Percentage of Attendance
A M Winn Elementary K-8 Waldorf	324	4,945	53,279	58,224	91.51%
Abraham Lincoln El	554	8,417	88,843	97,260	91.35%
Alice Birney Waldorf-Inspired K8	419	3,835	69,737	73,572	94.79%
Bret Harte Elementary	241	4,729	39,233	43,962	89.24%
Caleb Greenwood	531	3,796	84,700	88,496	95.71%
Camellia Basic Elementary	431	3,976	72,001	75,977	94.77%
Capital City School	27	244	4,752	4,996	95.12%
Caroline Wenzel Elementary	311	6,507	49,678	56,185	88.42%
Cesar Chavez ES	358	5,124	57,780	62,904	91.85%
Crocker/Riverside Elementary	663	3,886	112,909	116,795	96.67%
David Lubin Elementary	522	6,098	86,478	92,576	93.41%
Earl Warren Elementary	443	7,088	71,489	78,577	90.98%
Edward Kemble Elementary	567	7,834	91,413	99,247	92.11%
Elder Creek Elementary	809	13,075	131,988	145,063	90.99%
Ethel I Baker Elementary	602	12,361	93,616	105,977	88.34%
Ethel Phillips Elementary	470	8,267	74,698	82,965	90.04%
Father Keith B Kenny K-8 School	331	6,567	51,878	58,445	88.76%
Genevieve Didion Elementary	482	3,420	81,639	85,059	95.98%
Golden Empire Elementary	603	5,723	100,130	105,853	94.59%
H W Harkness Elementary	355	6,244	57,549	63,793	90.21%
Hollywood Park Elementary	343	8,795	52,044	60,839	85.54%
Home/Hospital	14	0	2,248	2,248	100.00%
Hubert H. Bancroft Elementary	437	5,851	73,069	78,920	92.59%
Isador Cohen Elementary	275	4,644	43,310	47,954	90.32%
James W Marshall Elementary	393	8,971	60,970	69,941	87.17%
John Bidwell Elementary	270	5,187	42,054	47,241	89.02%
John Cabrillo Elementary	352	5,452	57,122	62,574	91.29%
John D Sloat Elementary	300	8,577	44,534	53,111	83.85%
John H. Still K-8	654	16,619	100,792	117,411	85.85%
John Morse Therapeutic Center	39	1,080	5,527	6,607	83.65%
Leataata Floyd Elementary	315	7,433	48,183	55,616	86.64%
Leonardo da Vinci K - 8 School	732	8,710	119,973	128,683	93.23%
Mark Twain Elementary	301	6,533	47,831	54,364	87.98%
Martin Luther King Jr Elementary	319	5,598	51,045	56,643	90.12%
Matsuyama Elementary	575	5,664	97,244	102,908	94.50%
Nicholas Elementary	621	12,044	97,559	109,603	89.01%
O W Erlewine Elementary	296	5,093	47,399	52,492	90.30%
Oak Ridge Elementary	479	11,924	72,584	84,508	85.89%
Pacific Elementary	714	16,548	109,042	125,590	86.82%
Parkway Elementary School	539	15,834	80,770	96,604	83.61%
Peter Burnett Elementary	462	8,576	72,510	81,086	89.42%
Phoebe A Hearst Elementary	678	2,899	116,340	119,239	97.57%
Pony Express Elementary	394	3,933	65,570	69,503	94.34%
Rosa Parks K-8 School	349	8,343	54,056	62,399	86.63%
Sequoia Elementary	396	5,068	63,998	69,066	92.66%
Success Academy K-8	3	188	741	929	79.76%
Susan B Anthony Elementary	323	3,160	53,950	57,110	94.47%
Sutterville Elementary	475	4,746	80,560	85,306	94.44%
Tahoe Elementary	361	7,521	57,686	65,207	88.47%
Theodore Judah Elementary	522	7,073	87,101	94,174	92.49%
Washington Elementary	300	4,312	48,993	53,305	91.91%
William Land Elementary	411	5,205	69,167	74,372	93.00%
Woodbine Elementary	330	10,087	47,380	57,467	82.45%
Total	22,015	353,804	3,545,142	3,898,946	90.93%

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
 ENROLLMENT AND ATTENDANCE REPORT
 MONTH 10, ENDING FRIDAY, JUNE 11, 2020
 CUMULATIVE TOTAL ABSENCES

Middle	Total Enrollment	Total Absences	Actual Days of Attendance	Days Enrolled	Percentage of Attendance
A M Winn Elementary K-8 Waldorf	62	1,356	9,843	11,199	87.89%
Albert Einstein MS	767	14,947	121,258	136,205	89.03%
Alice Birney Waldorf-Inspired K8	118	2,177	18,536	20,713	89.49%
California MS	921	18,070	146,136	164,206	89.00%
Capital City School	39	517	5,535	6,052	91.46%
Fern Bacon MS	741	14,873	115,587	130,460	88.60%
Genevieve Didion Elementary	103	2,354	15,579	17,933	86.87%
Home/Hospital	3	0	966	966	100.00%
John H. Still K-8	304	8,157	45,858	54,015	84.90%
John Morse Therapeutic Center	10	526	1,321	1,847	71.52%
Kit Carson IB Academy	402	8,243	62,658	70,901	88.37%
Leonardo da Vinci K - 8 School	137	2,284	21,862	24,146	90.54%
Martin Luther King Jr Elementary	79	833	13,125	13,958	94.03%
Rosa Parks K-8 School	439	14,396	64,396	78,792	81.73%
Sam Brannan MS	430	8,456	68,640	77,096	89.03%
School of Engineering and Science	244	4,294	39,329	43,623	90.16%
Success Academy K-8	21	540	1,743	2,283	76.35%
Sutter MS	1,185	11,629	197,671	209,300	94.44%
Will C Wood MS	744	15,107	117,871	132,978	88.64%
Total	6,749	128,759	1,067,914	1,196,673	89.24%

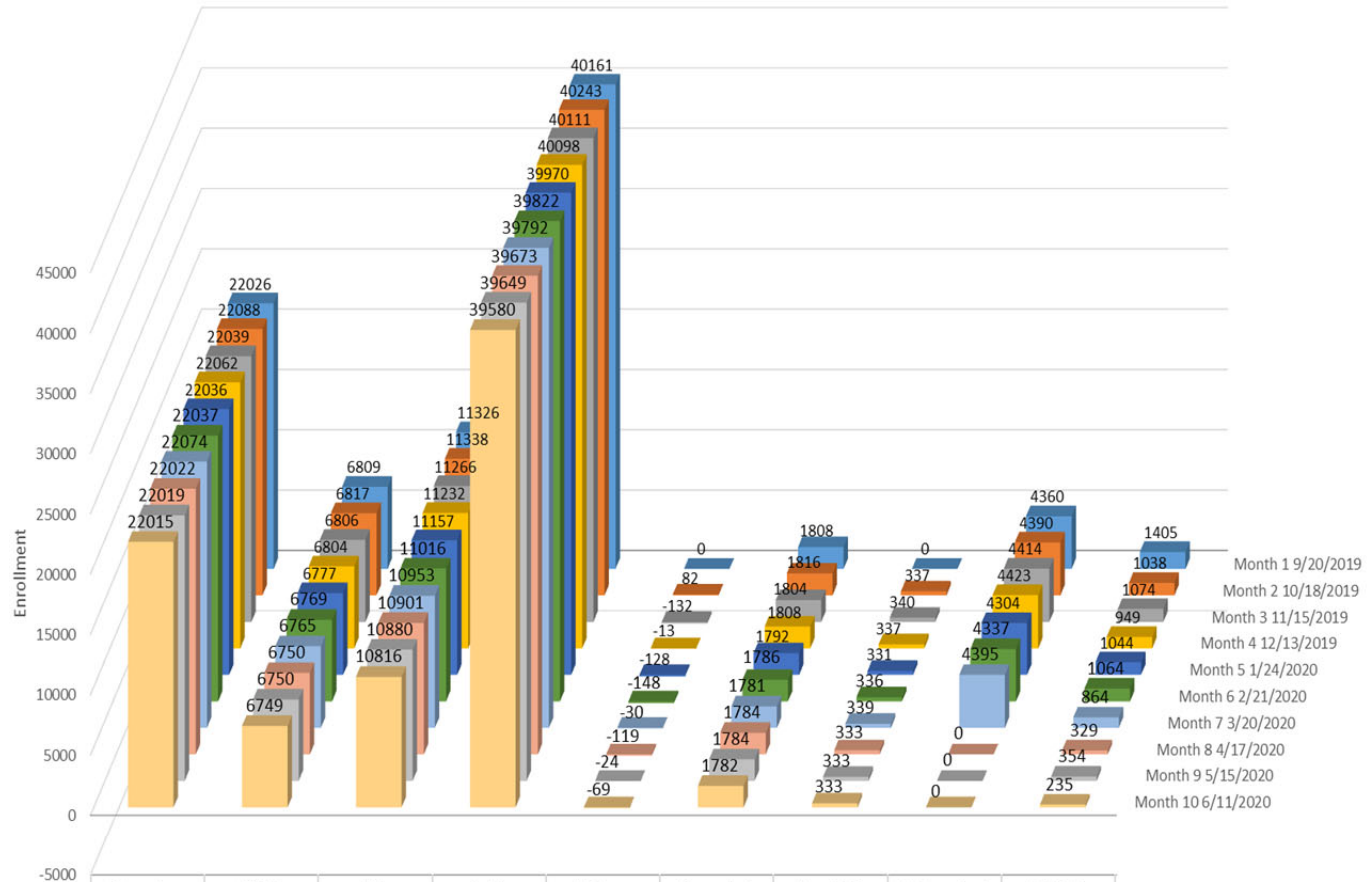
SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
 ENROLLMENT AND ATTENDANCE REPORT
 MONTH 10, ENDING FRIDAY, JUNE 11, 2020
 CUMULATIVE TOTAL ABSENCES

High School	Total Enrollment	Total Absences	Actual Days of Attendance	Days Enrolled	Percentage of Attendance
American Legion HS	115	5,569	22,673	28,242	80.28%
Arthur A. Benjamin Health Prof	211	6,246	30,986	37,232	83.22%
C K McClatchy HS	2,320	58,486	345,420	403,906	85.52%
Capital City School	249	6,536	45,033	51,569	87.33%
Hiram W Johnson HS	1,648	41,111	241,978	283,089	85.48%
Home/Hospital	22	0	3,164	3,164	100.00%
John F Kennedy HS	2,054	44,047	319,181	363,228	87.87%
Kit Carson IB Academy	163	2,830	26,669	29,499	90.41%
Luther Burbank HS	1,624	41,155	241,591	282,746	85.44%
Rosemont HS	1,308	29,214	203,111	232,325	87.43%
School of Engineering and Science	268	4,942	43,323	48,265	89.76%
West Campus HS	834	10,049	136,861	146,910	93.16%
Total	10,816	250,185	1,659,990	1,910,175	86.90%

	TOTAL ENROLLMENT	TOTAL ABSENCES	ACTUAL DAYS OF ATTENDANCE	DAYS ENROLLED	PERCENTAGE OF ATTENDANCE
Total All Schools	39,580	732,748	6,273,047	7,005,795	89.54%

	Students in Non Public Schools	Total Enrollment	ADA	ADA %	% Change
2018-2019 Actual		40,660	38,425	94.50%	
2019-2020 Projected		40,236	38,212	94.97%	
Month 01	331	40,161	38,309	96.50%	
Month 02	337	40,243	38,194	95.99%	-0.51%
Month 03	340	40,111	38,040	95.60%	-0.39%
Month 04	337	40,098	37,897	95.27%	-0.33%
Month 05	339	39,970	37,747	94.97%	-0.30%
Month 06	336	39,822	37,614	94.83%	-0.14%
Month 07	339	39,740	37,402	94.49%	-0.34%
Month 08	333	39,673	37,635	95.03%	0.54%
Month 09	333	39,649	36,876	93.18%	-1.85%
Month 10	333	39,580	35,409	89.54%	-3.64%

Monthly Attendance



	Elementary	Middle	High	Total	Variance	Dependent Charter	Non-Public Schools	Independent Charter	Adult Ed.
Month 10 6/11/2020	22015	6749	10816	39580	-69	1782	333	0	235
Month 9 5/15/2020	22019	6750	10880	39649	-24	1784	333	0	354
Month 8 4/17/2020	22022	6750	10901	39673	-119	1784	333	0	329
Month 7 3/20/2020	22074	6765	10953	39792	-30	1781	339	4395	864
Month 6 2/21/2020	22037	6769	11016	39822	-148	1786	336	4337	1064
Month 5 1/24/2020	22036	6777	11157	39970	-128	1792	331	4304	1044
Month 4 12/13/2019	22062	6804	11232	40098	-13	1808	337	4423	949
Month 3 11/15/2019	22039	6806	11266	40111	-132	1804	340	4414	1074
Month 2 10/18/2019	22088	6817	11338	40243	82	1816	337	4390	1038
Month 1 9/20/2019	22026	6809	11326	40161	0	1808	0	4360	1405