



Putting  
Children  
First

# Sacramento City Unified School District BOARD OF EDUCATION MEETING AND WORKSHOP

## Board of Education Members

Jessie Ryan, President, (Trustee Area 7)  
Darrel Woo, Vice President, (Trustee Area 6)  
Michael Minnick, 2<sup>nd</sup> Vice President, (Trustee Area 4)  
Lisa Murawski, (Trustee Area 1)  
Leticia Garcia, (Trustee Area 2)  
Christina Pritchett, (Trustee Area 3)  
Mai Vang, (Trustee Area 5)  
Rachel Halbo, Student Member

Thursday, June 6, 2019

4:30 p.m. Closed Session

6:30 p.m. Open Session

Serna Center

Community Conference Rooms

5735 47<sup>th</sup> Avenue

Sacramento, CA 95824

## AGENDA

2018/19-32

*Allotted Time*

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

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

**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 54957.6 (a) and (b) Negotiations/Collective Bargaining SCTA, SEIU, TCS, Teamsters, UPE, Non-Represented/Confidential Management (District Representative Cancy McArn)
- 3.2 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. 2018110078)
  - 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)
- 3.3 Government Code 54957 – Public Employee Discipline/Dismissal/Release/Reassignment

- 6:30 p.m. **4.0 CALL BACK TO ORDER/PLEDGE OF ALLEGIANCE**
- 4.1 *Broadcast Statement (Student Member Halbo)*
- 4.2 *The Pledge of Allegiance will be led by Luther Burbank High School Student Tobacco Research Project: The Vape*
- *Presentation of Certificate by Member Vang*
- 6:35 p.m. **5.0 ANNOUNCEMENT OF ACTION TAKEN IN CLOSED SESSION**
- 6:40 p.m. **6.0 AGENDA ADOPTION**
- 7.0 SPECIAL PRESENTATIONS**
- 6:45 p.m. 7.1 *Approve Resolution No. 3084: In Recognition of LGBTQ+ Pride Month, June 2019 (2<sup>nd</sup> Vice President Minnick and Member Murawski)* **Action**  
5 minute presentation
- 6:50 p.m. 7.2 *2019-2020 Classified Champions Awards (Christina Villegas)* **Information**  
5 minute presentation
- 6:55 p.m. 7.3 *2019-2020 Teacher of the Year (Dr. Tiffany Smith-Simmons)* **Information**  
5 minute presentation
- 8.0 PUBLIC HEARING**
- 7:00 p.m. 8.1 *2019-2020 Local Control and Accountability Plan (LCAP) (Vincent Harris and Cathy Morrison)* **Public Hearing**  
15 minute presentation  
10 minute discussion
- 7:25 p.m. 8.2 *Proposed Fiscal Year 2019-2020 Budget for All Funds (The proposed budget is available Monday, June 3, 2019 from 9:00 a.m. to 5:00 p.m. in the Serna Center, Alaska Room) (Jacquie Canfield and Amari Watkins)* **Public Hearing**  
10 minute presentation  
30 minute discussion
- 8:05 p.m. 8.3 *2019-2020 Special Education Local Plan Area (SELPA) Annual Service Plan and Annual Budget Plan (Dr. Iris Taylor and Becky Bryant)* **Public Hearing**  
15 minute presentation  
10 minute discussion
- 8:30 p.m. **9.0 PUBLIC COMMENT** **30 minutes**

*Members of the public may address the Board on non-agenda items that are within the subject matter jurisdiction of the Board. Please fill out a comment card available at the entrance if you wish to provide a comment to the Board. We ask that comments are limited to two (2) minutes with no more than 15 minutes per single topic so that as many people as possible may be heard. It is within the Board President's discretion to reduce the amount of allotted time for each public comment in an effort to provide the opportunity for all individuals to be heard within the allotted 30-minute timeframe for public comments. The Board values comments received, but the law requires that Board Members not engage in back and forth conversations on items not listed on the agenda. The Board may, at its discretion, refer a matter to district staff or calendar the issue for future discussion.*

## **10.0 BOARD WORKSHOP/STRATEGIC PLAN AND OTHER INITIATIVES**

9:00 p.m.      10.1    *Approve Middle School (6-8<sup>th</sup>) and High School (9-12<sup>th</sup>) Science Pathways (Dr. Iris Taylor and Matt Turkie)*      **Conference/Action**  
10 minute presentation  
10 minute discussion

9:20 p.m.      **11.0 CONSENT AGENDA**      **2 minutes**

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

### **11.1 Items Subject or Not Subject to Closed Session:**

**11.1a** *Approve Grants, Entitlements and Other Income Agreements, Ratification of Other Agreements, Approval of Bid Awards, Approval of Declared Surplus Materials and Equipment, Change Notices and Notices of Completion (Amari Watkins)*

**11.1b** *Approve Personnel Transactions – June 6, 2019 (Cancy McArn)*

**11.1c** *Approve Resolution No. 3085: Authorization to Enter into a Funding Agreement with the State Water Resources Control Board for the Drinking Water Access Project (Amari Watkins)*

**11.1d** *Approve Adoption of New Courses of Study (Dr. Iris Taylor and Matt Turkie)*

**11.1e** *Approve Resolution No. 3086 Board Stipends (Jessie Ryan)*

**11.1f** *Approve Minutes of the May 16, 2019 Board of Education Meeting (Jorge A. Aguilar)*

## **12.0 COMMUNICATIONS**

9:22 p.m.      12.1    *Employee Organization Reports:*      **Information**  
3 minutes each

- SCTA
- SEIU
- TCS
- Teamsters
- UPE

9:37 p.m.      12.2    *District Parent Advisory Committees:*      **Information**  
3 minutes each

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

9:46 p.m.	12.3	Superintendent's Report (Jorge A. Aguilar)	<b>Information</b> 5 minutes
9:51 p.m.	12.4	President's Report (Jessie Ryan)	<b>Information</b> 5 minutes
9:56 p.m.	12.5	Student Member Report (Rachel Halbo)	<b>Information</b> 5 minutes
10:01 p.m.	12.6	Information Sharing By Board Members	<b>Information</b> 10 minutes

10:11 p.m.    **13.0 BUSINESS AND FINANCIAL INFORMATION/REPORTS**                      **Receive Information**

13.1    Board Committee Reports

13.2    Business and Financial Information:

- Enrollment and Attendance Report for Month 8 Ending April 19, 2019

13.3    Head Start/Early Head Start/Head Start Expansion Reports

10:13 p.m.    **14.0 FUTURE BOARD MEETING DATES / LOCATIONS**

- ✓ June 20, 2019 - 4:30 p.m. Closed Session, 6:30 p.m. Open Session, Serna Center, 5735 47<sup>th</sup> Avenue, Community Room, Regular Workshop Meeting

10:15 p.m.    **15.0 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 are available for public inspection at 5735 47<sup>th</sup> Avenue at the Front Desk Counter and on the District's website at [www.scusd.edu](http://www.scusd.edu).*





# SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 7.1

**Meeting Date:** June 6, 2019

**Subject:** Approve Resolution No. 3084: In Recognition of LGBTQ+ Pride Month, June 2019

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

**Division:** Board Office

**Recommendation:** Approve Resolution No. 3084: In Recognition of LGBTQ+ Pride Month, June 2019.

**Background/Rationale:** June 2019 has been designated as LGBTQ+ Pride Month. The District is committed to providing a Safe Haven for all students including the Lesbian, Gay, Bisexual, Transgender, Queer/Questioning (LGBTQ+) community or those that may be perceived as such. The month of June is an opportunity to highlight the identities and contributions of the LGBTQ+ community as well as work to combat bullying and harassment based on sexual orientation and gender expression in order better promote and foster a safe and respectful culture within the District. June 2019 in particular also marks the 50th anniversary of the Stonewall Uprising, which highlighted and served as a catalyst for the struggle for LGBTQ+ rights.

**Financial Considerations:** None

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

**Documents Attached:**

1. Resolution No. 3084

**Estimated Time of Presentation:** 5 minutes

**Submitted by:** Michael Minnick, 2<sup>nd</sup> Vice President

Lisa Murawski, Board Member

**Approved by:** Jorge A. Aguilar, Superintendent

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

**RESOLUTION NO. 3084**

**RECOGNITION OF LGBTQ+ PRIDE MONTH, JUNE 2019**

**Whereas**, the Sacramento City Unified School District advocates and promotes the safe, inclusive and respectful treatment of all our students as part of the District's Safe Haven efforts;

**Whereas**, the District is committed to providing a Safe Haven for all students including the Lesbian, Gay, Bisexual, Transgender, Queer/Questioning (LGBTQ+) community or those that may be perceived as such;

**Whereas**, the California Education Code, Section 200 ensures that all students receive equal access and rights to educational opportunities in public schools;

**Whereas**, the Sacramento City Unified School Districts commits to the implementation of the FAIR (Fair Accurate Inclusive and Respectful) Education Act into the K-12 grade history and social studies curriculum;

**Whereas**, the month of June is an opportunity to highlight the identities and contributions of the LGBTQ+ community, and June 2019 in particular marks the 50th anniversary of the Stonewall Uprising, which highlighted and served as a catalyst for the struggle for LGBTQ+ rights;

**Whereas**, sexual orientation and gender expression biased bullying is among the most common form of harassment in schools;

**Whereas**, peer harassment and bullying contribute to significantly higher rates of school dropout, academic failure and school disengagement among LGBTQ+ youth;

**Whereas**, LGBTQ+ youth are more likely to experience a mental health condition and are at greater risk of suicide, and deserve our vocal acceptance and support, as well as special attention to the unique challenges they may face at school and in their communities;

**Whereas**, the Connect Center is a critical District program for student, staff and community resources. The Connect Center provides trainings, activities, and lessons for and about LGBTQ+ identities and is committed to fostering a safe and respectful District, school and community culture;

**Whereas**, the Board of Education approved the updated Board Policy on Transgender and Gender Non-Conforming Youth during the June 7, 2018 Board Meeting which further outlines the services, supports and protections provided to such students and families;

**Whereas**, the Board of Education recognizes and rejects the shameful history and present-day manifestations of bias against and oppression of LGBTQ+ individuals, and heartily celebrates

each LGBTQ+ student and staff as valued members of the SCUSD community; and

**Whereas**, by recognizing Pride Month, we support other policies, practices and curricula that honor and respect LGBTQ+ students, staff and their families.

**Now, Therefore, be it Resolved**, that the Sacramento City Unified Board of Education declares June 2019 as LGBTQ+ Pride Month and directs the Superintendent and all District staff to continue supporting lessons, activities, and conversations that engage students in meaningful learning, research and writing about our LGBTQ+ students and families.

**PASSED AND ADOPTED** by the Sacramento City Unified School District Board of Education on this 6th day of June, 2019, by the following vote:

AYES: \_\_\_\_\_  
NOES: \_\_\_\_\_  
ABSTAIN: \_\_\_\_\_  
ABSENT: \_\_\_\_\_

ATTESTED TO:

\_\_\_\_\_  
Jorge A. Aguilar  
Superintendent

\_\_\_\_\_  
Jessie Ryan  
President of the Board of Education



# SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 7.2

**Meeting Date:** June 6, 2019

**Subject:** 2019-2020 Classified Champions Awards

- 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:** None

**Background/Rationale:** None

**Financial Considerations:** None

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

**Documents Attached:**

1. List of Classified Champions

**Estimated Time of Presentation:** 5 minutes

**Submitted by:** Cancy McArn, Chief Human Resources Officer

**Approved by:** Jorge A Aguilar, Superintendent

## 2019-2020 Classified Champions

<b>First Name</b>	<b>Last Name</b>	<b>Work Location</b>	<b>Job Title</b>	<b>Years with District</b>
Robert	Brice	Caleb Greenwood	School Operations Manager I	11.9
Christina	Facio	Sutter Middle	Instructional Aide, SPED	34.6
Lanetta	Johnson	Caleb Greenwood	Clerk II	8.3
Azizat	Sanni	Hiram Johnson High	Instructional Aide, SPED	3.3



# SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 7.3

**Meeting Date:** June 6, 2019

**Subject:** 2019-2020 Teacher of the Year

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

**Division:** Human Resource Services

**Recommendation:** None

**Background/Rationale:** None

**Financial Considerations:** None

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

**Documents Attached:**

1. List of the Teacher of the Year

**Estimated Time of Presentation:** 5 minutes

**Submitted by:** Cancy McArn, Chief Human Resources Officer

**Approved by:** Jorge A Aguilar, Superintendent

## 2019-2020 Teacher of the Year

<b>First Name</b>	<b>Last Name</b>	<b>Work Location</b>	<b>Job Title</b>	<b>Years with District</b>
Heidi	Gaynor	Sutter Middle School	Teacher	18.8
Seema	Sokolis	James Marshall Elementary School	Teacher	15.9





# SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 8.1

**Meeting Date:** June 6, 2019

**Subject:** 2019-2020 Local Control and Accountability Plan (LCAP)

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

**Division:** Continuous Improvement and Accountability Office

**Recommendation:** Conduct the Public Hearing of the 2019-20 Local Control and Accountability Plan.

**Background/Rationale:** The district's Local Control and Accountability Plan (LCAP) provides details of goals, actions and expenditures to support student outcomes and overall performance, pursuant to Education Code §52060 and 52066.

**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. Public Hearing Notice
2. Executive Summary
3. Link to view LCAP: <https://www.scusd.edu/draft-lcap-19-20>

**Estimated Time of Presentation:** 15 minutes

**Submitted by:** Vincent Harris, Chief, Continuous Improvement and Accountability  
Cathy Morrison, LCAP/SPSA Coordinator

**Approved by:** Jorge A. Aguilar, Superintendent

Sacramento City Unified School District

Superintendent's Office

## **NOTICE OF PUBLIC HEARING**

**Review of the Local Control and Accountability Plan**

**for 2019-20**

Copies of the plan may be inspected at:

**Serna Education Center**

**5735 47<sup>th</sup> Avenue**

**Sacramento, CA 95824**

**or online at: [www.scusd.edu/LCAP](http://www.scusd.edu/LCAP)**

The Sacramento City Unified School District Governing Board will adopt the SCUSD Local Control and Accountability Plan (LCAP) at the June 20, 2019 Governing Board Meeting

### **HEARING DATE:**

Thursday, June 6, 2019

### **TIME:**

6:30 P.M.

### **LOCATION:**

Serna Center Community Rooms

5735 47<sup>th</sup> Avenue

Sacramento, CA 95824

### **FOR ADDITIONAL INFORMATION CONTACT:**

SCUSD LCAP Coordinator (916) 643-9222 email: [lcap@scusd.edu](mailto:lcap@scusd.edu)

# Board of Education Executive Summary

## Continuous Improvement and Accountability

Public Hearing

2019-20 Local Control and Accountability Plan

June 6, 2019



### I. Overview/History of Department or Program

In July 2013, the state Legislature approved a new funding system for all California public schools. This funding system, Local Control Funding Formula (LCFF), requires that every Local Education Agency write a Local Control and Accountability Plan (LCAP). The 2019-20 school year represents the third year of the 2017-20 LCAP.

### II. Driving Governance:

The Local Control Funding Formula (LCFF) seeks to ensure continuous improvement in the performance of schools across the state's eight priorities, plus other priorities identified locally. The eight priorities include student achievement, student engagement, school climate, parent and family involvement, provision of basic services, course access, implementation of the California state standards, and other student outcomes such as college and career readiness.

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

Meaningful engagement is critical to the LCAP process, targeting parents, students, and other stakeholders, especially parents and caregivers of students who are low income, English learners, foster and homeless youth. Education Code sections 52060(g), 52062, and 52063 specify the minimum requirements for school districts. There are at least two public meetings where the LCAP is shared, along with the district's budget. The first meeting is a public hearing that allows for recommendations and comments from the public about the LCAP and budget. The second meeting is when the LCAP and budget are adopted at the end of the traditional school year.

### III. Budget:

Funds provided through the state's Local Control Funding Formula represent approximately 77% of the district's total revenue.

### IV. Goals, Objectives and Measures:

The updated draft of the LCAP for 2019-20 maintains the district's four foundational goals.

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

# Board of Education Executive Summary

## Continuous Improvement and Accountability

Public Hearing

2019-20 Local Control and Accountability Plan

June 6, 2019



The Equity, Access, and Social Justice Guiding Principle states “all students are given an equal opportunity to graduate with the greatest number of postsecondary choices from the widest array of options.” This guiding principle demands that data be used to transparently assess students by name, by need, and by inequities, and it serves as the moral call to action to build on the district’s foundation while striving for continuous improvement.

The authority given to districts for local decision making through the LCAP also requires accountability and transparency. The LCAP describes increased and improved services for the following student groups through use of supplemental and concentration grant funds:

- English Language Learners
- Students eligible for free and reduced price meals program
- Foster Youth
- Homeless students

Student outcomes in the LCAP are measured through state-defined metrics aligned with the eight state priorities, and reported through the California School Dashboard (Dashboard). In 2019-20, additional local metrics from the district’s Performance and Targeted Action Index are included in the LCAP.

### V. Major Initiatives:

#### Alignment of the LCAP, SPSA and Budget

SCUSD schools are provided a portion of LCFF supplemental and concentration funds to serve the needs of low income and English learner students. The School Plan for Student Achievement (SPSA) describes the use of these funds. To support greater access to data for informed decision-making, the district launched the Cycle of Continuous Improvement (CCI) SPSA Tool this year. The tool includes components of improvement science for SPSA development, and connects verifiable state data from the Dashboard, with local data from the Performance and Targeted Action Index.

A SPSA work team was established in August to lead the complex process as the district also implemented the state’s new school plan template. Principals participated in many hours of professional learning sessions on the CCI SPSA Tool to create data-driven plans.

To increase coherence throughout the system and ensure that the LCAP, SPSA and budget processes are aligned and integrated, these steps have been implemented:

- One-Stop SPSA Budget Process requires sites to define Dashboard indicators.
- LCAP and Budget staff meet quarterly to review milestones and deadlines.
- Board Policy on LCAP will be created to reflect the recommendations of the Fiscal Crisis & Management Assistance Team.

# Board of Education Executive Summary

## Continuous Improvement and Accountability

Public Hearing

2019-20 Local Control and Accountability Plan

June 6, 2019



### Federal Accountability: Comprehensive Support and Improvement (CSI)

Under the Every Student Succeeds Act, the state must identify schools in need of assistance. The state's decision was to use California School Dashboard measures to create the criteria. Schools identified in need of support use the School Plan for Student Achievement (SPSA) as the improvement plan.

The district describes in the LCAP which schools are identified for CSI, how it supported the schools in developing their plans, and how it will monitor and evaluate the effectiveness of the respective school plans to support student and school improvement. The Board adopts the CSI improvement plans when it adopts the 2019-20 LCAP in June 2019.

### Budget Overview for Parents

The Budget Overview is a new section of the LCAP for 2019-20. It is attached as a cover to the LCAP, and will be posted with the adopted LCAP. The Budget Overview is intended to be a parent-friendly guide to the funding sources contained in the LCAP as it describes them and shows how the district uses funds within the LCAP.

### System of Support: Eligibility for Differentiated Assistance

Based on the review of student group performance on the 2018 Dashboard, SCUSD is identified as eligible for Differentiated Assistance for these student groups in these State Priorities/indicators:

Student Group	ELA and Math	Graduation Rate	Suspension Rate	Chronic Absenteeism	College/Career Indicator
Foster Youth	X		X	X	X
Students with Disabilities	X	X			X
African-American	X		X	X	
Homeless			X	X	
American Indian			X	X	
Pacific Islander	X			X	

The ultimate outcome of the Differentiated Assistance process is to identify and implement improvement strategies, and to describe strategies, resources, and the implementation plan in the LCAP. Because of the district's ongoing fiscal challenges, all financial investment decisions must be deemed fiscally viable before any commitments are made.

# Board of Education Executive Summary

## Continuous Improvement and Accountability

Public Hearing

2019-20 Local Control and Accountability Plan

June 6, 2019



### VI. Results:

Conduct the Public Hearing for the 2019-20 LCAP.

### VII. Lessons Learned/Next Steps:

- The LCAP for 2019-20 will be presented to the Board of Education on June 20, 2019 for adoption and forwarded to the Sacramento County Office of Education within five days of adoption.
- The Board-adopted LCAP will be posted on the district's website.
- The Board-adopted LCAP will be forwarded to the district's Matriculation and Orientation Center for written translation into Spanish, Hmong, Vietnamese, Chinese and Russian, and posted after translation.



# SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 8.2

**Meeting Date:** June 6, 2019

**Subject:** Proposed Fiscal Year 2019-2020 Budget for All Funds and Educational Protection Act (The proposed budget is available Monday, June 3, 2019 from 9:00 a.m. to 5:00 p.m. in the Serna Center, Alaska Room)

- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading (Action Anticipated: June 20, 2019)
- Conference/Action
- Action
- Public Hearing

**Division:** Business Services

**Recommendation:** Conduct a public hearing on the Proposed 2019-2020 Budget for All Funds.

**Background/Rationale:** By June 30<sup>th</sup> of each year, the school district must adopt a budget for all funds for the ensuing fiscal year. Prior to adoption of the budget, the Board must conduct a public hearing. This is in accordance with state prescribed procedures for single budget adoption, which require that the budget be adopted and submitted to the County Office of Education on state required forms by June 30<sup>th</sup>. The 2019-2020 Budget establishes expenditure authority for the district to conduct business in the coming year.

The proposed 2019-2020 budget is based on the Governor's May Budget Revision that was released on May 9, 2019. Staff attended a workshop on the May Budget Revision on May 20, 2019 and incorporates recommendations from the Sacramento County Office of Education. While the Governor's May Budget Revision is a very significant event in the process, the final impact to the District will not be known until the State budget is signed. School districts have 45 days after the final State budget is signed to amend and resubmit their budget.

The District continues to work closely with the Fiscal Advisor and meets weekly with the Sacramento County Office of Education (SCOE) on developing the budget. The proposed 2019-2020 Budget for All Funds being presented today is aligned to the LCAP and SPSA while also taking into consideration the priorities from stakeholders as

discussed at the LCAP presentations, the graduation task force and budget committee meetings.

**Financial Considerations:** The proposed budget establishes expenditure authority for all funds.

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

**Documents Attached:**

1. Public Hearing Notice
2. Executive Summary (Available Monday, June 3, 2019)
3. Adopted Budget Summary All Funds (Available Monday, June 3, 2019)

**Estimated Time of Presentation:** 10 minutes

**Submitted by:** Jacquie Canfield, Fortson Consulting LLC

Gloria Chung, Director, Fiscal Services

**Approved by:** Jorge A. Aguilar, Superintendent



Sacramento City Unified School District

Business Services Office

## **NOTICE OF PUBLIC HEARING**

**Public Hearing of Proposed Fiscal Year 2019-2020 Budget for All Funds and Educational Protection Act**

Copies of the plan may be inspected at:

**Serna Education Center**

**5735 47<sup>th</sup> Avenue**

**Sacramento, CA 95824**

The Sacramento City Unified School District Governing Board will adopt the Proposed Fiscal Year 2019-2020 Budget for All Funds at the June 6, 2019 Governing Board Meeting

### **HEARING DATE:**

Thursday, June 6, 2019

### **TIME:**

6:30 P.M.

### **LOCATION:**

Serna Center

5735 47<sup>th</sup> Avenue

Sacramento, CA 95824

### **FOR ADDITIONAL INFORMATION CONTACT:**

Business Services (916) 643-9055



## OFFICE OF THE SUPERINTENDENT

5735 47th Avenue • Sacramento, CA 95824

(916) 643-9000 • FAX (916) 399-2058

*Jorge A. Aguilar, Superintendent*

June 3, 2019

### BOARD OF EDUCATION

*Jessie Ryan*  
President  
Trustee Area 7

*Darrel Woo*  
Vice President  
Trustee Area 6

*Michael Minnick*  
2<sup>nd</sup> Vice President  
Trustee Area 4

*Lisa Murawski*  
Trustee Area 1

*Leticia Garcia*  
Trustee Area 2

*Christina Pritchett*  
Trustee Area 3

*Mai Vang*  
Trustee Area 5

*Rachel Halbo*  
Student Board Member

Dear Families and Community Members:

Our 2019-20 Proposed Budget continues investing in the goals we have established in our Local Control Accountability Plan (LCAP) with a strong focus on maintaining and improving the quality of education for our students. Improving the alignment of our Proposed Budget to our LCAP was one of the recommendations by the State's Fiscal Crisis Management Team (FCMAT) in its December 2018 Fiscal Health Risk Analysis of the District.

These LCAP-aligned investments are necessary for retaining and attracting students to our schools, particularly at a time when our District, like others, continues to see declining enrollment. These investments are also necessary to restore confidence in our schools' continued ability to provide a quality education, particularly in response to the concerns that many students, families and staff have been feeling in recent months as they learned about the possibility of a state takeover. Keeping students and families satisfied with the quality of our programs and enrolled in our schools is an important and critical component to improving our fiscal situation.

While we are still facing a structural budget deficit, a clear path to a solution is within reach. The solution rests in reducing our labor costs which currently stand at 91% of every dollar—6% higher than the average for unified school districts in California. The 2018 FCMAT Fiscal Health Risk Analysis also identified this spending outlier as a source of our financial challenges. In 2019-20, the District will continue to strive for working with our five labor partners to implement solutions that are fair to our employees, but also achieve the long-term cost savings necessary to have a structurally sound and sustainable budget in place so that we can continue to provide quality programs to our students.

The 2019-20 Proposed Budget totals \$547.5M. In alignment with our LCAP, it includes key areas of investment to address the needs of students and maintain program quality including:

- Increasing Grade Level Readiness Rates
- Increasing Graduation Rates
- Increasing College & Career Readiness Rates
- Providing Students with Safe, Emotionally Healthy, and Engaging Environments
- Advancing Equity for our Underserved Students

We believe in our students and the ability of our schools to provide them with the quality educational experience they deserve. The proposed 2019-20 budget will put us on track to continue prioritizing the needs of our students while buying us time to work with all labor partners to achieve cost savings in a manner that is fair and equitable to all of our employees.

Sincerely,

Jorge A. Aguilar  
Superintendent



## Board of Education Executive Summary

### Business Services

Proposed Fiscal Year 2019-2020 Budget for All Funds and Educational Protection Act  
(The proposed budget is available Monday, June 3 from 9:00 to 5:00 in the Serna Center, Alaska Room)

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#### I. OVERVIEW/HISTORY:

This document provides an overview of the budget process and a timeline used in preparing the 2019-2020 Proposed Budget and is based on the Governor's May Budget Revision that was released on May 9, 2019. The 2019-2020 Proposed Budget totals \$547.5M. The 2019-2020 Proposed Budget incorporates recommendations from the Sacramento County Office of Education (SCOE), the Superintendent, and input from stakeholders. The Superintendent took very seriously the recommendations made by the Local Control Accountability Plan (LCAP) Advisory Committee and the Board of Education and also focused on addressing the needs of students and maintaining the quality of educational programming. Staff will continue to closely monitor the state budget situation.

The Governor's Budget Proposal for 2019-2020 was first released on January 10, 2019. The Governor's May Budget Revision was recently released on May 9, 2019. More detailed information is included in the Proposed Adopted Budget memo.

#### Budget Updates:

- On December 6<sup>th</sup> - Staff presented a budget timeline and process for preparing the 2019-2020 Adopted Budget that aligns with the LCAP. The process of developing a school district budget is an ongoing function that must be addressed by the Board and administration throughout the school year.
- One Stop Staffing - During the months of January and February, the Academic, Budget and Human Resources teams met with each school and central departments to develop the budget for 2019-2020. During these One Stop Staffing meetings, the budget for the current year was reviewed as well as the proposed staffing levels for the upcoming school year.
- February/March - Reduction in Force resolutions were approved by the board that included adjustments for certificated and classified positions based on One Stop staffing and other management positions.
- April/May – Presentations were made to the Board on the proposed staffing levels at schools, school allocations and possible program reductions.
- Ongoing Weekly Meetings between the District, SCOE, and the SCOE Fiscal Advisor to collaborate and discuss the expectations of the budget for 2019-2020 and beyond.



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### II. Driving Governance:

- Education Code section 42127 requires the Governing Board of each school district to adopt a budget on or before July 1<sup>st</sup> and the proposed expenditures for the Education Protection Account. The budget to be adopted shall be prepared in accordance with Education Code section 42126. The adopted budget shall be submitted to the County Office of Education. The County Office of Education will determine if the district will be able to meet its financial obligations during the fiscal year and ensure a financial plan that will enable the district to satisfy its multi-year financial commitments.

### III. Budget:

Following the Executive Summary is a chart that summarizes the 2019-2020 Proposed Budget for All Funds.

### IV. Goals, Objectives and Measures:

Present a 2019-2020 Proposed Budget to the Board for approval by June 20, 2019.

### V. Major Initiatives:

- Continued analysis of information from the State and its impact on District finances.
- Budget Revision within 45 days from signing of State Budget.

### VI. Results:

Budget development for 2019-2020 has followed the timeline approved by the Board. With the approval of the 2019-2020 Proposed Budget, the expenditure authority for 2019-2020 will be in place and the June 30, 2019 timeline will be met.

### VII. Lessons Learned/Next Steps:

- Continue to monitor the State budget and its impact on District finances.
- Continue to obtain stakeholders' input, follow the LCAP process and meet with bargaining units to seek cost reductions and long-term budget savings.
- The district will discuss and adopt the 2019-2020 final Proposed Budget at the June 20, 2019 Board meeting.

### Governor's Revised State Budget Proposal - "May Revision"

Governor Newsom released his proposed Revised State budget on May 9<sup>th</sup> for the upcoming 2019-2020 fiscal year. Due to strong April tax revenues, the Governor was able to preserve the majority of his proposals and continue his "California for All" vision from January. The Governor's budget, while not forecasting a recession, is based on conservative economic and revenue assumptions. However, as in prior years, the May Revision emphasizes that continued economic growth is dependent on consumer spending, which relies heavily on wage and salary increases,

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as well as investments. Even though a recession is not forecasted, the May Revision includes an additional \$1.2 billion deposit into the Rainy Day Fund, which results in the reserve balance being \$16.5 billion in 2019-2020; projecting to reach its constitutional cap of 10% of General Fund revenues in 2020-2021. Additionally, the May Revision also proposes a deposit of \$389 million into the Public School System Stabilization Account.

For 2019-2020, this Proposition 98 guarantee continues to be funded based on approximately 38% (education's portion) of the State's General Fund revenues. Therefore, the May Revision proposes a Proposition 98 guarantee of \$81.1 billion, which is an increase of \$389.3 million from the Governor's January Budget.

**LCFF Cost-of-Living-Adjustment (COLA):** Funding for the Local Control Funding Formula (LCFF) is in its second year of being funded at target levels (i.e. 100% of full implementation), and is expected to increase by \$1.96 billion based on a 2019-20 cost-of-living-adjustment (COLA) of 3.26%; slightly lower than January's estimate of a 3.46% COLA (\$2 billion increase). Illustrated below is a comparison of the COLA percentages:

	2018-19	2019-20	2020-21	2021-22
<b>Annual COLA – Enacted (June 2018)</b>	3.70%*	2.57%	2.67%	3.42%
<b>Annual COLA – Proposed (January 2019)</b>	3.70%*	3.46%	2.86%	2.92%
<b>Annual COLA – Revised (May 2019)</b>	3.70%*	3.26%	3.00%	2.80%

\* COLA relating to programs other than LCFF is 2.71%

**One-Time Discretionary Funding:** Unlike in past years, the 2019-2020 May Revision does not propose any one-time Proposition 98 discretionary funding, which remains unchanged from the Governor's January proposal.

**Additional 2019-2020 Proposed Budget Components:** Additional components of the Governor's 2019-2020 budget contains the following:

- In addition to the COLA impacting the LCFF, the COLA also impacts other education programs that are funded outside of the LCFF (i.e. mandate block grant, special education, preschool, child nutrition, etc.). Cash flow payments from the state utilize the normal appropriation schedule.
- STRS employer contribution rates were decreased per May Revise from 17.10% to 16.70% for 2019-2020 and 18.1% for both 2020-2021 and 2021-2022.



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- PERS employer contribution rates were increased by the PERS board in April 2019 from 20.70% to 20.733% in 2019-2020 and 23.40% to 23.6% in 2020-2021 and 24.9% in 2021-2022.
- Special Education - The Governor's May Revision proposes an increase to the January Special Education Concentration Grant proposal which is estimated at \$15 million in ongoing and \$4 million in one-time funding for the District. These funds are not included in the 2019-2020 Proposed Budget as there is ongoing discussion whether these funds will be included in the final State Budget as proposed and has been rejected by the Assembly and Senate Education Committees.

The assumptions utilized for the 2019-2020 Proposed Budget include the provisions outlined above. Additional assumptions include projected enrollment, changes in benefit rates, indirect rates, and changes in the District's health contribution. Below is a summary version of the multi-year report included in the SACS report. This report includes all the reductions made in 2018-2019 and any Board approved reductions for future years. It also assumes no other reductions are made. The report shows the District will have a negative ending balance in 2021-2022 if no other reductions are made. The District must both eliminate the deficit spending and have at least the state-mandated reserves of 2%. A recommended plan that eliminates deficit spending and maintains a reserve of 4% is also included.



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#### SACS Summary Unrestricted General Fund 2018/19-2021/2022

	Projected 2018/19	Proposed 2019/20	Projected 2020/21	Projected 2021/22
<b>Ongoing Funds</b>				
Revenues	\$415.75	\$427.99	\$436.28	\$445.01
-Contributions	\$82.30	\$98.14	\$105.46	\$112.77
- Expenses, Sources/Uses	\$346.71	\$342.20	\$349.81	\$356.21
- Supplemental/Concentration Expanded Progr	\$0.00		\$2.06	\$1.59
Ongoing Net Change in Fund Balance	<b>(\$13.26)</b>	<b>(\$12.35)</b>	<b>(\$21.05)</b>	<b>(\$25.56)</b>
<b>One-Time Funds</b>				
Revenues	\$7.10	\$0.00	\$0.00	\$0.00
- One-Time Expenses	\$0.00	\$0.00	\$6.00	\$4.00
One Time Net Change in Fund Balance	<b>\$7.10</b>	<b>\$0.00</b>	<b>-\$6.00</b>	<b>-\$4.00</b>
<b>Total Unrestricted General Fund:</b>				
Beginning Balance	\$60.28	\$54.11	\$41.76	\$14.71
Ending Balance	\$54.11	\$41.76	\$14.71	-\$14.85
Component of the Ending Balance				
Cash, Inventory, Prepaid Assets	\$0.55	\$0.55	\$0.55	\$0.55
Designated Funds	\$6.00	\$6.00	\$0.00	\$0.00
Reserve for One-Time Expenses and Carryover	\$0.00	\$0.00	\$0.00	\$0.00
Net Unrestricted General Fund Balance	\$47.57	\$35.22	\$14.17	-\$15.40
<b>Required Ongoing Reductions</b>				
<b>Change in Reserve</b>	<b>(\$12.36)</b>	<b>(\$12.35)</b>	<b>(\$21.05)</b>	<b>(\$29.56)</b>
Reserve level	8.54%	6.44%	2.48%	-2.63%

### Summary Recommendation

On the following page is a multi-year plan that maintains a 4% reserve level for all years and eliminates deficit spending. The Board should consider adopting a reserve policy that outlines required reserve levels for both stable and unstable economic times.



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#### Recommended Plan For Unrestricted General Fund 2018/19-2021/2022

	Projected 2018/19	Proposed 2019/20	Projected 2020/21	Projected 2021/22
<b>Ongoing Funds</b>				
Revenues	\$415.75	\$427.99	\$436.28	\$445.01
-Contributions	\$82.30	\$98.14	\$105.46	\$112.77
- Expenses, Sources/Uses	\$346.71	\$342.20	\$333.81	\$330.21
- Supplemental/Concentration Expanded Progr	\$0.00		\$2.06	\$1.59
Ongoing Net Change in Fund Balance	<b>(\$13.26)</b>	<b>(\$12.35)</b>	<b>(\$5.05)</b>	<b>\$0.44</b>
<b>One-Time Funds</b>				
Revenues	\$7.10	\$0.00	\$0.00	\$0.00
- One-Time Expenses	\$0.00	\$0.00	\$6.00	\$4.00
One Time Net Change in Fund Balance	<b>\$7.10</b>	<b>\$0.00</b>	<b>-\$6.00</b>	<b>-\$4.00</b>
<b>Total Unrestricted General Fund:</b>				
Beginning Balance	\$60.28	\$54.11	\$41.76	\$30.71
Ending Balance	\$54.11	\$41.76	\$30.71	\$27.15
Component of the Ending Balance				
Cash, Inventory, Prepaid Assets	\$0.55	\$0.55	\$0.55	\$0.55
Designated Funds	\$6.00	\$6.00	\$0.00	\$0.00
Reserve for One-Time Expenses and Carryover	\$0.00	\$0.00	\$0.00	\$0.00
Net Unrestricted General Fund Balance	\$47.57	\$35.22	\$30.17	\$26.60
<b>Required Ongoing Reductions</b>			<b>\$16.00</b>	<b>\$10.00</b>
<b>Change in Reserve</b>	<b>(\$12.36)</b>	<b>(\$12.35)</b>	<b>(\$5.05)</b>	<b>(\$3.56)</b>
Reserve level	8.54%	6.44%	5.43%	4.63%

After consideration of these factors, the Multi-Year Report indicates that the District must make ongoing adjustments of \$16 million no later than July 1, 2020 and an additional \$10 million in ongoing adjustments no later than July 1, 2021 to eliminate the ongoing deficit spending, maintain a reserve level of 4%, and maintain a positive cash balance. This reduction timeline provides the District time to work with their labor partners on a negotiated solution to address the deficit spending and address the high cost of health care.





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Any reductions made earlier than this timeframe significantly reduces the amount of adjustments that would be needed.

### Estimates for 2018-2019

In preparation of the 2019-2020 Proposed Budget, an analysis was completed to estimate the 2018-2019 ending balance. The Third Interim projected a net Unrestricted General Fund ending balance of \$44.69 million. The revised projected Unrestricted General Fund ending balance is \$47.57 million. The difference is due mainly to the following components:

- Recognition of local income for services the District provides to independent charters of \$1.5 million
- Increase in Special Education revenue based on latest attendance and AB602 projected funding levels of \$1.2 million

### Assigned Funds

The 2018-2019 Ending Fund Balance includes designated funds totaling \$6.0 million. This includes \$6 million for grades 6-12 science textbooks.

### 2019-2020 Proposed Budget

**Local Control Funding Formula (LCFF)** – As mentioned earlier, the 2019-2020 Proposed Budget assumes the State COLA of 3.26% for 2019-2020, which equates to an increase of \$13.0 million (\$9.6 base, and \$3.4 million supplemental/concentration funding). As shown in the Standards and Criteria, the District is projected to have enrollment decline and as such will be funded on the prior year attendance.

**Education Protection Account** - As required by the passage of Proposition 30 in November 2012, a public hearing must be conducted to discuss and approve utilization of Education Protection Account (EPA) funds for the 2019-2020 fiscal year. This public hearing may be conducted with the budget public hearing. All K-12 local agencies have the sole authority to determine how the funds are spent, providing salaries and benefits not used for administrators or any other administrative costs (as determined through the account code structure).

In addition, it is required for the annual financial audit to include verification that EPA funds were used as specified by Proposition 30, and the additional cost of the audit would be an allowable expense from the EPA. If EPA funds are not expended in accordance with the requirements of Proposition 30, civil or criminal penalties could be incurred.

For 2019-2020, the EPA funds are estimated to be 14% of the LCFF funds. This equates to \$58.4 million. All funds will be used to support teacher salary and benefit costs.

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<b>Education Protection Account (EPA) Budget</b>	
<i>2019-20 Fiscal Year</i>	
Description	Amount
<b>BEGINNING BALANCE</b>	\$0
<b>BUDGETED EPA REVENUES:</b>	
<i>Estimated EPA Funds</i>	\$58,437,867
<b>BUDGETED EPA EXPENDITURES:</b>	
<i>Certificated Instructional Salaries</i>	\$37,815,173
<i>Certificated Instructional Benefits</i>	\$20,622,694
<b>TOTAL</b>	<b>\$58,437,867</b>
<b>ENDING BALANCE</b>	<b>\$0</b>

**School Site Investments** – As presented at the May 2, 2019 Board meeting, the 2019-2020 Proposed Budget continues support of the staffing parameters at school sites and multiple additional investments to support the instructional program.

Class Size Reduction investments - Classroom teacher investments are provided per the collective bargaining agreement. In addition, 2019-2020 budget includes approximately 90 additional classroom teacher FTE above the base staffing parameters to ensure lower class sizes and focused instruction for students in Title I schools. The increased investment totals \$9.0 million and is funded through supplemental/concentration and Title I funds. This action also reduced the number of teachers' positions noticed in the February reduction in force resolution.

Elementary school site investments for each site include:

- Classroom teacher investments provided per the collective bargaining agreement. Resources include additional teachers for prep time, and at K-8 schools a librarian and counselor support.
- Safety investment of a campus monitor at each K-8 elementary school.
- Clerical investments include an office manager, and office assistant.
- Custodial investments include a school plant operations manager and custodian.
- Administration investments include a principal and assistant principal depending upon school enrollment.

Middle school site investments for each site include:

- Classroom teacher investments provided per the collective bargaining agreement. Resources include additional teachers for prep time, music teachers, librarian and counselor support.
- Safety investment of a campus monitor.

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- Clerical investments include an office manager, and 3 to 4 additional clerical support.
- Custodial investments include a school plant operations manager and two custodians.
- Administration investments include a principal and assistant principal.

High school site investments for each site include:

- Classroom teacher investments provided per the collective bargaining agreement. Resources include additional teachers such as a librarian, Small Learning Community teacher and counselor support.
- Safety investment of campus monitors.
- Clerical investments include an office manager, and 3.5 to 10 additional clerical support.
- Custodial investments include a school plant operations manager and two custodians.
- Administration investments include a principal and assistant principal.

**School Site Funds** – As presented at the May 2, 2019 Board meeting, the 2019-2020 Proposed Budget includes school site allocations for a total allocation of approximately \$18.8 million. In addition, all schools continue to receive approximately \$2.5 million in instructional classroom supplies.

**Restructure of the Teacher Salary Schedule** – While work still needs to be completed to confirm the actual increase to the restructuring of the teacher salary schedule, an estimated increase of 7.3% equating to a total of approximately \$15 million for the General Fund, Child Development and Charter School Fund has been allocated in the appropriate fund.

**Student Support Initiatives** – The 2019-2020 Proposed Budget includes the continuing and new support for the following initiatives from supplemental/concentration funds unless noted differently:

- Academic Stipends – in the Proposed Budget, academic stipends to department chairs are no longer combined with athletic and extracurricular stipends. In order to ensure academic stipends are provided to appropriate academic department chairs, a separate allocation of \$210,000 is included.
- PSAT/SAT – the Proposed Budget continues support of all students grades 8, 9 and 10 to take the PSAT test, all grade 11 students to take the SAT test and support for grade 12 students to take the SAT test in the fall for an estimated cost of \$192,000.
- AP Tests – the Proposed Budget continues support for students to take Advanced Placement tests for an estimated cost of \$500,000.
- College and Career Visits – The Proposed Budget allocates funding for students throughout their K-12 experience to have the opportunity to visit colleges/universities and businesses for an estimated cost of \$250,000.
- Athletics – To ensure equity and access for students at the high school level, a redistribution

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of existing funds totaling \$2 million for extracurricular and athletic support is recommended in the following categories:

- Continue the programs at the elementary and middle school level which includes:
  - Elementary School support for the flag football, basketball and STRIDE running programs for a total of \$358,000.
  - Middle School support for athletic and non-athletic activities of \$16K at regular middle schools and \$5K at K-8 and smaller middle schools for a total of \$163,000.
- Expand support at the High Schools from \$1.2 million to \$1.5 million to include:
  - Extracurricular stipends for nine stipends such as newspaper, speech/debate, student advisory, yearbook, and musical directors.
  - Athletics to cover all CIF sports currently on the extra pay for extra duties schedule which expands offerings by nine sports teams, including sports that are not currently offered at certain sites.
- Increasing Grade Level Readiness Rates – The Proposed Budget allocates Title I and Supplemental/Concentration funding for student interventions for students who are not demonstrating grade readiness with an estimated cost of \$1.5 million. Interventions will include winter break, after school, weekend and summer intervention programs.
- African American Achievement Task Force (AAATF) – The Proposed Budget allocates \$150,000 to support the implementation of the Board approved AAATF recommendations. Among other things, the funds will assist with the overall planning process and implementation of creating a districtwide African American Advisory committee and the accountability sub-committee.
- Need-based scholarships for Experiential Learning – The Proposed Budget allocates \$100,000 in funding to support students and families to participate in milestone experiential learning activities. Additional support will be sought from foundations and other entities in order to grow this fund.
- Student Clubs/Organizations – the Proposed Budget allocates \$50,000 in funding for additional stipends to support an expansion of clubs/organizations at schools that lack student engagement opportunities to promote civic engagement.
- Increased Support for Fingerprinting of Parent Volunteers – the Proposed Budget allocates \$25,000 to offset fingerprinting fees.
- Music, Instructional Technology Support, and other Classroom Equipment Refresh – the Proposed Budget allocates funding to keep student technology current, as well as replenish, repair, and update musical instruments and other visual and performing arts equipment. The allocation for these items totals \$500,000.

**Safety** – The 2019-2020 Proposed Budget includes \$1.5 million to support the overall safety of the District. Staff is currently evaluating the best way of utilizing these funds and will provide more details in June.



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**Positions** – In addition to the prior 9 FTE in management position reductions this fiscal year, at the March 2019 Board meeting, 17.2 FTE in management positions were noticed for possible reduction in force. In partnership with SCOE, staff reevaluated the impact of the following nine positions and returning the following positions with modifications in funding sources as shown below as modifications in duties.

Position	Fees	Base	Supp/Con	Restricted
Charter School Director	1.00			
Gate Coordinator		0.50		0.50
Induction Coordinator		0.85		0.15
Linked Learning Coordinator			0.50	0.50
Master Scheduler			1.00	
Research Data Coordinator II			1.00	
Science Coordinator		0.50		0.50
SEL Director			1.00	
VAPA Coordinator			0.75	0.25
<b>Total</b>	<b>1.00</b>	<b>1.85</b>	<b>4.25</b>	<b>1.90</b>

The Unrestricted General Fund is supporting the positions identified as LCFF Base and Supplemental/Concentration funds. In addition, the charter school director position cost will be supported by the charter school oversight fees. Lastly, while the March action did include reducing a Multilingual Coordinator, this was a second position. The 2019-2020 budget does include one Multilingual Coordinator. The Unrestricted General Fund support for these positions is approximately \$1.1 million.

**Routine Restricted Maintenance (RRM)** - As mentioned in the Third Interim report, the RRM budget must be maintained at 3% of the General Fund actual expenditures starting in 2019-2020. Proposition 51 requires that any LEA which receives funding pursuant to the Leroy F. Green School Facilities Act of 1998 after April 1, 2017, be required to contribute 3% to RRM. However, the State Criteria and Standards require the District contribute an amount equal to 3% of the proposed General Fund Budget. For 2019-2020 the budget for contribution to the RRM account is increased by \$4.1 million. The multi-year projections assume the same level for future years. However, the actual contribution level needs to be at least the 3% of the actual General Fund expenditures. Therefore, it is important to keep reviewing this requirement with each State report to ensure compliance as the budget increases or note the opportunity to adjust if the budget decreases.

**Special Education** – As mentioned in the Third Interim Report, the changes in the special education contribution are related to three different factors: lower projected program increases,

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indirect costs, and the salary schedule restructure. In addition, the proposed budget includes an increase in AB602 revenue of \$1.2 million over Third Interim projections. For the 2019-2020 budget year, the contribution level is increasing \$5.6 million.

**Indirect** – As mentioned in the Third Interim Report, the Proposed 2019-2020 budget includes charging indirect costs to the allowable level on all programs. This includes special education and routine restricted maintenance. These two program increases the indirect cost by \$3.7 million. The total indirect cost is \$7.8 million.

**Other Funds** – The following section includes other funds that either need support from the Unrestricted General Fund or are providing support for expenses that could have been supported by the Unrestricted General Fund. All Other Funds programs are supported within their funding sources.

- **Adult Education Fund** – The 2019-2020 Proposed Budget includes support from the Unrestricted General Fund for the parent participation program totaling \$360,000. This is a similar level as the 2018-2019 school year. All other Adult Education programs are self-supporting.
- **Child Development Fund** – The 2019-2020 Proposed Budget includes support for the Head Start and State preschool programs and includes estimated support from the Unrestricted General Fund of \$847,000. District preschools will serve 1,120 three- to five-year-old children in 42 classrooms at 33 sites. Children will gain pre-academic skills to prepare them for kindergarten in classrooms open 3-6.5 hours daily. In addition, the school-age based program supported by fees has been restructured to be self-supporting. This program will support a summer program at Matsuyama and Leonardo da Vinci school sites and before and after school care at the Leonardo da Vinci, Martin L. King Jr., Matsuyama, and Theodore Judah school sites during the school year. Staff will need to continue to evaluate the fee structure to ensure it stays self-supporting. This action restores approximately 6 certificated FTE and 1.5 classified FTE.
- **Charter School Fund** - As mentioned in the 2018-2019 Third Interim Report, George Washington Carver and New Tech are facing financial challenges and will need support from the Unrestricted General Fund unless enrollment increases and/or other adjustments are made. A complete review of all dependent charter schools shows that all are deficit spending. While most can cover the proposed 2019-2020 year, in addition to the two schools already mentioned, New Joseph Bonnheim will also need support in 2019-2020. The total estimated support is \$626,746 (George Washington Carver - \$368,611, New Joseph Bonnheim - \$203,420 and New Tech - \$54,715). The support for these schools also impacts the future years. See more information in the Multi-Year Items section.



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- Capital Projects Fund for Blended Component Units (Mello Roos) and Developer Fees Fund – The 2019-2020 Proposed Budget assumes the continued support for the Lease Revenue Bonds with a total estimated debt service cost of \$5.5 million.

### Multi-Year Items

**Local Control Funding Formula for 2020-2021 and 2021-2022** - The multi-year projections include LCFF funding increase at the levels mentioned earlier in the report: \$8.4 million in 2020-2021 and \$8.7 million in 2021-2022.

**Supplemental/Concentration Funds** – The LCFF is providing approximately \$76 million in supplemental/concentration funding for 2019-2020. This is an increase over the current year of \$3.38 million. Preliminary work shows that the District has budgeted all supplemental and concentration funds for 2019-2020. These funds will increase by \$2.06 million in 2020-2021 and \$1.59 million in 2021-2022. The multi-year projection includes reserving \$624,000 in additional support for the ELSP program in 2020-2021 and reserves the remaining funds for the increased cost/service for these programs.

**Restructure of the Teacher Salary Schedule** – Recently, an arbitrator ruled on the restructuring of the teachers' salary schedule. This change adds different columns and steps and allows for teachers to increase their salary faster with advanced degrees and class units. At this time it is not known how this will impact the cost of teachers from one year to the next (called cost of step/column). No new adjustment was made for this change in the multi-year projections.

**Teaching Positions in 2020-2021 and 2021-2022** - Due to declining enrollment, staffing parameters require 8 less positions in 2020-2021 and 13 less positions in 2021-2022, a decrease of \$516,000 and \$958,000 respectively.

**PERS and STRS for 2019-2020 and 2020-2021** - The multi-year projections include funding employer costs for PERS and STRS at the levels mentioned earlier in the report, an increase for the Unrestricted General Fund of \$3.4 million in 2020-2021 and an additional \$462,000 in 2021-2022.

**Health Contribution** - In accordance with the current employee bargaining agreements, the multi-year projections include the District's contributions for health costs. Future years include an estimated 4% increase in health costs. The District's contribution from the Unrestricted General Fund is estimated to increase by \$1.8 million in 2020-2021 and \$1.8 million for 2021-2022.





## Board of Education Executive Summary

### Business Services

Proposed Fiscal Year 2019-2020 Budget for All Funds and Educational Protection Act  
(The proposed budget is available Monday, June 3 from 9:00 to 5:00 in the Serna Center, Alaska Room)

June 6, 2019

**Utilities** – The multi-year projections include increases of \$540,000 in 2020-2021 and \$578,000 in 2021-2022 based on historical usage and notification of percentage increases.

**Indirect Rate for 2020-2021 and 2021-2022** - The 2017-2018 Unaudited Actual Financial Report projected the 2019-2020 indirect rate at 4.50%. The multi-year projection assumes this rate through 2020-2021.

**Contributions/Transfers Out for 2020-2021 and 2021-2022** - The multi-year projection for contributions increased for Special Education and Routine Restricted Maintenance by \$7.3 million for 2020-2021 and \$7.3 million for 2021-2022. In addition, the multi-year projection includes Transfers Out to the Adult Education Fund, Child Development Fund and Charter School Fund.

- **Adult Education Fund** - A similar level of support as the proposed 2019-2020 year to the Adult Education Fund of approximately \$360,000 to support the parent participation program
- **Child Development Fund** – For 2019-2020 and future years, the support to the Child Development program is estimated to be \$847,000 each year.
- **Charter School Fund** – All of the dependent charter schools are currently deficit spending for the proposed 2019-2020 year and future years. Some of the schools have a reserve and as such are not impacting the Unrestricted General Fund. However, four of the district-sponsored charter schools (Bowling Green Chacon, George Washington Carver, New Joseph Bonnheim and New Tech) are projected to need financial support in future years. In addition, Bowling Green McCoy is projecting an ending balance of zero for 2021-2022 and may likely also need support, if changes are not made. The multi-year projection includes an increased contribution of \$366,000 for 2020-2021 and an additional increase of \$327,000 for 2021-2022, bringing the total support to over \$1.3 million if no adjustments are made.

Charter School	2019-2020	2020-2021	2021-2022
New Tech	\$ 54,715	\$ 123,867	\$ 175,574
New Joseph Bonnheim	\$ 203,420	\$ 162,534	\$ 98,037
Bowling Green Chacon	\$ 0	\$ 187,460	\$ 377,122
George Washington Carver	\$ 368,611	\$ 518,432	\$ 668,908
Total Charter Contribution	\$ 626,746	\$ 992,293	\$ 1,319,641
Increase Over Prior Year	\$ 626,746	\$ 365,547	\$ 327,348

**Textbooks** - The multi-year projection includes \$6 million for grades 6-12 science books in 2020-2021 and \$4 million for grades K-5 in 2021-2022 from the Unrestricted General Fund. In addition, Restricted Lottery will support the ELA second year payment in 2019-2020 of \$1.5 million.





## Board of Education Executive Summary

### Business Services

Proposed Fiscal Year 2019-2020 Budget for All Funds and Educational Protection Act  
(The proposed budget is available Monday, June 3 from 9:00 to 5:00 in the Serna Center, Alaska Room)

June 6, 2019

Starting in 2020-2021 the Restricted Lottery will support math materials for grades K-6 totaling \$1 million on an annual basis.

**Minimum Wage** - Senate Bill 3 (SB 3) incrementally increases California's minimum wage to \$15 per hour. The increases began in January 2017 and will continue through 2023. The District is compliant with the current year wage requirements. While there currently are positions that will need to be increased in future years, the multi-year projection does not include additional funds for this purpose.

**Other Post-Employment Benefits (OPEB)** - The District provides post-employment benefits for employees meeting the age and years of service requirement and currently has an unfunded OPEB liability of \$780.5 million. The District participates in the CalPERS trust. It is estimated that \$77 million of the liability will be funded as of June 30, 2019 and the majority of these funds were paid by the District.

For the 2018-2019 year, health costs for retirees are approximately \$17.3 million. In addition, in accordance with the bargaining agreement with SCTA, the District also contributes to the OPEB beyond the current year pay-as-you-go health costs. For 2018-2019, the estimated excess cost is approximately \$7 million. Since the District is in negative certification, the District could choose to reduce the District contribution to the actual current year retiree health costs (pay-as-you-go). The Proposed Budget Report assumes that the OPEB contribution will be made pursuant to SCOE's February 15, 2019 letter analyzing SCTA's budget ideas. As SCOE emphasized in that letter, the District's commitments to the annual payments are projected to increase over time and stated that: "Until decisions are made on staffing and health care plans, decisions on budgeting OPEB contributions should be delayed."

**Cashflow Reports** – The District prepared cash flows based on the SACS multi-year report. Based upon the analysis completed for the Proposed Budget, the District projects having a positive cash balance through October 2020. The cash balances go negative for a couple months and the District should be able to handle that through temporary interfund transfers. However, as shown in the cashflow reports, the District will have major cash challenges in October 2021. Cash is always closely monitored in order to ensure the District is liquid to satisfy its obligations.

### Conclusion:

With the current year and future projected deficit spending, the projected budget and multi-year projections show that the District will be able to meet its financial obligations for the 2019-2020 and 2020-2021 years. However, without a negotiated solution, the District will have a negative ending balance in 2021-2022.

It is imperative that the District move forward with all labor partners for a negotiated solution.

# **2019-2020 Proposed Budget for All Funds**



## **Guiding Principle**

All students graduate with the greatest number of postsecondary choices from the widest array of options.

Board of Education  
June 6, 2019

# Sacramento City Unified School District

## **Board of Education**

Jessie Ryan, President, Area 7  
Darrel Woo, Vice President, Area 6  
Michael Minnick, 2<sup>nd</sup> Vice President, Area 4  
Lisa Murawski, Area 1  
Leticia Garcia, Area 2  
Christina Pritchett, Area 3  
Mai Vang, Area 5  
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## **Cabinet**

Jorge A. Aguilar, J.D., Superintendent  
Cathy Allen, Chief Operations Officer  
Lisa Allen, Deputy Superintendent  
Alex Barrios, Chief Communications Officer  
Vincent Harris, Chief Continuous Improvement and Accountability Officer  
Elliot Lopez, Chief Information Officer  
Cancy McArn, Chief Human Resource Officer  
*Vacant*, Chief Business Officer  
Iris Taylor, Ed.D., Chief Academic Officer

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**ANNUAL BUDGET REPORT:**  
July 1, 2019 Budget Adoption

Insert "X" in applicable boxes:

This budget was developed using the state-adopted Criteria and Standards. It includes the expenditures necessary to implement the Local Control and Accountability Plan (LCAP) or annual update to the LCAP that will be effective for the budget year. The budget was filed and adopted subsequent to a public hearing by the governing board of the school district pursuant to Education Code sections 33129, 42127, 52060, 52061, and 52062.

If the budget includes a combined assigned and unassigned ending fund balance above the minimum recommended reserve for economic uncertainties, at its public hearing, the school district complied with the requirements of subparagraphs (B) and (C) of paragraph (2) of subdivision (a) of Education Code Section 42127.

Budget available for inspection at:

Public Hearing:

Place: SCUSD - Serna Center  
Date: June 03, 2019

Place: Board Meeting Room-Serna Center  
Date: June 06, 2019  
Time: 06:00 PM

Adoption Date: June 20, 2019

Signed: \_\_\_\_\_  
Clerk/Secretary of the Governing Board  
(Original signature required)

Contact person for additional information on the budget reports:

Name: Gloria Chung

Telephone: (916) 264 - 9402

Title: Director of Fiscal Services

E-mail: Gloria@scusd.edu

**Criteria and Standards Review Summary**

The following summary is automatically completed based on data provided in the Criteria and Standards Review (Form 01CS). Criteria and standards that are "Not Met," and supplemental information and additional fiscal indicators that are "Yes," may indicate areas of potential concern for fiscal solvency purposes and should be carefully reviewed.

CRITERIA AND STANDARDS			Met	Not Met
1	Average Daily Attendance	Budgeted (funded) ADA has not been overestimated by more than the standard for the prior fiscal year, or two or more of the previous three fiscal years.	X	

<b>CRITERIA AND STANDARDS (continued)</b>			<b>Met</b>	<b>Not Met</b>
2	Enrollment	Enrollment has not been overestimated by more than the standard for the prior fiscal year, or two or more of the previous three fiscal years.	X	
3	ADA to Enrollment	Projected second period (P-2) ADA to enrollment ratio is consistent with historical ratios for the budget and two subsequent fiscal years.	X	
4	Local Control Funding Formula (LCFF) Revenue	Projected change in LCFF revenue is within the standard for the budget and two subsequent fiscal years.	X	
5	Salaries and Benefits	Projected ratios of total unrestricted salaries and benefits to total unrestricted general fund expenditures are consistent with historical ratios for the budget and two subsequent fiscal years.	X	
6a	Other Revenues	Projected operating revenues (e.g., federal, other state, and other local) are within the standard for the budget and two subsequent fiscal years.		X
6b	Other Expenditures	Projected operating expenditures (e.g., books and supplies, and services and other operating) are within the standard for the budget and two subsequent fiscal years.		X
7	Ongoing and Major Maintenance Account	If applicable, required contribution to the ongoing and major maintenance account (i.e., restricted maintenance account) is included in the budget.	X	
8	Deficit Spending	Unrestricted deficit spending, if any, has not exceeded the standard for two or more of the last three fiscal years.	X	
9	Fund Balance	Unrestricted general fund beginning balance has not been overestimated by more than the standard for two or more of the last three fiscal years.	X	
10	Reserves	Projected available reserves (e.g., reserve for economic uncertainties, unassigned/unappropriated amounts) meet minimum requirements for the budget and two subsequent fiscal years.		X

<b>SUPPLEMENTAL INFORMATION</b>			<b>No</b>	<b>Yes</b>
S1	Contingent Liabilities	Are there known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that may impact the budget?	X	
S2	Using One-time Revenues to Fund Ongoing Expenditures	Are there ongoing general fund expenditures in excess of one percent of the total general fund expenditures that are funded with one-time resources?	X	
S3	Using Ongoing Revenues to Fund One-time Expenditures	Are there large non-recurring general fund expenditures that are funded with ongoing general fund revenues?		X
S4	Contingent Revenues	Are any projected revenues for the budget or two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?	X	
S5	Contributions	Have contributions from unrestricted to restricted resources, or transfers to or from the general fund to cover operating deficits, changed by more than the standard for the budget or two subsequent fiscal years?		X

<b>SUPPLEMENTAL INFORMATION (continued)</b>			<b>No</b>	<b>Yes</b>
S6	Long-term Commitments	Does the district have long-term (multiyear) commitments or debt agreements?  • If yes, have annual payments for the budget or two subsequent fiscal years increased over prior year's (2018-19) annual payment?		<b>X</b>
			<b>X</b>	
S7a	Postemployment Benefits Other than Pensions	Does the district provide postemployment benefits other than pensions (OPEB)?  • If yes, are they lifetime benefits? • If yes, do benefits continue beyond age 65? • If yes, are benefits funded by pay-as-you-go?		<b>X</b>
				<b>X</b>
				<b>X</b>
			<b>X</b>	
S7b	Other Self-insurance Benefits	Does the district provide other self-insurance benefits (e.g., workers' compensation)?		<b>X</b>
S8	Status of Labor Agreements	Are salary and benefit negotiations still open for:  • Certificated? (Section S8A, Line 1) • Classified? (Section S8B, Line 1) • Management/supervisor/confidential? (Section S8C, Line 1)		<b>X</b>
				<b>X</b>
				<b>X</b>
S9	Local Control and Accountability Plan (LCAP)	• Did or will the school district's governing board adopt an LCAP or approve an update to the LCAP effective for the budget year? • Approval date for adoption of the LCAP or approval of an update to the LCAP:		<b>X</b>
				<b>Jun 20, 2019</b>
S10	LCAP Expenditures	Does the school district's budget include the expenditures necessary to implement the LCAP or annual update to the LCAP as described in the Local Control and Accountability Plan and Annual Update Template, Section 3: Actions, Services, and Expenditures?		<b>X</b>

<b>ADDITIONAL FISCAL INDICATORS</b>			<b>No</b>	<b>Yes</b>
A1	Negative Cash Flow	Do cash flow projections show that the district will end the budget year with a negative cash balance in the general fund?	<b>X</b>	
A2	Independent Position Control	Is personnel position control independent from the payroll system?	<b>X</b>	
A3	Declining Enrollment	Is enrollment decreasing in both the prior fiscal year and budget year?		<b>X</b>
A4	New Charter Schools Impacting District Enrollment	Are any new charter schools operating in district boundaries that are impacting the district's enrollment, either in the prior fiscal year or budget year?		<b>X</b>
A5	Salary Increases Exceed COLA	Has the district entered into a bargaining agreement where any of the budget or subsequent fiscal years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?		<b>X</b>

<b>ADDITIONAL FISCAL INDICATORS (continued)</b>			<b>No</b>	<b>Yes</b>
A6	Uncapped Health Benefits	Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?		<b>X</b>
A7	Independent Financial System	Is the district's financial system independent from the county office system?		<b>X</b>
A8	Fiscal Distress Reports	Does the district have any reports that indicate fiscal distress? If yes, provide copies to the COE, pursuant to EC 42127.6(a).		<b>X</b>
A9	Change of CBO or Superintendent	Have there been personnel changes in the superintendent or chief business official (CBO) positions within the last 12 months?		<b>X</b>



ANNUAL CERTIFICATION REGARDING SELF-INSURED WORKERS' COMPENSATION CLAIMS

Pursuant to EC Section 42141, if a school district, either individually or as a member of a joint powers agency, is self-insured for workers' compensation claims, the superintendent of the school district annually shall provide information to the governing board of the school district regarding the estimated accrued but unfunded cost of those claims. The governing board annually shall certify to the county superintendent of schools the amount of money, if any, that it has decided to reserve in its budget for the cost of those claims.

To the County Superintendent of Schools:

(  ) Our district is self-insured for workers' compensation claims as defined in Education Code Section 42141(a):

Total liabilities actuarially determined:	\$	<u>4,953,413.00</u>
Less: Amount of total liabilities reserved in budget:	\$	<u>4,953,413.00</u>
Estimated accrued but unfunded liabilities:	\$	<u>0.00</u>

(  ) This school district is self-insured for workers' compensation claims through a JPA, and offers the following information:

\_\_\_\_\_

\_\_\_\_\_

(  ) This school district is not self-insured for workers' compensation claims.

Signed \_\_\_\_\_  
Clerk/Secretary of the Governing Board  
(Original signature required)

Date of Meeting: Jun 20, 2019

For additional information on this certification, please contact:

Name: Gloria Chung

Title: Director of Fiscal Services

Telephone: (916) 643-9402

E-mail: Gloria@scusd.edu

# 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 the, Every Student Succeeds Act (ESSA), Title I, After School Education and Safety (ASES), and others.

Description	Object Codes	2019-20 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2020-21 Projection (C)	% Change (Cols. E-C/C) (D)	2021-22 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
<b>A. REVENUES AND OTHER FINANCING SOURCES</b>						
1. LCFF/Revenue Limit Sources	8010-8099	411,739,787.00	2.05%	420,171,110.00	2.06%	428,828,237.00
2. Federal Revenues	8100-8299	0.00	0.00%	0.00	0.00%	
3. Other State Revenues	8300-8599	7,608,963.00	0.00%	7,608,963.00	0.00%	7,608,963.00
4. Other Local Revenues	8600-8799	6,465,742.00	-3.09%	6,265,742.00	0.00%	6,265,742.00
5. Other Financing Sources						
a. Transfers In	8900-8929	2,174,627.00	2.86%	2,236,821.00	2.92%	2,302,137.00
b. Other Sources	8930-8979	0.00	0.00%		0.00%	0.00
c. Contributions	8980-8999	(98,144,830.00)	7.45%	(105,459,830.00)	6.94%	(112,774,830.00)
6. Total (Sum lines A1 thru A5c)		329,844,289.00	0.30%	330,822,806.00	0.43%	332,230,249.00
<b>B. EXPENDITURES AND OTHER FINANCING USES</b>						
1. Certificated Salaries						
a. Base Salaries				163,743,187.76		165,690,835.76
b. Step & Column Adjustment				1,889,354.00		1,921,473.00
c. Cost-of-Living Adjustment						
d. Other Adjustments				58,294.00		(585,000.00)
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	163,743,187.76	1.19%	165,690,835.76	0.81%	167,027,308.76
2. Classified Salaries						
a. Base Salaries				39,903,601.05		40,512,409.05
b. Step & Column Adjustment				498,903.00		494,251.39
c. Cost-of-Living Adjustment						
d. Other Adjustments				109,905.00		
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	39,903,601.05	1.53%	40,512,409.05	1.22%	41,006,660.44
3. Employee Benefits	3000-3999	110,389,736.52	4.62%	115,489,270.52	1.66%	117,409,581.52
4. Books and Supplies	4000-4999	7,034,453.06	85.31%	13,035,717.00	-15.34%	11,035,717.00
5. Services and Other Operating Expenditures	5000-5999	26,513,756.00	2.04%	27,053,777.19	2.14%	27,632,141.00
6. Capital Outlay	6000-6999	95,769.00	0.00%	95,769.00	0.00%	95,769.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	481,300.00	0.00%	481,300.00	0.00%	481,300.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(7,806,882.56)	4.03%	(8,121,882.56)	3.88%	(8,436,882.56)
9. Other Financing Uses						
a. Transfers Out	7600-7629	1,833,785.00	19.93%	2,199,332.00	14.88%	2,526,680.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	
10. Other Adjustments (Explain in Section F below)				1,432,949.00		3,025,906.00
11. Total (Sum lines B1 thru B10)		342,188,705.83	4.58%	357,869,476.96	1.10%	361,804,181.16
<b>C. NET INCREASE (DECREASE) IN FUND BALANCE</b> (Line A6 minus line B11)						
		(12,344,416.83)		(27,046,670.96)		(29,573,932.16)
<b>D. FUND BALANCE</b>						
1. Net Beginning Fund Balance (Form 01, line F1e)		54,111,366.52		41,766,949.69		14,720,278.73
2. Ending Fund Balance (Sum lines C and D1)		41,766,949.69		14,720,278.73		(14,853,653.43)
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	545,000.00		545,000.00		545,000.00
b. Restricted	9740					
c. Committed						
1. Stabilization Arrangements	9750	0.00		0.00		0.00
2. Other Commitments	9760	0.00		0.00		0.00
d. Assigned	9780	6,000,000.00				
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	35,221,949.69		14,175,278.73		11,692,183.00
2. Unassigned/Unappropriated	9790	0.00		0.00		(27,090,836.43)
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		41,766,949.69		14,720,278.73		(14,853,653.43)

Description	Object Codes	2019-20 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2020-21 Projection (C)	% Change (Cols. E-C/C) (D)	2021-22 Projection (E)
<b>E. AVAILABLE RESERVES</b>						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	35,221,949.69		14,175,278.73		11,692,183.00
c. Unassigned/Unappropriated	9790	0.00		0.00		(27,090,836.43)
(Enter reserve projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted.)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
3. Total Available Reserves (Sum lines E1a thru E2c)						
		35,221,949.69		14,175,278.73		(15,398,653.43)
<b>F. ASSUMPTIONS</b>						
Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.						
2020-21 & 2021-22 assume COLA increase of 3.00% and 2.86% respectively in LCFF revenue. 2019-20 health benefits are projected to remain flat for certificated and increase 2.45% for classified. 2020-21 and 2021-22 is projected at 4% for both certificated and classified. 2020-21 and 2021-22 assumes STRS at 18.1% and 17.8%, respectively, and PERS at 23.60% and 24.90%, respectively. 2019-20 does not include one-time discretionary funds that are included in 2018-19. 2020-21 line B1d and B2d, loss of staffing due to projected declining enrollment and implementation of expanded summer learning program for summer 2020. 2021-22 line B1d, loss of staffing due to projected declining enrollment. 2020-21 and 2021-22, line B10, projected increase in Supplemental/Concentration funds.						

Description	Object Codes	2019-20 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2020-21 Projection (C)	% Change (Cols. E-C/C) (D)	2021-22 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
<b>A. REVENUES AND OTHER FINANCING SOURCES</b>						
1. LCFF/Revenue Limit Sources	8010-8099	0.00	0.00%		0.00%	
2. Federal Revenues	8100-8299	50,820,712.74	-1.77%	49,920,712.74	0.00%	49,920,712.74
3. Other State Revenues	8300-8599	55,990,839.00	1.33%	56,736,630.00	5.44%	59,820,517.00
4. Other Local Revenues	8600-8799	353,246.00	0.00%	353,246.00	0.00%	353,246.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%		0.00%	
b. Other Sources	8930-8979	0.00	0.00%		0.00%	
c. Contributions	8980-8999	98,144,830.00	7.45%	105,459,830.00	6.94%	112,774,830.00
<b>6. Total (Sum lines A1 thru A5c)</b>		<b>205,309,627.74</b>	<b>3.49%</b>	<b>212,470,418.74</b>	<b>4.89%</b>	<b>222,869,305.74</b>
<b>B. EXPENDITURES AND OTHER FINANCING USES</b>						
1. Certificated Salaries						
a. Base Salaries				54,502,055.31		56,740,986.31
b. Step & Column Adjustment				599,523.00		599,523.00
c. Cost-of-Living Adjustment						
d. Other Adjustments				1,639,408.00		1,260,000.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	54,502,055.31	4.11%	56,740,986.31	3.28%	58,600,509.31
2. Classified Salaries						
a. Base Salaries				22,304,765.02		23,723,022.02
b. Step & Column Adjustment				156,133.00		166,061.00
c. Cost-of-Living Adjustment						
d. Other Adjustments				1,262,124.00		1,330,000.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	22,304,765.02	6.36%	23,723,022.02	6.31%	25,219,083.02
3. Employee Benefits	3000-3999	65,114,774.99	12.47%	73,231,565.15	9.59%	80,251,308.15
4. Books and Supplies	4000-4999	9,673,435.00	-41.93%	5,617,025.84	-25.13%	4,205,585.84
5. Services and Other Operating Expenditures	5000-5999	47,417,651.86	1.02%	47,901,281.58	-0.47%	47,674,663.86
6. Capital Outlay	6000-6999	282,023.00	0.00%	282,023.00	0.00%	282,023.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	0.00	0.00%	0.00	0.00%	0.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	6,014,922.56	5.09%	6,321,132.56	4.98%	6,636,132.56
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%	0.00	0.00%	
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	
10. Other Adjustments (Explain in Section F below)						
<b>11. Total (Sum lines B1 thru B10)</b>		<b>205,309,627.74</b>	<b>4.14%</b>	<b>213,817,036.46</b>	<b>4.23%</b>	<b>222,869,305.74</b>
<b>C. NET INCREASE (DECREASE) IN FUND BALANCE</b>						
<b>(Line A6 minus line B11)</b>						
		0.00		(1,346,617.72)		0.00
<b>D. FUND BALANCE</b>						
1. Net Beginning Fund Balance (Form 01, line F1e)		1,346,617.72		1,346,617.72		0.00
2. Ending Fund Balance (Sum lines C and D1)		1,346,617.72		0.00		0.00
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	0.00				
b. Restricted	9740	1,346,617.72				
c. Committed						
1. Stabilization Arrangements	9750					
2. Other Commitments	9760					
d. Assigned	9780					
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789					
2. Unassigned/Unappropriated	9790	0.00		0.00		0.00
f. Total Components of Ending Fund Balance						
(Line D3f must agree with line D2)		1,346,617.72		0.00		0.00

Description	Object Codes	2019-20 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2020-21 Projection (C)	% Change (Cols. E-C/C) (D)	2021-22 Projection (E)
<b>E. AVAILABLE RESERVES</b>						
1. General Fund						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
(Enter reserve projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted.)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
3. Total Available Reserves (Sum lines E1a thru E2c)						
<b>F. ASSUMPTIONS</b>						
Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.						
2020-21 and 2021-22 Special Education revenue declining, increasing STRS on Behalf. 2019-20 health benefits are projected to remain flat for certificated and increase 2.45% for classified. 2020-21 is projected at 4% for both certificated and classified. 2020-21 and 2021-22 assumes STRS at 18.1% and 17.8%, respectively, and PERS at 23.6% and 24.9%, respectively. 2019-20 Contribution increase funds Routine Repair and Maintenance to meet the required 3% and Special Education. 2020-21 line B1d and B2d, increasing support for our students with disabilities and the implementation of the Expanded Learning Summer Program in summer 2020. Also includes loss of funds due to grants ending such as the Low Performing Student Block grant. 2021-22, line B1d and B2d, increasing support for our students with disabilities.						

Description	Object Codes	2019-20 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2020-21 Projection (C)	% Change (Cols. E-C/C) (D)	2021-22 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
<b>A. REVENUES AND OTHER FINANCING SOURCES</b>						
1. LCFF/Revenue Limit Sources	8010-8099	411,739,787.00	2.05%	420,171,110.00	2.06%	428,828,237.00
2. Federal Revenues	8100-8299	50,820,712.74	-1.77%	49,920,712.74	0.00%	49,920,712.74
3. Other State Revenues	8300-8599	63,599,802.00	1.17%	64,345,593.00	4.79%	67,429,480.00
4. Other Local Revenues	8600-8799	6,818,988.00	-2.93%	6,618,988.00	0.00%	6,618,988.00
5. Other Financing Sources						
a. Transfers In	8900-8929	2,174,627.00	2.86%	2,236,821.00	2.92%	2,302,137.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	0.00	0.00%	0.00	0.00%	0.00
6. Total (Sum lines A1 thru A5c)		535,153,916.74	1.52%	543,293,224.74	2.17%	555,099,554.74
<b>B. EXPENDITURES AND OTHER FINANCING USES</b>						
1. Certificated Salaries						
a. Base Salaries				218,245,243.07		222,431,822.07
b. Step & Column Adjustment				2,488,877.00		2,520,996.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				1,697,702.00		675,000.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	218,245,243.07	1.92%	222,431,822.07	1.44%	225,627,818.07
2. Classified Salaries						
a. Base Salaries				62,208,366.07		64,235,431.07
b. Step & Column Adjustment				655,036.00		660,312.39
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				1,372,029.00		1,330,000.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	62,208,366.07	3.26%	64,235,431.07	3.10%	66,225,743.46
3. Employee Benefits	3000-3999	175,504,511.51	7.53%	188,720,835.67	4.74%	197,660,889.67
4. Books and Supplies	4000-4999	16,707,888.06	11.64%	18,652,742.84	-18.29%	15,241,302.84
5. Services and Other Operating Expenditures	5000-5999	73,931,407.86	1.38%	74,955,058.77	0.47%	75,306,804.86
6. Capital Outlay	6000-6999	377,792.00	0.00%	377,792.00	0.00%	377,792.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	481,300.00	0.00%	481,300.00	0.00%	481,300.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(1,791,960.00)	0.49%	(1,800,750.00)	0.00%	(1,800,750.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	1,833,785.00	19.93%	2,199,332.00	14.88%	2,526,680.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments				1,432,949.00		3,025,906.00
11. Total (Sum lines B1 thru B10)		547,498,333.57	4.42%	571,686,513.42	2.27%	584,673,486.90
<b>C. NET INCREASE (DECREASE) IN FUND BALANCE</b> (Line A6 minus line B11)						
		(12,344,416.83)		(28,393,288.68)		(29,573,932.16)
<b>D. FUND BALANCE</b>						
1. Net Beginning Fund Balance (Form 01, line F1e)		55,457,984.24		43,113,567.41		14,720,278.73
2. Ending Fund Balance (Sum lines C and D1)		43,113,567.41		14,720,278.73		(14,853,653.43)
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	545,000.00		545,000.00		545,000.00
b. Restricted	9740	1,346,617.72		0.00		0.00
c. Committed						
1. Stabilization Arrangements	9750	0.00		0.00		0.00
2. Other Commitments	9760	0.00		0.00		0.00
d. Assigned	9780	6,000,000.00		0.00		0.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	35,221,949.69		14,175,278.73		11,692,183.00
2. Unassigned/Unappropriated	9790	0.00		0.00		(27,090,836.43)
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		43,113,567.41		14,720,278.73		(14,853,653.43)

Description	Object Codes	2019-20 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2020-21 Projection (C)	% Change (Cols. E-C/C) (D)	2021-22 Projection (E)
<b>E. AVAILABLE RESERVES</b>						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	35,221,949.69		14,175,278.73		11,692,183.00
c. Unassigned/Unappropriated	9790	0.00		0.00		(27,090,836.43)
d. Negative Restricted Ending Balances (Negative resources 2000-9999)	979Z			0.00		0.00
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
3. Total Available Reserves - by Amount (Sum lines E1a thru E2c)		35,221,949.69		14,175,278.73		(15,398,653.43)
4. Total Available Reserves - by Percent (Line E3 divided by Line F3c)		6.43%		2.48%		-2.63%
<b>F. RECOMMENDED RESERVES</b>						
1. Special Education Pass-through Exclusions						
For districts that serve as the administrative unit (AU) of a special education local plan area (SELPA):						
a. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members?	No					
b. If you are the SELPA AU and are excluding special education pass-through funds:						
1. Enter the name(s) of the SELPA(s):						
2. Special education pass-through funds (Column A: Fund 10, resources 3300-3499 and 6500-6540, objects 7211-7213 and 7221-7223; enter projections for subsequent years 1 and 2 in Columns C and E)						
		0.00		0.00		0.00
2. District ADA Used to determine the reserve standard percentage level on line F3d (Col. A: Form A, Estimated P-2 ADA column, Lines A4 and C4; enter projections)						
		38,018.96		37,762.15		37,354.45
3. Calculating the Reserves						
a. Expenditures and Other Financing Uses (Line B11)		547,498,333.57		571,686,513.42		584,673,486.90
b. Plus: Special Education Pass-through Funds (Line F1b2, if Line F1a is No)		0.00		0.00		0.00
c. Total Expenditures and Other Financing Uses (Line F3a plus line F3b)		547,498,333.57		571,686,513.42		584,673,486.90
d. Reserve Standard Percentage Level (Refer to Form 01CS, Criterion 10 for calculation details)		2%		2%		2%
e. Reserve Standard - By Percent (Line F3c times F3d)		10,949,966.67		11,433,730.27		11,693,469.74
f. Reserve Standard - By Amount (Refer to Form 01CS, Criterion 10 for calculation details)		0.00		0.00		0.00
g. Reserve Standard (Greater of Line F3e or F3f)		10,949,966.67		11,433,730.27		11,693,469.74
h. Available Reserves (Line E3) Meet Reserve Standard (Line F3g)		YES		YES		NO





Description	Resource Codes	Object Codes	2018-19 Estimated Actuals			2019-20 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)	
<b>A. REVENUES</b>									
1) LCFF Sources		8010-8099	398,720,041.00	0.00	398,720,041.00	411,739,787.00	0.00	411,739,787.00	3.3%
2) Federal Revenue		8100-8299	0.00	59,505,718.07	59,505,718.07	0.00	50,820,712.74	50,820,712.74	-14.6%
3) Other State Revenue		8300-8599	14,678,544.00	56,121,331.92	70,799,875.92	7,608,963.00	55,990,839.00	63,599,802.00	-10.2%
4) Other Local Revenue		8600-8799	7,578,004.10	3,537,418.15	11,115,422.25	6,465,742.00	353,246.00	6,818,988.00	-38.7%
5) TOTAL, REVENUES			420,976,589.10	119,164,468.14	540,141,057.24	425,814,492.00	107,164,797.74	532,979,289.74	-1.3%
<b>B. EXPENDITURES</b>									
1) Certificated Salaries		1000-1999	160,836,185.32	50,771,855.56	211,608,040.88	163,743,187.76	54,502,055.31	218,245,243.07	3.1%
2) Classified Salaries		2000-2999	41,547,245.11	22,580,481.97	64,127,727.08	39,903,601.05	22,304,765.02	62,208,366.07	-3.0%
3) Employee Benefits		3000-3999	111,057,440.97	54,099,254.79	165,156,695.76	110,389,736.52	65,114,774.99	175,504,511.51	6.3%
4) Books and Supplies		4000-4999	8,233,641.47	16,457,578.26	24,691,219.73	7,034,453.06	9,673,435.00	16,707,888.06	-32.3%
5) Services and Other Operating Expenditures		5000-5999	26,914,197.82	50,548,485.45	77,462,683.27	26,513,756.00	47,417,651.86	73,931,407.86	-4.6%
6) Capital Outlay		6000-6999	226,176.17	13,212,269.13	13,438,445.30	95,769.00	282,023.00	377,792.00	-97.2%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	481,300.00	0.00	481,300.00	481,300.00	0.00	481,300.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(5,022,633.84)	2,676,740.80	(2,345,893.04)	(7,806,882.56)	6,014,922.56	(1,791,960.00)	-23.6%
9) TOTAL, EXPENDITURES			344,273,553.02	210,346,665.96	554,620,218.98	340,354,920.83	205,309,627.74	545,664,548.57	-1.6%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>									
			76,703,036.08	(91,182,197.82)	(14,479,161.74)	85,459,571.17	(98,144,830.00)	(12,685,258.83)	-12.4%
<b>D. OTHER FINANCING SOURCES/USES</b>									
1) Interfund Transfers									
a) Transfers In		8900-8929	1,866,800.00	0.00	1,866,800.00	2,174,627.00	0.00	2,174,627.00	16.5%
b) Transfers Out		7600-7629	2,430,405.30	0.00	2,430,405.30	1,833,785.00	0.00	1,833,785.00	-24.5%
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	(82,304,698.80)	82,304,698.80	0.00	(98,144,830.00)	98,144,830.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(82,868,304.10)	82,304,698.80	(563,605.30)	(97,803,988.00)	98,144,830.00	340,842.00	-160.5%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals			2019-20 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)	
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			(6,165,268.02)	(8,877,499.02)	(15,042,767.04)	(12,344,416.83)	0.00	(12,344,416.83)	-17.9%
<b>F. FUND BALANCE, RESERVES</b>									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	60,276,634.54	10,224,116.74	70,500,751.28	54,111,366.52	1,346,617.72	55,457,984.24	-21.3%
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)			60,276,634.54	10,224,116.74	70,500,751.28	54,111,366.52	1,346,617.72	55,457,984.24	-21.3%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			60,276,634.54	10,224,116.74	70,500,751.28	54,111,366.52	1,346,617.72	55,457,984.24	-21.3%
2) Ending Balance, June 30 (E + F1e)			54,111,366.52	1,346,617.72	55,457,984.24	41,766,949.69	1,346,617.72	43,113,567.41	-22.3%
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	320,000.00	0.00	320,000.00	320,000.00	0.00	320,000.00	0.0%
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	1,346,617.72	1,346,617.72	0.00	1,346,617.72	1,346,617.72	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	6,000,000.00	0.00	6,000,000.00	6,000,000.00	0.00	6,000,000.00	0.0%
Science Textbooks	0000	9780				6,000,000.00		6,000,000.00	
Science Textbooks	0000	9780	6,000,000.00		6,000,000.00				
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	47,566,366.52	0.00	47,566,366.52	35,221,949.69	0.00	35,221,949.69	-26.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals			2019-20 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)	
<b>G. ASSETS</b>									
1) Cash									
a) in County Treasury		9110	0.00	0.00	0.00				
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00	0.00	0.00				
b) in Banks		9120	0.00	0.00	0.00				
c) in Revolving Cash Account		9130	0.00	0.00	0.00				
d) with Fiscal Agent/Trustee		9135	0.00	0.00	0.00				
e) Collections Awaiting Deposit		9140	0.00	0.00	0.00				
2) Investments		9150	0.00	0.00	0.00				
3) Accounts Receivable		9200	0.00	0.00	0.00				
4) Due from Grantor Government		9290	0.00	0.00	0.00				
5) Due from Other Funds		9310	0.00	0.00	0.00				
6) Stores		9320	0.00	0.00	0.00				
7) Prepaid Expenditures		9330	0.00	0.00	0.00				
8) Other Current Assets		9340	0.00	0.00	0.00				
9) TOTAL, ASSETS			0.00	0.00	0.00				
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>									
1) Deferred Outflows of Resources		9490	0.00	0.00	0.00				
2) TOTAL, DEFERRED OUTFLOWS			0.00	0.00	0.00				
<b>I. LIABILITIES</b>									
1) Accounts Payable		9500	0.00	0.00	0.00				
2) Due to Grantor Governments		9590	0.00	0.00	0.00				
3) Due to Other Funds		9610	0.00	0.00	0.00				
4) Current Loans		9640	0.00	0.00	0.00				
5) Unearned Revenue		9650	0.00	0.00	0.00				
6) TOTAL, LIABILITIES			0.00	0.00	0.00				
<b>J. DEFERRED INFLOWS OF RESOURCES</b>									
1) Deferred Inflows of Resources		9690	0.00	0.00	0.00				
2) TOTAL, DEFERRED INFLOWS			0.00	0.00	0.00				
<b>K. FUND EQUITY</b>									
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			0.00	0.00	0.00				

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals			2019-20 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)	
<b>LCFF SOURCES</b>									
Principal Apportionment State Aid - Current Year		8011	253,588,945.00	0.00	253,588,945.00	266,756,750.00	0.00	266,756,750.00	5.2%
Education Protection Account State Aid - Current Year		8012	58,626,802.00	0.00	58,626,802.00	58,437,867.00	0.00	58,437,867.00	-0.3%
State Aid - Prior Years		8019	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Tax Relief Subventions Homeowners' Exemptions		8021	700,635.00	0.00	700,635.00	700,635.00	0.00	700,635.00	0.0%
Timber Yield Tax		8022	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
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	70,320,573.00	0.00	70,320,573.00	70,320,573.00	0.00	70,320,573.00	0.0%
Unsecured Roll Taxes		8042	2,394,223.00	0.00	2,394,223.00	2,394,223.00	0.00	2,394,223.00	0.0%
Prior Years' Taxes		8043	520,798.00	0.00	520,798.00	520,798.00	0.00	520,798.00	0.0%
Supplemental Taxes		8044	2,856,665.00	0.00	2,856,665.00	2,856,665.00	0.00	2,856,665.00	0.0%
Education Revenue Augmentation Fund (ERAF)		8045	15,092,834.00	0.00	15,092,834.00	15,092,834.00	0.00	15,092,834.00	0.0%
Community Redevelopment Funds (SB 617/699/1992)		8047	6,719,760.00	0.00	6,719,760.00	6,719,760.00	0.00	6,719,760.00	0.0%
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	10,257.00	0.00	10,257.00	10,257.00	0.00	10,257.00	0.0%
Less: Non-LCFF (50%) Adjustment		8089	(5,128.00)	0.00	(5,128.00)	(5,128.00)	0.00	(5,128.00)	0.0%
<b>Subtotal, LCFF Sources</b>			<b>410,826,364.00</b>	<b>0.00</b>	<b>410,826,364.00</b>	<b>423,805,234.00</b>	<b>0.00</b>	<b>423,805,234.00</b>	<b>3.2%</b>
<b>LCFF Transfers</b>									
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	(12,106,323.00)	0.00	(12,106,323.00)	(12,065,447.00)	0.00	(12,065,447.00)	-0.3%
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, LCFF SOURCES</b>			<b>398,720,041.00</b>	<b>0.00</b>	<b>398,720,041.00</b>	<b>411,739,787.00</b>	<b>0.00</b>	<b>411,739,787.00</b>	<b>3.3%</b>
<b>FEDERAL REVENUE</b>									
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	9,437,373.71	9,437,373.71	0.00	9,626,624.00	9,626,624.00	2.0%
Special Education Discretionary Grants		8182	0.00	1,656,087.00	1,656,087.00	0.00	908,314.00	908,314.00	-45.2%
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	1,192.28	1,192.28	0.00	0.00	0.00	-100.0%
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		22,387,519.14	22,387,519.14		19,572,766.00	19,572,766.00	-12.6%
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		2,173,648.11	2,173,648.11		2,033,799.00	2,033,799.00	-6.4%
Title III, Part A, Immigrant Student Program	4201	8290		204,934.19	204,934.19		113,858.00	113,858.00	-44.4%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals			2019-20 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		1,057,361.40	1,057,361.40		813,696.00	813,696.00	-23.0%
Public Charter Schools Grant Program (PCSGP)	4610	8290		0.00	0.00		0.00	0.00	0.0%
	3020, 3040, 3041, 3045, 3060, 3061, 3110, 3150, 3155, 3177, 3180, 3181, 3182, 3183, 3185, 4050, 4123, 4124, 4126, 4127, 4128, 5510, 5630	8290		19,099,477.10	19,099,477.10		15,335,787.74	15,335,787.74	-19.7%
Other NCLB / Every Student Succeeds Act		8290		19,099,477.10	19,099,477.10		15,335,787.74	15,335,787.74	-19.7%
Career and Technical Education	3500-3599	8290		487,081.00	487,081.00		0.00	0.00	-100.0%
All Other Federal Revenue	All Other	8290	0.00	3,001,044.14	3,001,044.14	0.00	2,415,868.00	2,415,868.00	-19.5%
<b>TOTAL, FEDERAL REVENUE</b>			0.00	59,505,718.07	59,505,718.07	0.00	50,820,712.74	50,820,712.74	-14.6%
<b>OTHER STATE REVENUE</b>									
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		22,390,805.00	22,390,805.00		22,418,621.00	22,418,621.00	0.1%
Prior Years	6500	8319		0.00	0.00		77,531.00	77,531.00	New
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	8,597,462.00	0.00	8,597,462.00	1,548,748.00	0.00	1,548,748.00	-82.0%
Lottery - Unrestricted and Instructional Materials		8560	6,081,082.00	2,134,420.00	8,215,502.00	6,060,215.00	2,127,095.00	8,187,310.00	-0.3%
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		7,038,377.00	7,038,377.00		7,038,377.00	7,038,377.00	0.0%
Charter School Facility Grant	6030	8590		0.00	0.00		0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6650, 6690, 6695	8590		849,763.43	849,763.43		367,842.00	367,842.00	-56.7%
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		5,803,032.74	5,803,032.74		0.00	0.00	-100.0%
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	0.00	17,904,933.75	17,904,933.75	0.00	23,961,373.00	23,961,373.00	33.8%
<b>TOTAL, OTHER STATE REVENUE</b>			14,678,544.00	56,121,331.92	70,799,875.92	7,608,963.00	55,990,839.00	63,599,802.00	-10.2%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals			2019-20 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)	
<b>OTHER LOCAL REVENUE</b>									
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	47,000.00	0.00	47,000.00	69,057.00	0.00	69,057.00	46.9%
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	1,987,589.00	0.00	1,987,589.00	2,533,034.00	0.00	2,533,034.00	27.4%
Interest		8660	1,622,422.00	0.00	1,622,422.00	1,272,422.00	0.00	1,272,422.00	-21.6%
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	1,898,490.00	0.00	1,898,490.00	1,825,532.00	0.00	1,825,532.00	-3.8%
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	5,128.00	0.00	5,128.00	5,128.00	0.00	5,128.00	0.0%
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	1,644,908.10	3,320,418.15	4,965,326.25	760,569.00	160,434.00	921,003.00	-81.5%
Tuition		8710	0.00	217,000.00	217,000.00	0.00	192,812.00	192,812.00	-11.1%
All Other Transfers In		8781-8783	372,467.00	0.00	372,467.00	0.00	0.00	0.00	-100.0%
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%
<b>TOTAL, OTHER LOCAL REVENUE</b>			<b>7,578,004.10</b>	<b>3,537,418.15</b>	<b>11,115,422.25</b>	<b>6,465,742.00</b>	<b>353,246.00</b>	<b>6,818,988.00</b>	<b>-38.7%</b>
<b>TOTAL, REVENUES</b>			<b>420,976,589.10</b>	<b>119,164,468.14</b>	<b>540,141,057.24</b>	<b>425,814,492.00</b>	<b>107,164,797.74</b>	<b>532,979,289.74</b>	<b>-1.3%</b>

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals			2019-20 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)	
<b>CERTIFICATED SALARIES</b>									
Certificated Teachers' Salaries		1100	134,661,144.69	32,263,005.84	166,924,150.53	138,428,428.76	35,706,174.31	174,134,603.07	4.3%
Certificated Pupil Support Salaries		1200	6,642,912.09	5,663,916.77	12,306,828.86	6,783,671.00	6,340,462.00	13,124,133.00	6.6%
Certificated Supervisors' and Administrators' Salaries		1300	18,038,409.79	3,034,362.72	21,072,772.51	17,592,275.00	3,492,851.00	21,085,126.00	0.1%
Other Certificated Salaries		1900	1,493,718.75	9,810,570.23	11,304,288.98	938,813.00	8,962,568.00	9,901,381.00	-12.4%
<b>TOTAL, CERTIFICATED SALARIES</b>			<b>160,836,185.32</b>	<b>50,771,855.56</b>	<b>211,608,040.88</b>	<b>163,743,187.76</b>	<b>54,502,055.31</b>	<b>218,245,243.07</b>	<b>3.1%</b>
<b>CLASSIFIED SALARIES</b>									
Classified Instructional Salaries		2100	1,404,847.47	9,182,724.57	10,587,572.04	1,339,424.00	10,028,074.00	11,367,498.00	7.4%
Classified Support Salaries		2200	17,101,845.38	7,438,726.40	24,540,571.78	17,178,832.00	7,510,189.20	24,689,021.20	0.6%
Classified Supervisors' and Administrators' Salaries		2300	5,768,466.57	3,084,791.50	8,853,258.07	4,611,197.05	2,536,274.08	7,147,471.13	-19.3%
Clerical, Technical and Office Salaries		2400	15,278,019.41	1,648,115.77	16,926,135.18	14,938,028.00	1,546,333.74	16,484,361.74	-2.6%
Other Classified Salaries		2900	1,994,066.28	1,226,123.73	3,220,190.01	1,836,120.00	683,894.00	2,520,014.00	-21.7%
<b>TOTAL, CLASSIFIED SALARIES</b>			<b>41,547,245.11</b>	<b>22,580,481.97</b>	<b>64,127,727.08</b>	<b>39,903,601.05</b>	<b>22,304,765.02</b>	<b>62,208,366.07</b>	<b>-3.0%</b>
<b>EMPLOYEE BENEFITS</b>									
STRS		3101-3102	25,747,453.95	18,978,757.23	44,726,211.18	27,106,587.60	27,580,139.98	54,686,727.58	22.3%
PERS		3201-3202	7,269,733.53	4,003,709.50	11,273,443.03	7,491,225.59	4,276,329.00	11,767,554.59	4.4%
OASDI/Medicare/Alternative		3301-3302	5,516,490.81	2,524,267.18	8,040,757.99	5,871,757.05	2,571,985.51	8,443,742.56	5.0%
Health and Welfare Benefits		3401-3402	53,386,270.29	20,922,916.88	74,309,187.17	51,534,254.74	22,779,143.51	74,313,398.25	0.0%
Unemployment Insurance		3501-3502	102,462.01	42,410.19	144,872.20	111,970.32	38,298.11	150,268.43	3.7%
Workers' Compensation		3601-3602	3,443,665.23	1,246,509.83	4,690,175.06	3,530,379.36	1,288,709.14	4,819,088.50	2.7%
OPEB, Allocated		3701-3702	15,525,949.23	6,238,953.56	21,764,902.79	14,683,639.28	6,559,149.72	21,242,789.00	-2.4%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	65,415.92	141,730.42	207,146.34	59,922.58	21,020.02	80,942.60	-60.9%
<b>TOTAL, EMPLOYEE BENEFITS</b>			<b>111,057,440.97</b>	<b>54,099,254.79</b>	<b>165,156,695.76</b>	<b>110,389,736.52</b>	<b>65,114,774.99</b>	<b>175,504,511.51</b>	<b>6.3%</b>
<b>BOOKS AND SUPPLIES</b>									
Approved Textbooks and Core Curricula Materials		4100	1,195,325.01	3,055,640.44	4,250,965.45	116,510.00	2,127,095.00	2,243,605.00	-47.2%
Books and Other Reference Materials		4200	57,745.20	67,927.84	125,673.04	88,477.00	45,534.00	134,011.00	6.6%
Materials and Supplies		4300	5,755,050.01	11,235,225.00	16,990,275.01	6,325,058.06	6,987,795.00	13,312,853.06	-21.6%
Noncapitalized Equipment		4400	1,225,521.25	2,098,784.98	3,324,306.23	504,408.00	513,011.00	1,017,419.00	-69.4%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, BOOKS AND SUPPLIES</b>			<b>8,233,641.47</b>	<b>16,457,578.26</b>	<b>24,691,219.73</b>	<b>7,034,453.06</b>	<b>9,673,435.00</b>	<b>16,707,888.06</b>	<b>-32.3%</b>
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>									
Subagreements for Services		5100	750,219.55	41,069,251.71	41,819,471.26	246,600.00	41,259,952.00	41,506,552.00	-0.7%
Travel and Conferences		5200	309,266.08	832,414.75	1,141,680.83	436,270.00	352,526.42	788,796.42	-30.9%
Dues and Memberships		5300	140,915.33	20,950.00	161,865.33	135,801.00	3,000.00	138,801.00	-14.2%
Insurance		5400 - 5450	1,699,825.00	0.00	1,699,825.00	1,693,386.00	0.00	1,693,386.00	-0.4%
Operations and Housekeeping Services		5500	10,237,489.55	12,889.56	10,250,379.11	10,729,139.00	7,200.00	10,736,339.00	4.7%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	1,342,647.09	508,725.61	1,851,372.70	1,267,169.00	647,325.00	1,914,494.00	3.4%
Transfers of Direct Costs		5710	(260,440.22)	260,440.22	0.00	(237,594.00)	237,594.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	(1,403,561.54)	(62,500.00)	(1,466,061.54)	(1,609,436.00)	(23,500.00)	(1,632,936.00)	11.4%
Professional/Consulting Services and Operating Expenditures		5800	12,957,532.04	7,875,403.27	20,832,935.31	12,534,033.00	4,895,984.44	17,430,017.44	-16.3%
Communications		5900	1,140,304.94	30,910.33	1,171,215.27	1,318,388.00	37,570.00	1,355,958.00	15.8%
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES</b>			<b>26,914,197.82</b>	<b>50,548,485.45</b>	<b>77,462,683.27</b>	<b>26,513,756.00</b>	<b>47,417,651.86</b>	<b>73,931,407.86</b>	<b>-4.6%</b>



Description	Resource Codes	Object Codes	2018-19 Estimated Actuals			2019-20 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)	
<b>CAPITAL OUTLAY</b>									
Land		6100	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	49,409.35	899,743.90	949,153.25	0.00	0.00	0.00	-100.0%
Buildings and Improvements of Buildings		6200	1,333.31	10,729,835.10	10,731,168.41	0.00	0.00	0.00	-100.0%
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	109,166.93	1,570,639.15	1,679,806.08	36,700.00	282,023.00	318,723.00	-81.0%
Equipment Replacement		6500	66,266.58	12,050.98	78,317.56	59,069.00	0.00	59,069.00	-24.6%
<b>TOTAL, CAPITAL OUTLAY</b>			<b>226,176.17</b>	<b>13,212,269.13</b>	<b>13,438,445.30</b>	<b>95,769.00</b>	<b>282,023.00</b>	<b>377,792.00</b>	<b>-97.2%</b>
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>									
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	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	471,000.00	0.00	471,000.00	471,000.00	0.00	471,000.00	0.0%
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	10,300.00	0.00	10,300.00	10,300.00	0.00	10,300.00	0.0%
<b>TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)</b>			<b>481,300.00</b>	<b>0.00</b>	<b>481,300.00</b>	<b>481,300.00</b>	<b>0.00</b>	<b>481,300.00</b>	<b>0.0%</b>
<b>OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>									
Transfers of Indirect Costs		7310	(2,676,740.80)	2,676,740.80	0.00	(6,014,922.56)	6,014,922.56	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	(2,345,893.04)	0.00	(2,345,893.04)	(1,791,960.00)	0.00	(1,791,960.00)	-23.6%
<b>TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>			<b>(5,022,633.84)</b>	<b>2,676,740.80</b>	<b>(2,345,893.04)</b>	<b>(7,806,882.56)</b>	<b>6,014,922.56</b>	<b>(1,791,960.00)</b>	<b>-23.6%</b>
<b>TOTAL, EXPENDITURES</b>			<b>344,273,553.02</b>	<b>210,346,665.96</b>	<b>554,620,218.98</b>	<b>340,354,920.83</b>	<b>205,309,627.74</b>	<b>545,664,548.57</b>	<b>-1.6%</b>

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals			2019-20 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)	
<b>INTERFUND TRANSFERS</b>									
<b>INTERFUND TRANSFERS IN</b>									
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	1,866,800.00	0.00	1,866,800.00	2,174,627.00	0.00	2,174,627.00	16.5%
<b>(a) TOTAL, INTERFUND TRANSFERS IN</b>			<b>1,866,800.00</b>	<b>0.00</b>	<b>1,866,800.00</b>	<b>2,174,627.00</b>	<b>0.00</b>	<b>2,174,627.00</b>	<b>16.5%</b>
<b>INTERFUND TRANSFERS OUT</b>									
To: Child Development Fund		7611	2,054,383.00	0.00	2,054,383.00	847,039.00	0.00	847,039.00	-58.8%
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	376,022.30	0.00	376,022.30	986,746.00	0.00	986,746.00	162.4%
<b>(b) TOTAL, INTERFUND TRANSFERS OUT</b>			<b>2,430,405.30</b>	<b>0.00</b>	<b>2,430,405.30</b>	<b>1,833,785.00</b>	<b>0.00</b>	<b>1,833,785.00</b>	<b>-24.5%</b>
<b>OTHER SOURCES/USES</b>									
<b>SOURCES</b>									
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%
<b>(c) TOTAL, SOURCES</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>USES</b>									
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%
<b>(d) TOTAL, USES</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>CONTRIBUTIONS</b>									
Contributions from Unrestricted Revenues		8980	(82,304,698.80)	82,304,698.80	0.00	(98,144,830.00)	98,144,830.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(e) TOTAL, CONTRIBUTIONS</b>			<b>(82,304,698.80)</b>	<b>82,304,698.80</b>	<b>0.00</b>	<b>(98,144,830.00)</b>	<b>98,144,830.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>TOTAL, OTHER FINANCING SOURCES/USES</b>									
<b>(a - b + c - d + e)</b>			<b>(82,868,304.10)</b>	<b>82,304,698.80</b>	<b>(563,605.30)</b>	<b>(97,803,988.00)</b>	<b>98,144,830.00</b>	<b>340,842.00</b>	<b>-160.5%</b>

Description	Function Codes	Object Codes	2018-19 Estimated Actuals			2019-20 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)	
<b>A. REVENUES</b>									
1) LCFF Sources		8010-8099	398,720,041.00	0.00	398,720,041.00	411,739,787.00	0.00	411,739,787.00	3.3%
2) Federal Revenue		8100-8299	0.00	59,505,718.07	59,505,718.07	0.00	50,820,712.74	50,820,712.74	-14.6%
3) Other State Revenue		8300-8599	14,678,544.00	56,121,331.92	70,799,875.92	7,608,963.00	55,990,839.00	63,599,802.00	-10.2%
4) Other Local Revenue		8600-8799	7,578,004.10	3,537,418.15	11,115,422.25	6,465,742.00	353,246.00	6,818,988.00	-38.7%
5) TOTAL, REVENUES			420,976,589.10	119,164,468.14	540,141,057.24	425,814,492.00	107,164,797.74	532,979,289.74	-1.3%
<b>B. EXPENDITURES (Objects 1000-7999)</b>									
1) Instruction	1000-1999		212,878,853.61	136,656,665.36	349,535,518.97	215,667,583.32	138,800,002.36	354,467,585.68	1.4%
2) Instruction - Related Services	2000-2999		48,091,205.80	23,623,985.19	71,715,190.99	45,086,751.55	21,430,947.99	66,517,699.54	-7.2%
3) Pupil Services	3000-3999		24,441,971.30	21,770,575.65	46,212,546.95	24,628,834.51	22,490,947.94	47,119,782.45	2.0%
4) Ancillary Services	4000-4999		3,433,581.82	55,716.85	3,489,298.67	3,351,131.44	156,131.00	3,507,262.44	0.5%
5) Community Services	5000-5999		155,851.18	0.00	155,851.18	0.00	0.00	0.00	-100.0%
6) Enterprise	6000-6999		24,435.00	0.00	24,435.00	0.00	0.00	0.00	-100.0%
7) General Administration	7000-7999		20,750,162.88	3,075,605.42	23,825,768.30	18,113,251.39	6,168,476.56	24,281,727.95	1.9%
8) Plant Services	8000-8999		34,016,191.43	25,164,117.49	59,180,308.92	33,026,068.62	16,263,121.89	49,289,190.51	-16.7%
9) Other Outgo	9000-9999	Except 7600-7699	481,300.00	0.00	481,300.00	481,300.00	0.00	481,300.00	0.0%
10) TOTAL, EXPENDITURES			344,273,553.02	210,346,665.96	554,620,218.98	340,354,920.83	205,309,627.74	545,664,548.57	-1.6%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)</b>			76,703,036.08	(91,182,197.82)	(14,479,161.74)	85,459,571.17	(98,144,830.00)	(12,685,258.83)	-12.4%
<b>D. OTHER FINANCING SOURCES/USES</b>									
1) Interfund Transfers									
a) Transfers In		8900-8929	1,866,800.00	0.00	1,866,800.00	2,174,627.00	0.00	2,174,627.00	16.5%
b) Transfers Out		7600-7629	2,430,405.30	0.00	2,430,405.30	1,833,785.00	0.00	1,833,785.00	-24.5%
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	(82,304,698.80)	82,304,698.80	0.00	(98,144,830.00)	98,144,830.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(82,868,304.10)	82,304,698.80	(563,605.30)	(97,803,988.00)	98,144,830.00	340,842.00	-160.5%

Description	Function Codes	Object Codes	2018-19 Estimated Actuals			2019-20 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)	
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			(6,165,268.02)	(8,877,499.02)	(15,042,767.04)	(12,344,416.83)	0.00	(12,344,416.83)	-17.9%
<b>F. FUND BALANCE, RESERVES</b>									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	60,276,634.54	10,224,116.74	70,500,751.28	54,111,366.52	1,346,617.72	55,457,984.24	-21.3%
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)			60,276,634.54	10,224,116.74	70,500,751.28	54,111,366.52	1,346,617.72	55,457,984.24	-21.3%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			60,276,634.54	10,224,116.74	70,500,751.28	54,111,366.52	1,346,617.72	55,457,984.24	-21.3%
2) Ending Balance, June 30 (E + F1e)			54,111,366.52	1,346,617.72	55,457,984.24	41,766,949.69	1,346,617.72	43,113,567.41	-22.3%
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	320,000.00	0.00	320,000.00	320,000.00	0.00	320,000.00	0.0%
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	1,346,617.72	1,346,617.72	0.00	1,346,617.72	1,346,617.72	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	6,000,000.00	0.00	6,000,000.00	6,000,000.00	0.00	6,000,000.00	0.0%
Science Textbooks	0000	9780				6,000,000.00		6,000,000.00	
Science Textbooks	0000	9780	6,000,000.00		6,000,000.00				
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	47,566,366.52	0.00	47,566,366.52	35,221,949.69	0.00	35,221,949.69	-26.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

<b>Resource</b>	<b>Description</b>	<b>2018-19 Estimated Actuals</b>	<b>2019-20 Budget</b>
5640	Medi-Cal Billing Option	1,345,189.08	1,345,189.08
6300	Lottery: Instructional Materials	0.02	0.02
9010	Other Restricted Local	1,428.62	1,428.62
Total, Restricted Balance		<u>1,346,617.72</u>	<u>1,346,617.72</u>

# **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.

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	17,585,768.00	18,318,162.00	4.2%
2) Federal Revenue		8100-8299	358,384.00	298,638.00	-16.7%
3) Other State Revenue		8300-8599	2,052,635.42	1,115,620.00	-45.6%
4) Other Local Revenue		8600-8799	119,653.72	0.00	-100.0%
5) TOTAL, REVENUES			20,116,441.14	19,732,420.00	-1.9%
<b>B. EXPENDITURES</b>					
1) Certificated Salaries		1000-1999	7,299,696.33	7,687,575.00	5.3%
2) Classified Salaries		2000-2999	1,121,376.09	1,206,571.00	7.6%
3) Employee Benefits		3000-3999	6,013,034.65	5,859,507.00	-2.6%
4) Books and Supplies		4000-4999	2,428,380.79	647,180.00	-73.3%
5) Services and Other Operating Expenditures		5000-5999	2,122,796.72	2,047,508.00	-3.5%
6) Capital Outlay		6000-6999	1,204,881.00	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	2,240.96	0.00	-100.0%
9) TOTAL, EXPENDITURES			20,192,406.54	17,448,341.00	-13.6%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			(75,965.40)	2,284,079.00	-3106.7%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	28,650.00	626,746.00	2087.6%
b) Transfers Out		7600-7629	1,866,800.00	2,174,627.00	16.5%
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			(1,838,150.00)	(1,547,881.00)	-15.8%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			(1,914,115.40)	736,198.00	-138.5%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	3,364,987.56	1,450,872.16	-56.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			3,364,987.56	1,450,872.16	-56.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			3,364,987.56	1,450,872.16	-56.9%
2) Ending Balance, June 30 (E + F1e)			1,450,872.16	2,187,070.16	50.7%
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			130,226.73	130,226.73	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	1,320,645.43	2,056,843.43	55.7%
Charter Fund	0000	9780		2,056,843.43	
Charter Fund	0000	9780	1,320,645.43		
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	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>G. ASSETS</b>					
1) Cash					
a) in County Treasury		9110	0.00		
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	0.00		
3) Accounts Receivable		9200	0.00		
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			0.00		
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
<b>I. LIABILITIES</b>					
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		
<b>J. DEFERRED INFLOWS OF RESOURCES</b>					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
<b>K. FUND EQUITY</b>					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			0.00		

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>LCFF SOURCES</b>					
Principal Apportionment State Aid - Current Year		8011	14,825,469.00	16,179,793.00	9.1%
Education Protection Account State Aid - Current Year		8012	1,982,163.00	2,138,369.00	7.9%
State Aid - Prior Years		8019	0.00	0.00	0.0%
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	778,136.00	0.00	-100.0%
Property Taxes Transfers		8097	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.0%
<b>TOTAL, LCFF SOURCES</b>			<b>17,585,768.00</b>	<b>18,318,162.00</b>	<b>4.2%</b>
<b>FEDERAL REVENUE</b>					
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	358,384.00	298,638.00	-16.7%
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, 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%
<b>TOTAL, FEDERAL REVENUE</b>			<b>358,384.00</b>	<b>298,638.00</b>	<b>-16.7%</b>

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>OTHER STATE REVENUE</b>					
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	360,168.00	48,649.00	-86.5%
Lottery - Unrestricted and Instructional Materials		8560	361,179.42	349,513.00	-3.2%
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	828,301.00	0.00	-100.0%
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	502,987.00	717,458.00	42.6%
<b>TOTAL, OTHER STATE REVENUE</b>			<b>2,052,635.42</b>	<b>1,115,620.00</b>	<b>-45.6%</b>

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>OTHER LOCAL REVENUE</b>					
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	0.00	0.00	0.0%
Interest		8660	36,968.00	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	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	82,685.72	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%
<b>TOTAL, OTHER LOCAL REVENUE</b>			<b>119,653.72</b>	<b>0.00</b>	<b>-100.0%</b>
<b>TOTAL, REVENUES</b>			<b>20,116,441.14</b>	<b>19,732,420.00</b>	<b>-1.9%</b>

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>CERTIFICATED SALARIES</b>					
Certificated Teachers' Salaries		1100	6,283,600.48	6,760,348.00	7.6%
Certificated Pupil Support Salaries		1200	154,433.09	141,780.00	-8.2%
Certificated Supervisors' and Administrators' Salaries		1300	766,027.13	753,141.00	-1.7%
Other Certificated Salaries		1900	95,635.63	32,306.00	-66.2%
<b>TOTAL, CERTIFICATED SALARIES</b>			<b>7,299,696.33</b>	<b>7,687,575.00</b>	<b>5.3%</b>
<b>CLASSIFIED SALARIES</b>					
Classified Instructional Salaries		2100	126,277.52	112,168.00	-11.2%
Classified Support Salaries		2200	333,673.38	338,238.00	1.4%
Classified Supervisors' and Administrators' Salaries		2300	71,823.43	87,918.00	22.4%
Clerical, Technical and Office Salaries		2400	459,837.46	472,245.00	2.7%
Other Classified Salaries		2900	129,764.30	196,002.00	51.0%
<b>TOTAL, CLASSIFIED SALARIES</b>			<b>1,121,376.09</b>	<b>1,206,571.00</b>	<b>7.6%</b>
<b>EMPLOYEE BENEFITS</b>					
STRS		3101-3102	1,685,385.38	2,111,177.00	25.3%
PERS		3201-3202	161,201.87	181,899.00	12.8%
OASDI/Medicare/Alternative		3301-3302	195,610.12	204,709.00	4.7%
Health and Welfare Benefits		3401-3402	3,041,548.09	2,517,936.00	-17.2%
Unemployment Insurance		3501-3502	4,904.83	4,450.00	-9.3%
Workers' Compensation		3601-3602	145,811.41	149,418.00	2.5%
OPEB, Allocated		3701-3702	774,536.33	687,600.00	-11.2%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	4,036.62	2,318.00	-42.6%
<b>TOTAL, EMPLOYEE BENEFITS</b>			<b>6,013,034.65</b>	<b>5,859,507.00</b>	<b>-2.6%</b>
<b>BOOKS AND SUPPLIES</b>					
Approved Textbooks and Core Curricula Materials		4100	185,758.61	140,639.00	-24.3%
Books and Other Reference Materials		4200	19,264.05	5,887.00	-69.4%
Materials and Supplies		4300	2,191,018.27	471,154.00	-78.5%
Noncapitalized Equipment		4400	32,339.86	29,500.00	-8.8%
Food		4700	0.00	0.00	0.0%
<b>TOTAL, BOOKS AND SUPPLIES</b>			<b>2,428,380.79</b>	<b>647,180.00</b>	<b>-73.3%</b>

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	16,340.73	5,000.00	-69.4%
Dues and Memberships		5300	11,475.00	0.00	-100.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	427,587.00	393,131.00	-8.1%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	34,045.00	29,522.00	-13.3%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	1,310,672.31	1,538,136.00	17.4%
Professional/Consulting Services and Operating Expenditures		5800	309,868.83	71,988.00	-76.8%
Communications		5900	12,807.85	9,731.00	-24.0%
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES</b>			<b>2,122,796.72</b>	<b>2,047,508.00</b>	<b>-3.5%</b>
<b>CAPITAL OUTLAY</b>					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	1,204,881.00	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%
<b>TOTAL, CAPITAL OUTLAY</b>			<b>1,204,881.00</b>	<b>0.00</b>	<b>-100.0%</b>

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>					
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%
<b>OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>					
Transfers of Indirect Costs		7310	0.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	2,240.96	0.00	-100.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			2,240.96	0.00	-100.0%
TOTAL, EXPENDITURES			20,192,406.54	17,448,341.00	-13.6%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>INTERFUND TRANSFERS</b>					
<b>INTERFUND TRANSFERS IN</b>					
Other Authorized Interfund Transfers In		8919	28,650.00	626,746.00	2087.6%
(a) TOTAL, INTERFUND TRANSFERS IN			28,650.00	626,746.00	2087.6%
<b>INTERFUND TRANSFERS OUT</b>					
Other Authorized Interfund Transfers Out		7619	1,866,800.00	2,174,627.00	16.5%
(b) TOTAL, INTERFUND TRANSFERS OUT			1,866,800.00	2,174,627.00	16.5%
<b>OTHER SOURCES/USES</b>					
<b>SOURCES</b>					
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%
<b>USES</b>					
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%
<b>CONTRIBUTIONS</b>					
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)			(1,838,150.00)	(1,547,881.00)	-15.8%



Description	Function Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	17,585,768.00	18,318,162.00	4.2%
2) Federal Revenue		8100-8299	358,384.00	298,638.00	-16.7%
3) Other State Revenue		8300-8599	2,052,635.42	1,115,620.00	-45.6%
4) Other Local Revenue		8600-8799	119,653.72	0.00	-100.0%
5) TOTAL, REVENUES			20,116,441.14	19,732,420.00	-1.9%
<b>B. EXPENDITURES (Objects 1000-7999)</b>					
1) Instruction	1000-1999		13,808,442.87	12,274,562.00	-11.1%
2) Instruction - Related Services	2000-2999		2,373,224.26	3,090,373.00	30.2%
3) Pupil Services	3000-3999		400,919.39	428,180.00	6.8%
4) Ancillary Services	4000-4999		7,388.60	1,617.00	-78.1%
5) Community Services	5000-5999		36.12	0.00	-100.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		844,377.96	0.00	-100.0%
8) Plant Services	8000-8999		2,758,017.34	1,653,609.00	-40.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			20,192,406.54	17,448,341.00	-13.6%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)</b>			(75,965.40)	2,284,079.00	-3106.7%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	28,650.00	626,746.00	2087.6%
b) Transfers Out		7600-7629	1,866,800.00	2,174,627.00	16.5%
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			(1,838,150.00)	(1,547,881.00)	-15.8%

Description	Function Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			(1,914,115.40)	736,198.00	-138.5%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	3,364,987.56	1,450,872.16	-56.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			3,364,987.56	1,450,872.16	-56.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			3,364,987.56	1,450,872.16	-56.9%
2) Ending Balance, June 30 (E + F1e)			1,450,872.16	2,187,070.16	50.7%
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			130,226.73	130,226.73	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	1,320,645.43	2,056,843.43	55.7%
Charter Fund	0000	9780		2,056,843.43	
Charter Fund	0000	9780	1,320,645.43		
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

<b>Resource</b>	<b>Description</b>	<b>2018-19 Estimated Actuals</b>	<b>2019-20 Budget</b>
6300	Lottery: Instructional Materials	143.07	143.07
9010	Other Restricted Local	130,083.66	130,083.66
Total, Restricted Balance		<u>130,226.73</u>	<u>130,226.73</u>

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	678,718.70	594,200.00	-12.5%
3) Other State Revenue		8300-8599	1,765,001.00	1,952,895.00	10.6%
4) Other Local Revenue		8600-8799	4,378,097.70	4,183,604.00	-4.4%
5) TOTAL, REVENUES			6,821,817.40	6,730,699.00	-1.3%
<b>B. EXPENDITURES</b>					
1) Certificated Salaries		1000-1999	2,066,348.92	2,067,806.00	0.1%
2) Classified Salaries		2000-2999	1,615,047.04	1,401,911.00	-13.2%
3) Employee Benefits		3000-3999	2,386,407.84	2,500,355.59	4.8%
4) Books and Supplies		4000-4999	229,103.06	211,396.71	-7.7%
5) Services and Other Operating Expenditures		5000-5999	810,092.70	838,591.70	3.5%
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	62,190.14	70,638.00	13.6%
9) TOTAL, EXPENDITURES			7,169,189.70	7,090,699.00	-1.1%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			(347,372.30)	(360,000.00)	3.6%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	347,372.30	360,000.00	3.6%
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			347,372.30	360,000.00	3.6%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			0.00	0.00	0.0%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited					
		9791	0.00	0.00	0.0%
b) Audit Adjustments					
		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)					
			0.00	0.00	0.0%
d) Other Restatements					
		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)					
			0.00	0.00	0.0%
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	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	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	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>G. ASSETS</b>					
1) Cash					
a) in County Treasury		9110	0.00		
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	0.00		
3) Accounts Receivable		9200	0.00		
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			0.00		
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
<b>I. LIABILITIES</b>					
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			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
<b>J. DEFERRED INFLOWS OF RESOURCES</b>					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
<b>K. FUND EQUITY</b>					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			0.00		

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>LCFF SOURCES</b>					
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%
<b>TOTAL, LCFF SOURCES</b>			<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>FEDERAL REVENUE</b>					
Interagency Contracts Between LEAs		8285	0.00	0.00	0.0%
Career and Technical Education	3500-3599	8290	282,150.00	285,500.00	1.2%
All Other Federal Revenue	All Other	8290	396,568.70	308,700.00	-22.2%
<b>TOTAL, FEDERAL REVENUE</b>			<b>678,718.70</b>	<b>594,200.00</b>	<b>-12.5%</b>
<b>OTHER STATE REVENUE</b>					
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	1,193,950.00	1,235,606.00	3.5%
All Other State Revenue	All Other	8590	571,051.00	717,289.00	25.6%
<b>TOTAL, OTHER STATE REVENUE</b>			<b>1,765,001.00</b>	<b>1,952,895.00</b>	<b>10.6%</b>

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>OTHER LOCAL REVENUE</b>					
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	23,818.70	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	3,028,279.00	2,825,500.00	-6.7%
Interagency Services		8677	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	1,326,000.00	1,358,104.00	2.4%
Tuition		8710	0.00	0.00	0.0%
<b>TOTAL, OTHER LOCAL REVENUE</b>			<b>4,378,097.70</b>	<b>4,183,604.00</b>	<b>-4.4%</b>
<b>TOTAL, REVENUES</b>			<b>6,821,817.40</b>	<b>6,730,699.00</b>	<b>-1.3%</b>



Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>CERTIFICATED SALARIES</b>					
Certificated Teachers' Salaries		1100	1,763,605.92	1,679,740.00	-4.8%
Certificated Pupil Support Salaries		1200	32,976.00	118,428.00	259.1%
Certificated Supervisors' and Administrators' Salaries		1300	269,767.00	269,638.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			2,066,348.92	2,067,806.00	0.1%
<b>CLASSIFIED SALARIES</b>					
Classified Instructional Salaries		2100	194,348.00	146,796.00	-24.5%
Classified Support Salaries		2200	587,173.54	468,646.00	-20.2%
Classified Supervisors' and Administrators' Salaries		2300	280,661.00	284,707.00	1.4%
Clerical, Technical and Office Salaries		2400	470,649.50	435,156.00	-7.5%
Other Classified Salaries		2900	82,215.00	66,606.00	-19.0%
TOTAL, CLASSIFIED SALARIES			1,615,047.04	1,401,911.00	-13.2%
<b>EMPLOYEE BENEFITS</b>					
STRS		3101-3102	525,058.72	576,843.00	9.9%
PERS		3201-3202	242,638.71	269,575.00	11.1%
OASDI/Medicare/Alternative		3301-3302	145,279.21	138,538.59	-4.6%
Health and Welfare Benefits		3401-3402	1,066,891.80	1,115,557.00	4.6%
Unemployment Insurance		3501-3502	1,839.58	1,732.00	-5.8%
Workers' Compensation		3601-3602	62,589.71	58,293.00	-6.9%
OPEB, Allocated		3701-3702	341,029.97	338,743.00	-0.7%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	1,080.14	1,074.00	-0.6%
TOTAL, EMPLOYEE BENEFITS			2,386,407.84	2,500,355.59	4.8%
<b>BOOKS AND SUPPLIES</b>					
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	229,103.06	211,396.71	-7.7%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			229,103.06	211,396.71	-7.7%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>					
Subagreements for Services		5100	386,288.00	380,440.00	-1.5%
Travel and Conferences		5200	14,318.65	0.00	-100.0%
Dues and Memberships		5300	10,380.00	6,000.00	-42.2%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	174,436.78	221,200.00	26.8%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	32,124.00	46,898.00	46.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	191,446.98	184,053.70	-3.9%
Communications		5900	1,098.29	0.00	-100.0%
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES</b>			<b>810,092.70</b>	<b>838,591.70</b>	<b>3.5%</b>
<b>CAPITAL OUTLAY</b>					
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%
<b>TOTAL, CAPITAL OUTLAY</b>			<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>					
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%
<b>TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)</b>		<b>46 of 156</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>					
Transfers of Indirect Costs - Interfund		7350	62,190.14	70,638.00	13.6%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			62,190.14	70,638.00	13.6%
TOTAL, EXPENDITURES			7,169,189.70	7,090,699.00	-1.1%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>INTERFUND TRANSFERS</b>					
<b>INTERFUND TRANSFERS IN</b>					
Other Authorized Interfund Transfers In		8919	347,372.30	360,000.00	3.6%
(a) TOTAL, INTERFUND TRANSFERS IN			347,372.30	360,000.00	3.6%
<b>INTERFUND TRANSFERS OUT</b>					
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%
<b>OTHER SOURCES/USES</b>					
<b>SOURCES</b>					
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%
<b>USES</b>					
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%
<b>CONTRIBUTIONS</b>					
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)			347,372.30	360,000.00	3.6%

Description	Function Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	678,718.70	594,200.00	-12.5%
3) Other State Revenue		8300-8599	1,765,001.00	1,952,895.00	10.6%
4) Other Local Revenue		8600-8799	4,378,097.70	4,183,604.00	-4.4%
5) TOTAL, REVENUES			6,821,817.40	6,730,699.00	-1.3%
<b>B. EXPENDITURES (Objects 1000-7999)</b>					
1) Instruction	1000-1999		4,125,089.42	4,017,997.89	-2.6%
2) Instruction - Related Services	2000-2999		1,762,834.63	1,732,530.03	-1.7%
3) Pupil Services	3000-3999		578,646.56	561,978.02	-2.9%
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		62,190.14	70,638.00	13.6%
8) Plant Services	8000-8999		640,428.95	707,555.06	10.5%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			7,169,189.70	7,090,699.00	-1.1%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)</b>			(347,372.30)	(360,000.00)	3.6%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	347,372.30	360,000.00	3.6%
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			347,372.30	360,000.00	3.6%



Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	12,086,744.11	6,107,660.00	-49.5%
3) Other State Revenue		8300-8599	9,804,778.38	4,966,471.00	-49.3%
4) Other Local Revenue		8600-8799	1,928,729.72	2,496,852.00	29.5%
5) TOTAL, REVENUES			23,820,252.21	13,570,983.00	-43.0%
<b>B. EXPENDITURES</b>					
1) Certificated Salaries		1000-1999	7,337,563.00	5,259,372.00	-28.3%
2) Classified Salaries		2000-2999	5,183,035.00	2,696,625.00	-48.0%
3) Employee Benefits		3000-3999	9,891,893.00	5,339,048.00	-46.0%
4) Books and Supplies		4000-4999	1,652,966.74	347,149.00	-79.0%
5) Services and Other Operating Expenditures		5000-5999	792,138.12	208,056.00	-73.7%
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	1,033,335.00	567,772.00	-45.1%
9) TOTAL, EXPENDITURES			25,890,930.86	14,418,022.00	-44.3%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			(2,070,678.65)	(847,039.00)	-59.1%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	2,054,383.00	847,039.00	-58.8%
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			2,054,383.00	847,039.00	-58.8%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			(16,295.65)	0.00	-100.0%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited					
		9791	16,295.65	0.00	-100.0%
b) Audit Adjustments					
		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)					
			16,295.65	0.00	-100.0%
d) Other Restatements					
		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)					
			16,295.65	0.00	-100.0%
2) Ending Balance, June 30 (E + F1e)					
			0.00	0.00	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					
		9740	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	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	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>G. ASSETS</b>					
1) Cash					
a) in County Treasury		9110	0.00		
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	0.00		
3) Accounts Receivable		9200	0.00		
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			0.00		
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
<b>I. LIABILITIES</b>					
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			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
<b>J. DEFERRED INFLOWS OF RESOURCES</b>					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
<b>K. FUND EQUITY</b>					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			0.00		

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>FEDERAL REVENUE</b>					
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	12,086,744.11	6,107,660.00	-49.5%
<b>TOTAL, FEDERAL REVENUE</b>			<b>12,086,744.11</b>	<b>6,107,660.00</b>	<b>-49.5%</b>
<b>OTHER STATE REVENUE</b>					
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	8,705,928.00	4,565,429.00	-47.6%
All Other State Revenue	All Other	8590	1,098,850.38	401,042.00	-63.5%
<b>TOTAL, OTHER STATE REVENUE</b>			<b>9,804,778.38</b>	<b>4,966,471.00</b>	<b>-49.3%</b>
<b>OTHER LOCAL REVENUE</b>					
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	41,596.00	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	900,000.00	1,509,760.00	67.8%
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	987,133.72	987,092.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
<b>TOTAL, OTHER LOCAL REVENUE</b>			<b>1,928,729.72</b>	<b>2,496,852.00</b>	<b>29.5%</b>
<b>TOTAL, REVENUES</b>			<b>23,820,252.21</b>	<b>13,570,983.00</b>	<b>-43.0%</b>

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>CERTIFICATED SALARIES</b>					
Certificated Teachers' Salaries		1100	5,957,413.00	4,649,571.00	-22.0%
Certificated Pupil Support Salaries		1200	654,628.00	123,066.00	-81.2%
Certificated Supervisors' and Administrators' Salaries		1300	707,119.00	481,228.00	-31.9%
Other Certificated Salaries		1900	18,403.00	5,507.00	-70.1%
TOTAL, CERTIFICATED SALARIES			7,337,563.00	5,259,372.00	-28.3%
<b>CLASSIFIED SALARIES</b>					
Classified Instructional Salaries		2100	2,063,298.00	1,387,499.00	-32.8%
Classified Support Salaries		2200	1,366,656.00	639,362.00	-53.2%
Classified Supervisors' and Administrators' Salaries		2300	89,167.00	89,620.00	0.5%
Clerical, Technical and Office Salaries		2400	907,345.00	549,557.00	-39.4%
Other Classified Salaries		2900	756,569.00	30,587.00	-96.0%
TOTAL, CLASSIFIED SALARIES			5,183,035.00	2,696,625.00	-48.0%
<b>EMPLOYEE BENEFITS</b>					
STRS		3101-3102	1,690,153.00	1,331,827.00	-21.2%
PERS		3201-3202	1,082,656.00	448,798.00	-58.5%
OASDI/Medicare/Alternative		3301-3302	536,624.00	290,756.19	-45.8%
Health and Welfare Benefits		3401-3402	5,038,988.00	2,475,920.00	-50.9%
Unemployment Insurance		3501-3502	7,564.00	3,970.00	-47.5%
Workers' Compensation		3601-3602	214,406.00	132,821.81	-38.1%
OPEB, Allocated		3701-3702	1,307,366.00	652,804.00	-50.1%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	14,136.00	2,151.00	-84.8%
TOTAL, EMPLOYEE BENEFITS			9,891,893.00	5,339,048.00	-46.0%
<b>BOOKS AND SUPPLIES</b>					
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	1,599,655.20	336,149.00	-79.0%
Noncapitalized Equipment		4400	53,311.54	11,000.00	-79.4%
Food		4700	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			1,652,966.74	347,149.00	-79.0%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	73,882.39	14,400.00	-80.5%
Dues and Memberships		5300	2,500.00	600.00	-76.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	25,000.00	11,000.00	-56.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	50,230.00	22,900.00	-54.4%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	378,742.35	96,800.00	-74.4%
Professional/Consulting Services and Operating Expenditures		5800	249,998.38	60,556.00	-75.8%
Communications		5900	11,785.00	1,800.00	-84.7%
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES</b>			<b>792,138.12</b>	<b>208,056.00</b>	<b>-73.7%</b>
<b>CAPITAL OUTLAY</b>					
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%
<b>TOTAL, CAPITAL OUTLAY</b>			<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>					
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%
<b>TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)</b>			<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>					
Transfers of Indirect Costs - Interfund		7350	1,033,335.00	567,772.00	-45.1%
<b>TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>			<b>1,033,335.00</b>	<b>567,772.00</b>	<b>-45.1%</b>
<b>TOTAL, EXPENDITURES</b>			<b>25,890,930.86</b>	<b>14,418,022.00</b>	<b>-44.3%</b>

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>INTERFUND TRANSFERS</b>					
<b>INTERFUND TRANSFERS IN</b>					
From: General Fund		8911	2,054,383.00	847,039.00	-58.8%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			2,054,383.00	847,039.00	-58.8%
<b>INTERFUND TRANSFERS OUT</b>					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>					
<b>SOURCES</b>					
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%
<b>USES</b>					
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%
<b>CONTRIBUTIONS</b>					
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)			2,054,383.00	847,039.00	-58.8%

Description	Function Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	12,086,744.11	6,107,660.00	-49.5%
3) Other State Revenue		8300-8599	9,804,778.38	4,966,471.00	-49.3%
4) Other Local Revenue		8600-8799	1,928,729.72	2,496,852.00	29.5%
5) TOTAL, REVENUES			23,820,252.21	13,570,983.00	-43.0%
<b>B. EXPENDITURES (Objects 1000-7999)</b>					
1) Instruction	1000-1999		15,592,871.06	10,573,725.41	-32.2%
2) Instruction - Related Services	2000-2999		5,698,889.80	2,523,898.50	-55.7%
3) Pupil Services	3000-3999		2,642,019.00	312,562.07	-88.2%
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		1,033,335.00	567,772.00	-45.1%
8) Plant Services	8000-8999		923,816.00	440,064.02	-52.4%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			25,890,930.86	14,418,022.00	-44.3%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)</b>					
			(2,070,678.65)	(847,039.00)	-59.1%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	2,054,383.00	847,039.00	-58.8%
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			2,054,383.00	847,039.00	-58.8%

Description	Function Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			(16,295.65)	0.00	-100.0%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	16,295.65	0.00	-100.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			16,295.65	0.00	-100.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			16,295.65	0.00	-100.0%
2) Ending Balance, June 30 (E + F1e)			0.00	0.00	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			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	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	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	23,620,544.18	24,167,991.00	2.3%
3) Other State Revenue		8300-8599	1,457,636.00	1,500,000.00	2.9%
4) Other Local Revenue		8600-8799	2,016,711.54	1,280,000.00	-36.5%
5) TOTAL, REVENUES			27,094,891.72	26,947,991.00	-0.5%
<b>B. EXPENDITURES</b>					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	7,321,097.20	7,318,337.00	0.0%
3) Employee Benefits		3000-3999	4,915,111.00	4,884,485.00	-0.6%
4) Books and Supplies		4000-4999	13,269,006.58	13,135,619.00	-1.0%
5) Services and Other Operating Expenditures		5000-5999	246,781.00	296,000.00	19.9%
6) Capital Outlay		6000-6999	2,795,563.59	160,000.00	-94.3%
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	1,248,126.94	1,153,550.00	-7.6%
9) TOTAL, EXPENDITURES			29,795,686.31	26,947,991.00	-9.6%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			(2,700,794.59)	0.00	-100.0%
<b>D. OTHER FINANCING SOURCES/USES</b>					
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	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			(2,700,794.59)	0.00	-100.0%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	11,206,788.34	8,505,993.75	-24.1%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			11,206,788.34	8,505,993.75	-24.1%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			11,206,788.34	8,505,993.75	-24.1%
2) Ending Balance, June 30 (E + F1e)			8,505,993.75	8,505,993.75	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			8,288,076.89	8,288,076.89	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	217,916.86	217,916.86	0.0%
Cafeteria Fund	0000	9780		217,916.86	
Cafeteria Fund	0000	9780	217,916.86		
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	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>G. ASSETS</b>					
1) Cash					
a) in County Treasury		9110	0.00		
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	0.00		
3) Accounts Receivable		9200	0.00		
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			0.00		
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
<b>I. LIABILITIES</b>					
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			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
<b>J. DEFERRED INFLOWS OF RESOURCES</b>					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
<b>K. FUND EQUITY</b>					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			0.00		

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>FEDERAL REVENUE</b>					
Child Nutrition Programs		8220	23,620,544.18	24,167,991.00	2.3%
Donated Food Commodities		8221	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
<b>TOTAL, FEDERAL REVENUE</b>			<b>23,620,544.18</b>	<b>24,167,991.00</b>	<b>2.3%</b>
<b>OTHER STATE REVENUE</b>					
Child Nutrition Programs		8520	1,452,000.00	1,500,000.00	3.3%
All Other State Revenue		8590	5,636.00	0.00	-100.0%
<b>TOTAL, OTHER STATE REVENUE</b>			<b>1,457,636.00</b>	<b>1,500,000.00</b>	<b>2.9%</b>
<b>OTHER LOCAL REVENUE</b>					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Food Service Sales		8634	1,700,000.00	1,000,000.00	-41.2%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	60,000.00	65,000.00	8.3%
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	256,711.54	215,000.00	-16.2%
<b>TOTAL, OTHER LOCAL REVENUE</b>			<b>2,016,711.54</b>	<b>1,280,000.00</b>	<b>-36.5%</b>
<b>TOTAL, REVENUES</b>			<b>27,094,891.72</b>	<b>26,947,991.00</b>	<b>-0.5%</b>

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>CERTIFICATED SALARIES</b>					
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%
<b>CLASSIFIED SALARIES</b>					
Classified Support Salaries		2200	6,556,869.20	6,629,763.00	1.1%
Classified Supervisors' and Administrators' Salaries		2300	432,203.00	352,740.00	-18.4%
Clerical, Technical and Office Salaries		2400	332,025.00	335,834.00	1.1%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			7,321,097.20	7,318,337.00	0.0%
<b>EMPLOYEE BENEFITS</b>					
STRS		3101-3102	21,506.00	0.00	-100.0%
PERS		3201-3202	910,799.00	965,719.00	6.0%
OASDI/Medicare/Alternative		3301-3302	518,518.00	510,454.00	-1.6%
Health and Welfare Benefits		3401-3402	2,639,199.00	2,618,085.00	-0.8%
Unemployment Insurance		3501-3502	3,711.00	3,638.00	-2.0%
Workers' Compensation		3601-3602	125,783.00	122,964.00	-2.2%
OPEB, Allocated		3701-3702	693,468.00	661,615.00	-4.6%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	2,127.00	2,010.00	-5.5%
TOTAL, EMPLOYEE BENEFITS			4,915,111.00	4,884,485.00	-0.6%
<b>BOOKS AND SUPPLIES</b>					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	1,089,841.00	1,081,257.00	-0.8%
Noncapitalized Equipment		4400	136,942.31	170,000.00	24.1%
Food		4700	12,042,223.27	11,884,362.00	-1.3%
TOTAL, BOOKS AND SUPPLIES			13,269,006.58	13,135,619.00	-1.0%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>					
Subagreements for Services		5100	0.00	10,000.00	New
Travel and Conferences		5200	9,300.00	11,500.00	23.7%
Dues and Memberships		5300	574.00	0.00	-100.0%
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	87,913.46	99,000.00	12.6%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	(227,353.12)	(6,000.00)	-97.4%
Professional/Consulting Services and Operating Expenditures		5800	375,406.66	180,000.00	-52.1%
Communications		5900	940.00	1,500.00	59.6%
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES</b>			<b>246,781.00</b>	<b>296,000.00</b>	<b>19.9%</b>
<b>CAPITAL OUTLAY</b>					
Buildings and Improvements of Buildings		6200	2,417,213.59	10,000.00	-99.6%
Equipment		6400	378,350.00	150,000.00	-60.4%
Equipment Replacement		6500	0.00	0.00	0.0%
<b>TOTAL, CAPITAL OUTLAY</b>			<b>2,795,563.59</b>	<b>160,000.00</b>	<b>-94.3%</b>
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>					
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
<b>TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)</b>			<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>					
Transfers of Indirect Costs - Interfund		7350	1,248,126.94	1,153,550.00	-7.6%
<b>TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>			<b>1,248,126.94</b>	<b>1,153,550.00</b>	<b>-7.6%</b>
<b>TOTAL, EXPENDITURES</b>			<b>29,795,686.31</b>	<b>26,947,991.00</b>	<b>-9.6%</b>

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>INTERFUND TRANSFERS</b>					
<b>INTERFUND TRANSFERS IN</b>					
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%
<b>INTERFUND TRANSFERS OUT</b>					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>					
<b>SOURCES</b>					
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%
<b>USES</b>					
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%
<b>CONTRIBUTIONS</b>					
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	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	23,620,544.18	24,167,991.00	2.3%
3) Other State Revenue		8300-8599	1,457,636.00	1,500,000.00	2.9%
4) Other Local Revenue		8600-8799	2,016,711.54	1,280,000.00	-36.5%
5) TOTAL, REVENUES			27,094,891.72	26,947,991.00	-0.5%
<b>B. EXPENDITURES (Objects 1000-7999)</b>					
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		26,105,007.78	25,784,441.00	-1.2%
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		1,248,126.94	1,153,550.00	-7.6%
8) Plant Services	8000-8999		2,442,551.59	10,000.00	-99.6%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			29,795,686.31	26,947,991.00	-9.6%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)</b>			(2,700,794.59)	0.00	-100.0%
<b>D. OTHER FINANCING SOURCES/USES</b>					
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	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			(2,700,794.59)	0.00	-100.0%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	11,206,788.34	8,505,993.75	-24.1%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			11,206,788.34	8,505,993.75	-24.1%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			11,206,788.34	8,505,993.75	-24.1%
2) Ending Balance, June 30 (E + F1e)			8,505,993.75	8,505,993.75	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			8,288,076.89	8,288,076.89	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	217,916.86	217,916.86	0.0%
Cafeteria Fund	0000	9780		217,916.86	
Cafeteria Fund	0000	9780	217,916.86		
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%



<b>Resource</b>	<b>Description</b>	<b>2018-19 Estimated Actuals</b>	<b>2019-20 Budget</b>
5320	Child Nutrition: Child Care Food Program (CCFP) Claims-Cen	8,261,722.02	8,261,722.02
5330	Child Nutrition: Summer Food Service Program Operations	26,354.87	26,354.87
Total, Restricted Balance		<u>8,288,076.89</u>	<u>8,288,076.89</u>

## 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 and Capital Facilities Funds.

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>A. REVENUES</b>					
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	6,013,094.20	0.00	-100.0%
5) TOTAL, REVENUES			6,013,094.20	0.00	-100.0%
<b>B. EXPENDITURES</b>					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	816,662.78	769,378.00	-5.8%
3) Employee Benefits		3000-3999	333,149.28	387,597.06	16.3%
4) Books and Supplies		4000-4999	341,664.08	0.00	-100.0%
5) Services and Other Operating Expenditures		5000-5999	784,378.80	0.00	-100.0%
6) Capital Outlay		6000-6999	146,348,685.03	44,314,775.94	-69.7%
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			148,624,539.97	45,471,751.00	-69.4%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			(142,611,445.77)	(45,471,751.00)	-68.1%
<b>D. OTHER FINANCING SOURCES/USES</b>					
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	40,900,000.00	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			40,900,000.00	0.00	-100.0%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			(101,711,445.77)	(45,471,751.00)	-55.3%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	147,183,196.77	45,471,751.00	-69.1%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			147,183,196.77	45,471,751.00	-69.1%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			147,183,196.77	45,471,751.00	-69.1%
2) Ending Balance, June 30 (E + F1e)			45,471,751.00	0.00	-100.0%
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			44,221,751.00	0.00	-100.0%
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	1,250,000.00	0.00	-100.0%
Building Fund	0000	9780	1,250,000.00		
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	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>G. ASSETS</b>					
1) Cash					
a) in County Treasury		9110	0.00		
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	0.00		
3) Accounts Receivable		9200	0.00		
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			0.00		
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
<b>I. LIABILITIES</b>					
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		
<b>J. DEFERRED INFLOWS OF RESOURCES</b>					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
<b>K. FUND EQUITY</b>					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			0.00		

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>FEDERAL REVENUE</b>					
FEMA		8281	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
<b>TOTAL, FEDERAL REVENUE</b>			0.00	0.00	0.0%
<b>OTHER STATE REVENUE</b>					
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%
<b>TOTAL, OTHER STATE REVENUE</b>			0.00	0.00	0.0%
<b>OTHER LOCAL REVENUE</b>					
Other Local Revenue County and District Taxes					
Other Restricted Levies Secured Roll					
		8615	0.00	0.00	0.0%
		8616	0.00	0.00	0.0%
		8617	0.00	0.00	0.0%
		8618	0.00	0.00	0.0%
Non-Ad Valorem Taxes Parcel Taxes					
		8621	0.00	0.00	0.0%
		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	1,906,406.04	0.00	-100.0%
Net Increase (Decrease) in the Fair Value of Investments					
		8662	0.00	0.00	0.0%
Other Local Revenue					
		8699	4,106,688.16	0.00	-100.0%
		8799	0.00	0.00	0.0%
<b>TOTAL, OTHER LOCAL REVENUE</b>			6,013,094.20	0.00	-100.0%
<b>TOTAL, REVENUES</b>			6,013,094.20	0.00	-100.0%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>CLASSIFIED SALARIES</b>					
Classified Support Salaries		2200	0.00	62,235.00	New
Classified Supervisors' and Administrators' Salaries		2300	560,509.82	414,543.00	-26.0%
Clerical, Technical and Office Salaries		2400	247,974.46	292,600.00	18.0%
Other Classified Salaries		2900	8,178.50	0.00	-100.0%
<b>TOTAL, CLASSIFIED SALARIES</b>			<b>816,662.78</b>	<b>769,378.00</b>	<b>-5.8%</b>
<b>EMPLOYEE BENEFITS</b>					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	143,014.64	159,038.00	11.2%
OASDI/Medicare/Alternative		3301-3302	52,535.49	55,664.06	6.0%
Health and Welfare Benefits		3401-3402	86,559.51	120,885.00	39.7%
Unemployment Insurance		3501-3502	397.11	381.00	-4.1%
Workers' Compensation		3601-3602	13,559.84	12,928.00	-4.7%
OPEB, Allocated		3701-3702	36,288.08	38,054.00	4.9%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	794.61	647.00	-18.6%
<b>TOTAL, EMPLOYEE BENEFITS</b>			<b>333,149.28</b>	<b>387,597.06</b>	<b>16.3%</b>
<b>BOOKS AND SUPPLIES</b>					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	83,045.82	0.00	-100.0%
Noncapitalized Equipment		4400	258,618.26	0.00	-100.0%
<b>TOTAL, BOOKS AND SUPPLIES</b>			<b>341,664.08</b>	<b>0.00</b>	<b>-100.0%</b>
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	1,742.54	0.00	-100.0%
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	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
Professional/Consulting Services and Operating Expenditures		5800	782,636.26	0.00	-100.0%
Communications		5900	0.00	0.00	0.0%
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES</b>			<b>784,378.80</b>	<b>0.00</b>	<b>-100.0%</b>
<b>CAPITAL OUTLAY</b>					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	19,061,048.99	0.00	-100.0%
Buildings and Improvements of Buildings		6200	121,035,761.29	44,314,775.94	-63.4%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	6,251,874.75	0.00	-100.0%
Equipment Replacement		6500	0.00	0.00	0.0%
<b>TOTAL, CAPITAL OUTLAY</b>			<b>146,348,685.03</b>	<b>44,314,775.94</b>	<b>-69.7%</b>
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>					
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%
<b>TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)</b>			<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>TOTAL, EXPENDITURES</b>			<b>148,624,539.97</b>	<b>45,471,751.00</b>	<b>-69.4%</b>



Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>INTERFUND TRANSFERS</b>					
<b>INTERFUND TRANSFERS IN</b>					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>					
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	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>OTHER SOURCES/USES</b>					
<b>SOURCES</b>					
Proceeds					
Proceeds from Sale of Bonds		8951	40,900,000.00	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			40,900,000.00	0.00	-100.0%
<b>USES</b>					
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%
<b>CONTRIBUTIONS</b>					
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)			40,900,000.00	0.00	-100.0%

Description	Function Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>A. REVENUES</b>					
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	6,013,094.20	0.00	-100.0%
5) TOTAL, REVENUES			6,013,094.20	0.00	-100.0%
<b>B. EXPENDITURES (Objects 1000-7999)</b>					
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		148,200,539.97	45,471,751.00	-69.3%
9) Other Outgo	9000-9999	Except 7600-7699	424,000.00	0.00	-100.0%
10) TOTAL, EXPENDITURES			148,624,539.97	45,471,751.00	-69.4%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)</b>			(142,611,445.77)	(45,471,751.00)	-68.1%
<b>D. OTHER FINANCING SOURCES/USES</b>					
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	40,900,000.00	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			40,900,000.00	0.00	-100.0%

Description	Function Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			(101,711,445.77)	(45,471,751.00)	-55.3%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	147,183,196.77	45,471,751.00	-69.1%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			147,183,196.77	45,471,751.00	-69.1%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			147,183,196.77	45,471,751.00	-69.1%
2) Ending Balance, June 30 (E + F1e)			45,471,751.00	0.00	-100.0%
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			44,221,751.00	0.00	-100.0%
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	1,250,000.00	0.00	-100.0%
Building Fund	0000	9780	1,250,000.00		
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

<b>Resource</b>	<b>Description</b>	<b>2018-19 Estimated Actuals</b>	<b>2019-20 Budget</b>
9010	Other Restricted Local	44,221,751.00	0.00
Total, Restricted Balance		44,221,751.00	0.00

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>A. REVENUES</b>					
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	3,867,654.74	2,000,000.00	-48.3%
5) TOTAL, REVENUES			3,867,654.74	2,000,000.00	-48.3%
<b>B. EXPENDITURES</b>					
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	37,050.45	0.00	-100.0%
6) Capital Outlay		6000-6999	1,322,915.55	4,000,000.00	202.4%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	4,411,120.00	3,668,507.00	-16.8%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			5,771,086.00	7,668,507.00	32.9%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			(1,903,431.26)	(5,668,507.00)	197.8%
<b>D. OTHER FINANCING SOURCES/USES</b>					
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	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			(1,903,431.26)	(5,668,507.00)	197.8%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	14,663,941.31	12,760,510.05	-13.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			14,663,941.31	12,760,510.05	-13.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			14,663,941.31	12,760,510.05	-13.0%
2) Ending Balance, June 30 (E + F1e)			12,760,510.05	7,092,003.05	-44.4%
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			7,396,568.74	1,728,061.74	-76.6%
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	5,363,941.31	5,363,941.31	0.0%
Capital Facilities Fund	0000	9780		5,363,941.31	
Capital Facilities Fund	0000	9780	5,363,941.31		
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	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>G. ASSETS</b>					
1) Cash					
a) in County Treasury		9110	0.00		
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	0.00		
3) Accounts Receivable		9200	0.00		
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			0.00		
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
<b>I. LIABILITIES</b>					
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		
<b>J. DEFERRED INFLOWS OF RESOURCES</b>					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
<b>K. FUND EQUITY</b>					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			0.00		



Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>OTHER STATE REVENUE</b>					
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%
<b>TOTAL, OTHER STATE REVENUE</b>			0.00	0.00	0.0%
<b>OTHER LOCAL REVENUE</b>					
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	1,728,061.74	0.00	-100.0%
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%
Interest					
		8660	139,593.00	0.00	-100.0%
Net Increase (Decrease) in the Fair Value of Investments					
		8662	0.00	0.00	0.0%
Fees and Contracts Mitigation/Developer Fees					
		8681	2,000,000.00	2,000,000.00	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%
<b>TOTAL, OTHER LOCAL REVENUE</b>			3,867,654.74	2,000,000.00	-48.3%
<b>TOTAL, REVENUES</b>			3,867,654.74	2,000,000.00	-48.3%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>CERTIFICATED SALARIES</b>					
Other Certificated Salaries		1900	0.00	0.00	0.0%
<b>TOTAL, CERTIFICATED SALARIES</b>			0.00	0.00	0.0%
<b>CLASSIFIED SALARIES</b>					
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%
<b>TOTAL, CLASSIFIED SALARIES</b>			0.00	0.00	0.0%
<b>EMPLOYEE BENEFITS</b>					
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%
<b>TOTAL, EMPLOYEE BENEFITS</b>			0.00	0.00	0.0%
<b>BOOKS AND SUPPLIES</b>					
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	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
<b>TOTAL, BOOKS AND SUPPLIES</b>			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>					
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%
Professional/Consulting Services and Operating Expenditures		5800	37,050.45	0.00	-100.0%
Communications		5900	0.00	0.00	0.0%
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES</b>			<b>37,050.45</b>	<b>0.00</b>	<b>-100.0%</b>
<b>CAPITAL OUTLAY</b>					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	1,322,915.55	4,000,000.00	202.4%
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%
<b>TOTAL, CAPITAL OUTLAY</b>			<b>1,322,915.55</b>	<b>4,000,000.00</b>	<b>202.4%</b>
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	1,966,120.00	1,098,507.00	-44.1%
Other Debt Service - Principal		7439	2,445,000.00	2,570,000.00	5.1%
<b>TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)</b>			<b>4,411,120.00</b>	<b>3,668,507.00</b>	<b>-16.8%</b>
<b>TOTAL, EXPENDITURES</b>			<b>5,771,086.00</b>	<b>7,668,507.00</b>	<b>32.9%</b>

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>INTERFUND TRANSFERS</b>					
<b>INTERFUND TRANSFERS IN</b>					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>					
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%
<b>OTHER SOURCES/USES</b>					
<b>SOURCES</b>					
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%
<b>USES</b>					
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%
<b>CONTRIBUTIONS</b>					
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%
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Description	Function Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>A. REVENUES</b>					
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	3,867,654.74	2,000,000.00	-48.3%
5) TOTAL, REVENUES			3,867,654.74	2,000,000.00	-48.3%
<b>B. EXPENDITURES (Objects 1000-7999)</b>					
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		1,359,966.00	4,000,000.00	194.1%
9) Other Outgo	9000-9999	Except 7600-7699	4,411,120.00	3,668,507.00	-16.8%
10) TOTAL, EXPENDITURES			5,771,086.00	7,668,507.00	32.9%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)</b>			(1,903,431.26)	(5,668,507.00)	197.8%
<b>D. OTHER FINANCING SOURCES/USES</b>					
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	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			(1,903,431.26)	(5,668,507.00)	197.8%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	14,663,941.31	12,760,510.05	-13.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			14,663,941.31	12,760,510.05	-13.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			14,663,941.31	12,760,510.05	-13.0%
2) Ending Balance, June 30 (E + F1e)			12,760,510.05	7,092,003.05	-44.4%
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			7,396,568.74	1,728,061.74	-76.6%
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	5,363,941.31	5,363,941.31	0.0%
Capital Facilities Fund	0000	9780		5,363,941.31	
Capital Facilities Fund	0000	9780	5,363,941.31		
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

<b>Resource</b>	<b>Description</b>	<b>2018-19 Estimated Actuals</b>	<b>2019-20 Budget</b>
9010	Other Restricted Local	7,396,568.74	1,728,061.74
Total, Restricted Balance		<u>7,396,568.74</u>	<u>1,728,061.74</u>

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>A. REVENUES</b>					
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	1,757,738.00	1,813,798.00	3.2%
5) TOTAL, REVENUES			1,757,738.00	1,813,798.00	3.2%
<b>B. EXPENDITURES</b>					
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	3,533,832.23	153,291.00	-95.7%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	1,590,821.00	1,798,507.00	13.1%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			5,124,653.23	1,951,798.00	-61.9%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			(3,366,915.23)	(138,000.00)	-95.9%
<b>D. OTHER FINANCING SOURCES/USES</b>					
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	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			(3,366,915.23)	(138,000.00)	-95.9%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	3,504,915.23	138,000.00	-96.1%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			3,504,915.23	138,000.00	-96.1%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			3,504,915.23	138,000.00	-96.1%
2) Ending Balance, June 30 (E + F1e)			138,000.00	0.00	-100.0%
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	138,000.00	0.00	-100.0%
Capital Project Fund for Blended Component	0000	9780	138,000.00		
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	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>G. ASSETS</b>					
1) Cash					
a) in County Treasury		9110	0.00		
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	0.00		
3) Accounts Receivable		9200	0.00		
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			0.00		
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
<b>I. LIABILITIES</b>					
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		
<b>J. DEFERRED INFLOWS OF RESOURCES</b>					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
<b>K. FUND EQUITY</b>					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			0.00		

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>FEDERAL REVENUE</b>					
All Other Federal Revenue		8290	0.00	0.00	0.0%
<b>TOTAL, FEDERAL REVENUE</b>			0.00	0.00	0.0%
<b>OTHER STATE REVENUE</b>					
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%
<b>TOTAL, OTHER STATE REVENUE</b>			0.00	0.00	0.0%
<b>OTHER LOCAL REVENUE</b>					
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	1,740,157.00	1,813,798.00	4.2%
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	17,581.00	0.00	-100.0%
Net Increase (Decrease) in the Fair Value of Investments					
		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue					
		8699	0.00	0.00	0.0%
All Other Transfers In from All Others					
		8799	0.00	0.00	0.0%
<b>TOTAL, OTHER LOCAL REVENUE</b>			1,757,738.00	1,813,798.00	3.2%
<b>TOTAL, REVENUES</b>			1,757,738.00	1,813,798.00	3.2%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>CLASSIFIED SALARIES</b>					
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%
<b>TOTAL, CLASSIFIED SALARIES</b>			0.00	0.00	0.0%
<b>EMPLOYEE BENEFITS</b>					
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%
<b>TOTAL, EMPLOYEE BENEFITS</b>			0.00	0.00	0.0%
<b>BOOKS AND SUPPLIES</b>					
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%
<b>TOTAL, BOOKS AND SUPPLIES</b>			0.00	0.00	0.0%
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>					
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	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.0%
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES</b>			0.00	0.00	0.0%
<b>CAPITAL OUTLAY</b>					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	3,533,832.23	153,291.00	-95.7%
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%
<b>TOTAL, CAPITAL OUTLAY</b>			3,533,832.23	153,291.00	-95.7%
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>					
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	1,590,821.00	1,798,507.00	13.1%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
<b>TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)</b>			1,590,821.00	1,798,507.00	13.1%
<b>TOTAL, EXPENDITURES</b>			5,124,653.23	1,951,798.00	-61.9%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>INTERFUND TRANSFERS</b>					
<b>INTERFUND TRANSFERS IN</b>					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>					
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	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>OTHER SOURCES/USES</b>					
<b>SOURCES</b>					
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%
<b>USES</b>					
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%
<b>CONTRIBUTIONS</b>					
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%
<b>TOTAL, OTHER FINANCING SOURCES/USES</b> (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>A. REVENUES</b>					
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	1,757,738.00	1,813,798.00	3.2%
5) TOTAL, REVENUES			1,757,738.00	1,813,798.00	3.2%
<b>B. EXPENDITURES (Objects 1000-7999)</b>					
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		3,533,832.23	153,291.00	-95.7%
9) Other Outgo	9000-9999	Except 7600-7699	1,590,821.00	1,798,507.00	13.1%
10) TOTAL, EXPENDITURES			5,124,653.23	1,951,798.00	-61.9%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)</b>					
			(3,366,915.23)	(138,000.00)	-95.9%
<b>D. OTHER FINANCING SOURCES/USES</b>					
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	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			(3,366,915.23)	(138,000.00)	-95.9%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	3,504,915.23	138,000.00	-96.1%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			3,504,915.23	138,000.00	-96.1%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			3,504,915.23	138,000.00	-96.1%
2) Ending Balance, June 30 (E + F1e)			138,000.00	0.00	-100.0%
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 (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	138,000.00	0.00	-100.0%
Capital Project Fund for Blended Component	0000	9780	138,000.00		
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

## 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.

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>A. REVENUES</b>					
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	2,415,601.00	330,000.00	-86.3%
4) Other Local Revenue		8600-8799	45,681,140.00	44,417,325.00	-2.8%
5) TOTAL, REVENUES			48,096,741.00	44,747,325.00	-7.0%
<b>B. EXPENDITURES</b>					
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	49,281,755.00	49,933,401.00	1.3%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			49,281,755.00	49,933,401.00	1.3%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			(1,185,014.00)	(5,186,076.00)	337.6%
<b>D. OTHER FINANCING SOURCES/USES</b>					
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	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			(1,185,014.00)	(5,186,076.00)	337.6%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	39,273,247.22	38,088,233.22	-3.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			39,273,247.22	38,088,233.22	-3.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			39,273,247.22	38,088,233.22	-3.0%
2) Ending Balance, June 30 (E + F1e)			38,088,233.22	32,902,157.22	-13.6%
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			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	38,088,233.22	32,902,157.22	-13.6%
Bond Interest and Redemption Fund	0000	9780		32,902,157.22	
Bond Interest and Redemption Fund	0000	9780	38,088,233.22		
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	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>G. ASSETS</b>					
1) Cash					
a) in County Treasury		9110	0.00		
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	0.00		
3) Accounts Receivable		9200	0.00		
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			0.00		
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
<b>I. LIABILITIES</b>					
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		
<b>J. DEFERRED INFLOWS OF RESOURCES</b>					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
<b>K. FUND EQUITY</b>					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			0.00		

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>FEDERAL REVENUE</b>					
All Other Federal Revenue		8290	0.00	0.00	0.0%
<b>TOTAL, FEDERAL REVENUE</b>			0.00	0.00	0.0%
<b>OTHER STATE REVENUE</b>					
Tax Relief Subventions Voted Indebtedness Levies					
Homeowners' Exemptions		8571	408,829.00	329,115.00	-19.5%
Other Subventions/In-Lieu Taxes		8572	2,006,772.00	885.00	-100.0%
<b>TOTAL, OTHER STATE REVENUE</b>			2,415,601.00	330,000.00	-86.3%
<b>OTHER LOCAL REVENUE</b>					
Other Local Revenue County and District Taxes Voted Indebtedness Levies Secured Roll		8611	44,064,435.00	34,074,893.00	-22.7%
Unsecured Roll		8612	1,616,705.00	1,439,814.00	-10.9%
Prior Years' Taxes		8613	0.00	2,677,807.00	New
Supplemental Taxes		8614	0.00	1,281,072.00	New
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	5,569.00	New
Interest		8660	0.00	1,247,083.00	New
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%
<b>TOTAL, OTHER LOCAL REVENUE</b>			45,681,140.00	44,417,325.00	-2.8%
<b>TOTAL, REVENUES</b>			48,096,741.00	44,747,325.00	-7.0%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>					
Debt Service					
Bond Redemptions		7433	0.00	0.00	0.0%
Bond Interest and Other Service Charges		7434	17,000.00	0.00	-100.0%
Debt Service - Interest		7438	20,363,088.00	19,983,401.00	-1.9%
Other Debt Service - Principal		7439	28,901,667.00	29,950,000.00	3.6%
<b>TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)</b>			<b>49,281,755.00</b>	<b>49,933,401.00</b>	<b>1.3%</b>
<b>TOTAL, EXPENDITURES</b>			<b>49,281,755.00</b>	<b>49,933,401.00</b>	<b>1.3%</b>

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>INTERFUND TRANSFERS</b>					
<b>INTERFUND TRANSFERS IN</b>					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
<b>(a) TOTAL, INTERFUND TRANSFERS IN</b>			0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>					
To: General Fund		7614	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
<b>(b) TOTAL, INTERFUND TRANSFERS OUT</b>			0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>					
<b>SOURCES</b>					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
<b>(c) TOTAL, SOURCES</b>			0.00	0.00	0.0%
<b>USES</b>					
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%
<b>(d) TOTAL, USES</b>			0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
<b>(e) TOTAL, CONTRIBUTIONS</b>			0.00	0.00	0.0%
<b>TOTAL, OTHER FINANCING SOURCES/USES</b> (a - b + c - d + e)			0.00	0.00	0.0%



Description	Function Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>A. REVENUES</b>					
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	2,415,601.00	330,000.00	-86.3%
4) Other Local Revenue		8600-8799	45,681,140.00	44,417,325.00	-2.8%
5) TOTAL, REVENUES			48,096,741.00	44,747,325.00	-7.0%
<b>B. EXPENDITURES (Objects 1000-7999)</b>					
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	49,281,755.00	49,933,401.00	1.3%
10) TOTAL, EXPENDITURES			49,281,755.00	49,933,401.00	1.3%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)</b>			(1,185,014.00)	(5,186,076.00)	337.6%
<b>D. OTHER FINANCING SOURCES/USES</b>					
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	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			(1,185,014.00)	(5,186,076.00)	337.6%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	39,273,247.22	38,088,233.22	-3.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			39,273,247.22	38,088,233.22	-3.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			39,273,247.22	38,088,233.22	-3.0%
2) Ending Balance, June 30 (E + F1e)			38,088,233.22	32,902,157.22	-13.6%
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			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	38,088,233.22	32,902,157.22	-13.6%
Bond Interest and Redemption Fund	0000	9780		32,902,157.22	
Bond Interest and Redemption Fund	0000	9780	38,088,233.22		
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

# 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	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>A. REVENUES</b>					
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	15,372,566.00	15,081,576.00	-1.9%
5) TOTAL, REVENUES			15,372,566.00	15,081,576.00	-1.9%
<b>B. EXPENSES</b>					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	345,399.00	337,923.00	-2.2%
3) Employee Benefits		3000-3999	223,055.00	216,790.10	-2.8%
4) Books and Supplies		4000-4999	71,500.00	71,500.00	0.0%
5) Services and Other Operating Expenses		5000-5999	14,714,878.00	14,455,362.90	-1.8%
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			15,354,832.00	15,081,576.00	-1.8%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>					
			17,734.00	0.00	-100.0%
<b>D. OTHER FINANCING SOURCES/USES</b>					
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	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)</b>			17,734.00	0.00	-100.0%
<b>F. NET POSITION</b>					
1) Beginning Net Position					
a) As of July 1 - Unaudited		9791	11,630,221.25	11,647,955.25	0.2%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			11,630,221.25	11,647,955.25	0.2%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Net Position (F1c + F1d)			11,630,221.25	11,647,955.25	0.2%
2) Ending Net Position, June 30 (E + F1e)			11,647,955.25	11,647,955.25	0.0%
Components of Ending Net Position					
a) Net Investment in Capital Assets		9796	11,647,955.25	11,647,955.25	0.0%
b) Restricted Net Position		9797	0.00	0.00	0.0%
c) Unrestricted Net Position		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>G. ASSETS</b>					
1) Cash					
a) in County Treasury		9110	0.00		
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	0.00		
3) Accounts Receivable		9200	0.00		
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) 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			0.00		
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>I. LIABILITIES</b>					
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			
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			0.00		
<b>J. DEFERRED INFLOWS OF RESOURCES</b>					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
<b>K. NET POSITION</b>					
Net Position, June 30 (G10 + H2) - (I7 + J2)			0.00		

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>OTHER STATE REVENUE</b>					
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%
<b>TOTAL, OTHER STATE REVENUE</b>			0.00	0.00	0.0%
<b>OTHER LOCAL REVENUE</b>					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	67,249.00	0.00	-100.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
In-District Premiums/ Contributions		8674	15,305,317.00	15,081,576.00	-1.5%
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%
<b>TOTAL, OTHER LOCAL REVENUE</b>			15,372,566.00	15,081,576.00	-1.9%
<b>TOTAL, REVENUES</b>			15,372,566.00	15,081,576.00	-1.9%



Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>CERTIFICATED SALARIES</b>					
Certificated Pupil Support Salaries		1200	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
<b>TOTAL, CERTIFICATED SALARIES</b>			0.00	0.00	0.0%
<b>CLASSIFIED SALARIES</b>					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	88,643.00	88,298.00	-0.4%
Clerical, Technical and Office Salaries		2400	256,756.00	249,625.00	-2.8%
Other Classified Salaries		2900	0.00	0.00	0.0%
<b>TOTAL, CLASSIFIED SALARIES</b>			345,399.00	337,923.00	-2.2%
<b>EMPLOYEE BENEFITS</b>					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	61,995.00	69,727.00	12.5%
OASDI/Medicare/Alternative		3301-3302	25,158.00	25,020.10	-0.5%
Health and Welfare Benefits		3401-3402	99,294.00	88,396.00	-11.0%
Unemployment Insurance		3501-3502	164.00	163.00	-0.6%
Workers' Compensation		3601-3602	5,802.00	5,677.00	-2.2%
OPEB, Allocated		3701-3702	30,447.00	27,468.00	-9.8%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	195.00	339.00	73.8%
<b>TOTAL, EMPLOYEE BENEFITS</b>			223,055.00	216,790.10	-2.8%
<b>BOOKS AND SUPPLIES</b>					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	56,000.00	56,000.00	0.0%
Noncapitalized Equipment		4400	15,500.00	15,500.00	0.0%
<b>TOTAL, BOOKS AND SUPPLIES</b>			71,500.00	71,500.00	0.0%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>SERVICES AND OTHER OPERATING EXPENSES</b>					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	11,000.00	11,000.00	0.0%
Dues and Memberships		5300	2,000.00	2,000.00	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 - Interfund		5750	4,000.00	4,000.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	14,697,878.00	14,438,362.90	-1.8%
Communications		5900	0.00	0.00	0.0%
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENSES</b>			<b>14,714,878.00</b>	<b>14,455,362.90</b>	<b>-1.8%</b>
<b>DEPRECIATION</b>					
Depreciation Expense		6900	0.00	0.00	0.0%
<b>TOTAL, DEPRECIATION</b>			<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>TOTAL, EXPENSES</b>			<b>15,354,832.00</b>	<b>15,081,576.00</b>	<b>-1.8%</b>

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>INTERFUND TRANSFERS</b>					
<b>INTERFUND TRANSFERS IN</b>					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>					
<b>SOURCES</b>					
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%
<b>USES</b>					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>					
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	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>A. REVENUES</b>					
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	15,372,566.00	15,081,576.00	-1.9%
5) TOTAL, REVENUES			15,372,566.00	15,081,576.00	-1.9%
<b>B. EXPENSES (Objects 1000-7999)</b>					
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		15,354,832.00	15,081,576.00	-1.8%
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	0.00	0.00	0.0%
10) TOTAL, EXPENSES			15,354,832.00	15,081,576.00	-1.8%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)</b>			17,734.00	0.00	-100.0%
<b>D. OTHER FINANCING SOURCES/USES</b>					
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	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)</b>			17,734.00	0.00	-100.0%
<b>F. NET POSITION</b>					
1) Beginning Net Position					
a) As of July 1 - Unaudited		9791	11,630,221.25	11,647,955.25	0.2%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			11,630,221.25	11,647,955.25	0.2%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Net Position (F1c + F1d)			11,630,221.25	11,647,955.25	0.2%
2) Ending Net Position, June 30 (E + F1e)			11,647,955.25	11,647,955.25	0.0%
Components of Ending Net Position					
a) Net Investment in Capital Assets		9796	11,647,955.25	11,647,955.25	0.0%
b) Restricted Net Position		9797	0.00	0.00	0.0%
c) Unrestricted Net Position		9790	0.00	0.00	0.0%

Description	2018-19 Estimated Actuals			2019-20 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
<b>A. DISTRICT</b>						
<b>1. Total District Regular ADA</b> 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)	38,417.29	38,417.29	38,541.73	38,018.96	38,018.96	38,417.29
<b>2. Total Basic Aid Choice/Court Ordered Voluntary Pupil Transfer Regular ADA</b> 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)						
<b>3. Total Basic Aid Open Enrollment Regular ADA</b> 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)						
<b>4. Total, District Regular ADA (Sum of Lines A1 through A3)</b>	38,417.29	38,417.29	38,541.73	38,018.96	38,018.96	38,417.29
<b>5. District Funded County Program ADA</b>						
a. County Community Schools	45.12	45.12	45.12	45.12	45.12	45.12
b. Special Education-Special Day Class	24.79	24.79	24.79	24.79	24.79	24.79
c. Special Education-NPS/LCI						
d. Special Education Extended Year	2.40	2.40	2.40	2.40	2.40	2.40
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]						
<b>g. Total, District Funded County Program ADA (Sum of Lines A5a through A5f)</b>	72.31	72.31	72.31	72.31	72.31	72.31
<b>6. TOTAL DISTRICT ADA (Sum of Line A4 and Line A5g)</b>	38,489.60	38,489.60	38,614.04	38,091.27	38,091.27	38,489.60
<b>7. Adults in Correctional Facilities</b>						
<b>8. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)</b>						

Description	2018-19 Estimated Actuals			2019-20 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
<b>C. CHARTER SCHOOL ADA</b>						
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						
<b>FUND 01: Charter School ADA corresponding to SACS financial data reported in Fund 01.</b>						
<b>1. Total Charter School Regular ADA</b>						
<b>2. Charter School County Program Alternative Education ADA</b>						
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)]						
<b>d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C2a through C2c)</b>	0.00	0.00	0.00	0.00	0.00	0.00
<b>3. Charter School Funded County Program ADA</b>						
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						
<b>f. Total, Charter School Funded County Program ADA (Sum of Lines C3a through C3e)</b>	0.00	0.00	0.00	0.00	0.00	0.00
<b>4. TOTAL CHARTER SCHOOL ADA (Sum of Lines C1, C2d, and C3f)</b>	0.00	0.00	0.00	0.00	0.00	0.00
<b>FUND 09 or 62: Charter School ADA corresponding to SACS financial data reported in Fund 09 or Fund 62.</b>						
<b>5. Total Charter School Regular ADA</b>	1,727.77	1,727.77	1,727.77	1,687.16	1,687.16	1,687.16
<b>6. Charter School County Program Alternative Education ADA</b>						
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)]						
<b>d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C6a through C6c)</b>	0.00	0.00	0.00	0.00	0.00	0.00
<b>7. Charter School Funded County Program ADA</b>						
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						
<b>f. Total, Charter School Funded County Program ADA (Sum of Lines C7a through C7e)</b>	0.00	0.00	0.00	0.00	0.00	0.00
<b>8. TOTAL CHARTER SCHOOL ADA (Sum of Lines C5, C6d, and C7f)</b>	1,727.77	1,727.77	1,727.77	1,687.16	1,687.16	1,687.16
<b>9. TOTAL CHARTER SCHOOL ADA Reported in Fund 01, 09, or 62 (Sum of Lines C4 and C8)</b>	1,727.77	1,727.77	1,727.77	1,687.16	1,687.16	1,687.16

Provide methodology and assumptions used to estimate ADA, enrollment, revenues, expenditures, reserves and fund balance, and multiyear commitments (including cost-of-living adjustments).

Deviations from the standards must be explained and may affect the approval of the budget.

**CRITERIA AND STANDARDS**

**1. CRITERION: Average Daily Attendance**

STANDARD: Funded average daily attendance (ADA) has not been overestimated in 1) the first prior fiscal year OR in 2) two or more of the previous three fiscal years by more than the following percentage levels:

Percentage Level	District ADA	
3.0%	0	to 300
2.0%	301	to 1,000
1.0%	1,001	and over

District ADA (Form A, Estimated P-2 ADA column, lines A4 and C4):

District's ADA Standard Percentage Level:

**1A. Calculating the District's ADA Variances**

DATA ENTRY: For the Third, Second, and First Prior Years, enter Estimated Funded ADA in the Original Budget Funded ADA column; enter district regular ADA and charter school ADA corresponding to financial data reported in the General Fund, only, for the Third, Second, and First Prior Years. All other data are extracted.

Fiscal Year	Original Budget Funded ADA (Form A, Lines A4 and C4)	Estimated/Unaudited Actuals Funded ADA (Form A, Lines A4 and C4)	ADA Variance Level (If Budget is greater than Actuals, else N/A)	Status
Third Prior Year (2016-17)				
District Regular	38,837	38,913		
Charter School				
<b>Total ADA</b>	<b>38,837</b>	<b>38,913</b>	<b>N/A</b>	<b>Met</b>
Second Prior Year (2017-18)				
District Regular	38,686	38,673		
Charter School				
<b>Total ADA</b>	<b>38,686</b>	<b>38,673</b>	<b>0.0%</b>	<b>Met</b>
First Prior Year (2018-19)				
District Regular	38,558	38,542		
Charter School		0		
<b>Total ADA</b>	<b>38,558</b>	<b>38,542</b>	<b>0.0%</b>	<b>Met</b>
Budget Year (2019-20)				
District Regular	38,417			
Charter School	0			
<b>Total ADA</b>	<b>38,417</b>			

**1B. Comparison of District ADA to the Standard**

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Funded ADA has not been overestimated by more than the standard percentage level for the first prior year.

Explanation:  
(required if NOT met)

1b. STANDARD MET - Funded ADA has not been overestimated by more than the standard percentage level for two or more of the previous three years.

Explanation:  
(required if NOT met)



**2. CRITERION: Enrollment**

STANDARD: Projected enrollment has not been overestimated in 1) the first prior fiscal year OR in 2) two or more of the previous three fiscal years by more than the following percentage levels:

Percentage Level	District ADA		
3.0%	0	to	300
2.0%	301	to	1,000
1.0%	1,001	and	over

District ADA (Form A, Estimated P-2 ADA column, lines A4 and C4):

District's Enrollment Standard Percentage Level:

**2A. Calculating the District's Enrollment Variances**

DATA ENTRY: Enter data in the Enrollment, Budget, column for all fiscal years and in the Enrollment, CBEDS Actual column for the First Prior Year; all other data are extracted or calculated. CBEDS Actual enrollment data preloaded in the District Regular lines will include both District Regular and Charter School enrollment. Districts will need to adjust the District Regular enrollment lines and the Charter School enrollment lines accordingly. Enter district regular enrollment and charter school enrollment corresponding to financial data reported in the General Fund, only, for all fiscal years.

Fiscal Year	Budget	Enrollment CBEDS Actual	Enrollment Variance Level (If Budget is greater than Actual, else N/A)	Status
Third Prior Year (2016-17)				
District Regular	40,603	41,079		
Charter School				
<b>Total Enrollment</b>	<b>40,603</b>	<b>41,079</b>	<b>N/A</b>	<b>Met</b>
Second Prior Year (2017-18)				
District Regular	40,940	40,852		
Charter School				
<b>Total Enrollment</b>	<b>40,940</b>	<b>40,852</b>	<b>0.2%</b>	<b>Met</b>
First Prior Year (2018-19)				
District Regular	40,610			
Charter School		40,624		
<b>Total Enrollment</b>	<b>40,610</b>	<b>40,624</b>	<b>N/A</b>	<b>Met</b>
Budget Year (2019-20)				
District Regular	40,235			
Charter School				
<b>Total Enrollment</b>	<b>40,235</b>			

**2B. Comparison of District Enrollment to the Standard**

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Enrollment has not been overestimated by more than the standard percentage level for the first prior year.

Explanation:  
(required if NOT met)

1b. STANDARD MET - Enrollment has not been overestimated by more than the standard percentage level for two or more of the previous three years.

Explanation:  
(required if NOT met)

**3. CRITERION: ADA to Enrollment**

STANDARD: Projected second period (P-2) average daily attendance (ADA) to enrollment ratio for any of the budget year or two subsequent fiscal years has not increased from the historical average ratio from the three prior fiscal years by more than one half of one percent (0.5%).

**3A. Calculating the District's ADA to Enrollment Standard**

DATA ENTRY: All data are extracted or calculated. Data should reflect district regular and charter school ADA/enrollment corresponding to financial data reported in the General Fund, only, for all fiscal years.

Fiscal Year	P-2 ADA Estimated/Unaudited Actuals (Form A, Lines A4 and C4)	Enrollment CBEDS Actual (Criterion 2, Item 2A)	Historical Ratio of ADA to Enrollment
Third Prior Year (2016-17)			
District Regular	38,737	41,079	
Charter School		0	
<b>Total ADA/Enrollment</b>	<b>38,737</b>	<b>41,079</b>	<b>94.3%</b>
Second Prior Year (2017-18)			
District Regular	38,578	40,852	
Charter School			
<b>Total ADA/Enrollment</b>	<b>38,578</b>	<b>40,852</b>	<b>94.4%</b>
First Prior Year (2018-19)			
District Regular	38,417		
Charter School	0	40,624	
<b>Total ADA/Enrollment</b>	<b>38,417</b>	<b>40,624</b>	<b>94.6%</b>
Historical Average Ratio:			94.4%
<b>District's ADA to Enrollment Standard (historical average ratio plus 0.5%):</b>			<b>94.9%</b>

**3B. Calculating the District's Projected Ratio of ADA to Enrollment**

DATA ENTRY: Enter data in the Estimated P-2 ADA column for the two subsequent years. Enter data in the Enrollment column for the two subsequent years. Data should reflect district regular and charter school ADA/enrollment corresponding to financial data reported in the General Fund only, for all fiscal years. All other data are extracted or calculated.

Fiscal Year	Estimated P-2 ADA Budget (Form A, Lines A4 and C4)	Enrollment Budget/Projected (Criterion 2, Item 2A)	Ratio of ADA to Enrollment	Status
Budget Year (2019-20)				
District Regular	38,019	40,235		
Charter School	0			
<b>Total ADA/Enrollment</b>	<b>38,019</b>	<b>40,235</b>	<b>94.5%</b>	<b>Met</b>
1st Subsequent Year (2020-21)				
District Regular	37,762	39,961		
Charter School				
<b>Total ADA/Enrollment</b>	<b>37,762</b>	<b>39,961</b>	<b>94.5%</b>	<b>Met</b>
2nd Subsequent Year (2021-22)				
District Regular	37,354	39,526		
Charter School				
<b>Total ADA/Enrollment</b>	<b>37,354</b>	<b>39,526</b>	<b>94.5%</b>	<b>Met</b>

**3C. Comparison of District ADA to Enrollment Ratio to the Standard**

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD MET - Projected P-2 ADA to enrollment ratio has not exceeded the standard for the budget and two subsequent fiscal years.

**Explanation:**  
(required if NOT met)

**4. CRITERION: LCFF Revenue**

STANDARD: Projected local control funding formula (LCFF) revenue for any of the budget year or two subsequent fiscal years has not changed from the prior fiscal year by more than the change in population, plus the district's cost-of-living adjustment (COLA) and its economic recovery target payment, plus or minus one percent.

For basic aid districts, projected LCFF revenue has not changed from the prior fiscal year by more than the percent change in property tax revenues plus or minus one percent.

For districts funded by necessary small school formulas, projected LCFF revenue has not changed from the prior fiscal year amount by more than the district's COLA and its economic recovery target payment, plus or minus one percent.

**4A. District's LCFF Revenue Standard**

Indicate which standard applies:

LCFF Revenue

Basic Aid

Necessary Small School

The District must select which LCFF revenue standard applies.

LCFF Revenue Standard selected: LCFF Revenue

**4A1. Calculating the District's LCFF Revenue Standard**

DATA ENTRY: Enter data in Step 1a for the two subsequent fiscal years. All other data is extracted or calculated. Enter data for Steps 2a through 2c. All other data is calculated.

Note: Enter data for the Economic Recovery Target Funding (current year increment), Step 2c, for the current year only (not applicable in the two subsequent fiscal years).

**Projected LCFF Revenue**

	Prior Year (2018-19)	Budget Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
<b>Step 1 - Change in Population</b>				
a. ADA (Funded) (Form A, lines A6 and C4)	38,614.04	38,489.60	38,091.27	37,834.46
b. Prior Year ADA (Funded)		38,614.04	38,489.60	38,091.27
c. Difference (Step 1a minus Step 1b)		(124.44)	(398.33)	(256.81)
d. Percent Change Due to Population (Step 1c divided by Step 1b)		-0.32%	-1.03%	-0.67%
<b>Step 2 - Change in Funding Level</b>				
a. Prior Year LCFF Funding		398,720,041.00	411,739,787.00	420,171,110.00
b1. COLA percentage		3.70%	3.26%	3.00%
b2. COLA amount (proxy for purposes of this criterion)		14,752,641.52	13,422,717.06	12,605,133.30
c. Economic Recovery Target Funding (current year increment)			N/A	N/A
d. Total (Lines 2b2 plus Line 2c)		14,752,641.52	13,422,717.06	12,605,133.30
e. Percent Change Due to Funding Level (Step 2d divided by Step 2a)		3.70%	3.26%	3.00%
<b>Step 3 - Total Change in Population and Funding Level (Step 1d plus Step 2e)</b>				
		3.38%	2.23%	2.33%
<b>LCFF Revenue Standard (Step 3, plus/minus 1%):</b>		<b>2.38% to 4.38%</b>	<b>1.23% to 3.23%</b>	<b>1.33% to 3.33%</b>

**4A2. Alternate LCFF Revenue Standard - Basic Aid**

DATA ENTRY: If applicable to your district, input data in the 1st and 2nd Subsequent Year columns for projected local property taxes; all other data are extracted or calculated.

**Basic Aid District Projected LCFF Revenue**

	Prior Year (2018-19)	Budget Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
Projected Local Property Taxes (Form 01, Objects 8021 - 8089)	98,610,617.00	98,610,617.00		
Percent Change from Previous Year		N/A	N/A	N/A
<b>Basic Aid Standard (percent change from previous year, plus/minus 1%):</b>		N/A	N/A	N/A

**4A3. Alternate LCFF Revenue Standard - Necessary Small School**

DATA ENTRY: All data are extracted or calculated.

**Necessary Small School District Projected LCFF Revenue**

	Budget Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
<b>Necessary Small School Standard (COLA plus Economic Recovery Target Payment, Step 2e, plus/minus 1%):</b>	N/A	N/A	N/A

**4B. Calculating the District's Projected Change in LCFF Revenue**

DATA ENTRY: Enter data in the 1st and 2nd Subsequent Year columns for LCFF Revenue; all other data are extracted or calculated.

	Prior Year (2018-19)	Budget Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
LCFF Revenue (Fund 01, Objects 8011, 8012, 8020-8089)	410,826,364.00	423,805,234.00	432,345,602.00	441,074,799.00
District's Projected Change in LCFF Revenue:		3.16%	2.02%	2.02%
<b>LCFF Revenue Standard:</b>		<b>2.38% to 4.38%</b>	<b>1.23% to 3.23%</b>	<b>1.33% to 3.33%</b>
<b>Status:</b>		Met	Met	Met

**4C. Comparison of District LCFF Revenue to the Standard**

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD MET - Projected change in LCFF revenue has met the standard for the budget and two subsequent fiscal years.

**Explanation:**  
(required if NOT met)

**5. CRITERION: Salaries and Benefits**

STANDARD: Projected ratio of total unrestricted salaries and benefits to total unrestricted general fund expenditures for any of the budget year or two subsequent fiscal years has not changed from the historical average ratio from the three prior fiscal years by more than the greater of three percent or the district's required reserves percentage.

**5A. Calculating the District's Historical Average Ratio of Unrestricted Salaries and Benefits to Total Unrestricted General Fund Expenditures**

DATA ENTRY: All data are extracted or calculated.

Fiscal Year	Estimated/Unaudited Actuals - Unrestricted (Resources 0000-1999)		Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures
	Salaries and Benefits (Form 01, Objects 1000-3999)	Total Expenditures (Form 01, Objects 1000-7499)	
Third Prior Year (2016-17)	285,047,901.25	314,545,462.26	90.6%
Second Prior Year (2017-18)	294,168,749.06	331,295,974.24	88.8%
First Prior Year (2018-19)	313,440,871.40	344,273,553.02	91.0%
	Historical Average Ratio:		90.1%

	Budget Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
District's Reserve Standard Percentage (Criterion 10B, Line 4):	2.0%	2.0%	2.0%
<b>District's Salaries and Benefits Standard (historical average ratio, plus/minus the greater of 3% or the district's reserve standard percentage):</b>	<b>87.1% to 93.1%</b>	<b>87.1% to 93.1%</b>	<b>87.1% to 93.1%</b>

**5B. Calculating the District's Projected Ratio of Unrestricted Salaries and Benefits to Total Unrestricted General Fund Expenditures**

DATA ENTRY: If Form MYP exists, Unrestricted Salaries and Benefits, and Total Unrestricted Expenditures data for the 1st and 2nd Subsequent Years will be extracted; if not, enter data for the two subsequent years. All other data are extracted or calculated.

Fiscal Year	Budget - Unrestricted (Resources 0000-1999)		Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures	Status
	Salaries and Benefits (Form 01, Objects 1000-3999) (Form MYP, Lines B1-B3)	Total Expenditures (Form 01, Objects 1000-7499) (Form MYP, Lines B1-B8, B10)		
Budget Year (2019-20)	314,036,525.33	340,354,920.83	92.3%	Met
1st Subsequent Year (2020-21)	321,692,515.33	355,670,144.96	90.4%	Met
2nd Subsequent Year (2021-22)	325,443,550.72	359,277,501.16	90.6%	Met

**5C. Comparison of District Salaries and Benefits Ratio to the Standard**

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD MET - Ratio of total unrestricted salaries and benefits to total unrestricted expenditures has met the standard for the budget and two subsequent fiscal years.

**Explanation:**  
(required if NOT met)

**6. CRITERION: Other Revenues and Expenditures**

STANDARD: Projected operating revenues (including federal, other state, and other local) or expenditures (including books and supplies, and services and other operating), for any of the budget year or two subsequent fiscal years, have not changed from the prior fiscal year amount by more than the percentage change in population and the funded cost-of-living adjustment (COLA) plus or minus ten percent.

For each major object category, changes that exceed the percentage change in population and the funded COLA plus or minus five percent must be explained.

**6A. Calculating the District's Other Revenues and Expenditures Standard Percentage Ranges**

DATA ENTRY: All data are extracted or calculated.

	Budget Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
1. District's Change in Population and Funding Level (Criterion 4A1, Step 3):	3.38%	2.23%	2.33%
<b>2. District's Other Revenues and Expenditures Standard Percentage Range (Line 1, plus/minus 10%):</b>	<b>-6.62% to 13.38%</b>	<b>-7.77% to 12.23%</b>	<b>-7.67% to 12.33%</b>
3. District's Other Revenues and Expenditures Explanation Percentage Range (Line 1, plus/minus 5%):	-1.62% to 8.38%	-2.77% to 7.23%	-2.67% to 7.33%

**6B. Calculating the District's Change by Major Object Category and Comparison to the Explanation Percentage Range (Section 6A, Line 3)**

DATA ENTRY: If Form MYP exists, the 1st and 2nd Subsequent Year data for each revenue and expenditure section will be extracted; if not, enter data for the two subsequent years. All other data are extracted or calculated.

Explanations must be entered for each category if the percent change for any year exceeds the district's explanation percentage range.

Object Range / Fiscal Year	Amount	Percent Change Over Previous Year	Change Is Outside Explanation Range
<b>Federal Revenue (Fund 01, Objects 8100-8299) (Form MYP, Line A2)</b>			
First Prior Year (2018-19)	59,505,718.07		
Budget Year (2019-20)	50,820,712.74	-14.60%	Yes
1st Subsequent Year (2020-21)	49,920,712.74	-1.77%	No
2nd Subsequent Year (2021-22)	49,920,712.74	0.00%	No

**Explanation:**  
(required if Yes)

Assume flat funding for Federal Funds. 2018-19 includes prior year carryover for grant such as School Improvement Grant (SIG).

<b>Other State Revenue (Fund 01, Objects 8300-8599) (Form MYP, Line A3)</b>			
First Prior Year (2018-19)	70,799,875.92		
Budget Year (2019-20)	63,599,802.00	-10.17%	Yes
1st Subsequent Year (2020-21)	64,345,593.00	1.17%	No
2nd Subsequent Year (2021-22)	67,429,480.00	4.79%	No

**Explanation:**  
(required if Yes)

2018-19 included one time funds. Governor Newsome's proposed 2019-20 budget does not include one time funds. Estimated amount for increase in STRS on Behalf. Loss of Career Tech Incentive grant.

<b>Other Local Revenue (Fund 01, Objects 8600-8799) (Form MYP, Line A4)</b>			
First Prior Year (2018-19)	11,115,422.25		
Budget Year (2019-20)	6,818,988.00	-38.65%	Yes
1st Subsequent Year (2020-21)	6,618,988.00	-2.93%	Yes
2nd Subsequent Year (2021-22)	6,618,988.00	0.00%	No

**Explanation:**  
(required if Yes)

2018-19 includes interest and donation funds. Donations and local philanthropy are budgeted as received. Interest is declining as cash is depleted.

<b>Books and Supplies (Fund 01, Objects 4000-4999) (Form MYP, Line B4)</b>			
First Prior Year (2018-19)	24,691,219.73		
Budget Year (2019-20)	16,707,888.06	-32.33%	Yes
1st Subsequent Year (2020-21)	18,652,742.84	11.64%	Yes
2nd Subsequent Year (2021-22)	15,241,302.84	-18.29%	Yes

**Explanation:**  
(required if Yes)

2018-19 includes ELA adoption books. 2020-21 includes Science adoption books. Routine Repair and Maintenance increasing to required 3% set aside. Also, increasing support for our students with disabilities.

**Services and Other Operating Expenditures (Fund 01, Objects 5000-5999) (Form MYP, Line B5)**

First Prior Year (2018-19)	77,462,683.27		
Budget Year (2019-20)	73,931,407.86	-4.56%	Yes
1st Subsequent Year (2020-21)	74,955,058.77	1.38%	No
2nd Subsequent Year (2021-22)	75,306,804.86	0.47%	No

**Explanation:**  
(required if Yes)

Grants are expiring, but utility costs are increasing. Also, increasing support for our students with disabilities.

**6C. Calculating the District's Change in Total Operating Revenues and Expenditures (Section 6A, Line 2)**

DATA ENTRY: All data are extracted or calculated.

Object Range / Fiscal Year	Amount	Percent Change Over Previous Year	Status
<b>Total Federal, Other State, and Other Local Revenue (Criterion 6B)</b>			
First Prior Year (2018-19)	141,421,016.24		
Budget Year (2019-20)	121,239,502.74	-14.27%	Not Met
1st Subsequent Year (2020-21)	120,885,293.74	-0.29%	Met
2nd Subsequent Year (2021-22)	123,969,180.74	2.55%	Met
<b>Total Books and Supplies, and Services and Other Operating Expenditures (Criterion 6B)</b>			
First Prior Year (2018-19)	102,153,903.00		
Budget Year (2019-20)	90,639,295.92	-11.27%	Not Met
1st Subsequent Year (2020-21)	93,607,801.61	3.28%	Met
2nd Subsequent Year (2021-22)	90,548,107.70	-3.27%	Met

**6D. Comparison of District Total Operating Revenues and Expenditures to the Standard Percentage Range**

DATA ENTRY: Explanations are linked from Section 6B if the status in Section 6C is not met; no entry is allowed below.

- 1a. STANDARD NOT MET - Projected total operating revenues have changed by more than the standard in one or more of the budget or two subsequent fiscal years. Reasons for the projected change, descriptions of the methods and assumptions used in the projections, and what changes, if any, will be made to bring the projected operating revenues within the standard must be entered in Section 6A above and will also display in the explanation box below.

**Explanation:**  
Federal Revenue  
(linked from 6B  
if NOT met)

Assume flat funding for Federal Funds. 2018-19 includes prior year carryover for grant such as School Improvement Grant (SIG).

**Explanation:**  
Other State Revenue  
(linked from 6B  
if NOT met)

2018-19 included one time funds. Governor Newsome's proposed 2019-20 budget does not include one time funds. Estimated amount for increase in STRS on Behalf. Loss of Career Tech Incentive grant.

**Explanation:**  
Other Local Revenue  
(linked from 6B  
if NOT met)

2018-19 includes interest and donation funds. Donations and local philanthropy are budgeted as received. Interest is declining as cash is depleted.

- 1b. STANDARD NOT MET - Projected total operating expenditures have changed by more than the standard in one or more of the budget or two subsequent fiscal years. Reasons for the projected change, descriptions of the methods and assumptions used in the projections, and what changes, if any, will be made to bring the projected operating expenditures within the standard must be entered in Section 6A above and will also display in the explanation box below.

**Explanation:**  
Books and Supplies  
(linked from 6B  
if NOT met)

2018-19 includes ELA adoption books. 2020-21 includes Science adoption books. Routine Repair and Maintenance increasing to required 3% set aside. Also, increasing support for our students with disabilities.

**Explanation:**  
**Services and Other Exps**  
(linked from 6B  
if NOT met)

Grants are expiring, but utility costs are increasing. Also, increasing support for our students with disabilities.

**7. CRITERION: Facilities Maintenance**

**STANDARD:** Confirm that the annual contribution for facilities maintenance funding is not less than the amount required pursuant to Education Code Section 17070.75, if applicable, and that the district is providing adequately to preserve the functionality of its facilities for their normal life in accordance with Education Code sections 52060(d)(1) and 17002(d)(1).

**Determining the District's Compliance with the Contribution Requirement for EC Section 17070.75 - Ongoing and Major Maintenance/Restricted Maintenance Account (OMMA/RMA)**

**NOTE:** EC Section 17070.75 requires the district to deposit into the account a minimum amount equal to or greater than three percent of the total general fund expenditures and other financing uses for that fiscal year.

**DATA ENTRY:** Click the appropriate Yes or No button for special education local plan area (SELPA) administrative units (AUs); all other data are extracted or calculated. If standard is not met, enter an X in the appropriate box and enter an explanation, if applicable.

1. a. For districts that are the AU of a SELPA, do you choose to exclude revenues that are passed through to participating members of the SELPA from the OMMA/RMA required minimum contribution calculation? No
- b. Pass-through revenues and apportionments that may be excluded from the OMMA/RMA calculation per EC Section 17070.75(b)(2)(D) (Fund 10, resources 3300-3499 and 6500-6540, objects 7211-7213 and 7221-7223) 0.00

2. Ongoing and Major Maintenance/Restricted Maintenance Account

a. Budgeted Expenditures and Other Financing Uses (Form 01, objects 1000-7999)	547,498,333.57			
b. Plus: Pass-through Revenues and Apportionments (Line 1b, if line 1a is No)	0.00	3% Required Minimum Contribution (Line 2c times 3%)	Budgeted Contribution <sup>1</sup> to the Ongoing and Major Maintenance Account	Status
c. Net Budgeted Expenditures and Other Financing Uses	547,498,333.57	16,424,950.01	16,428,999.00	Met

<sup>1</sup> Fund 01, Resource 8150, Objects 8900-8999

If standard is not met, enter an X in the box that best describes why the minimum required contribution was not made:

- |  |   |
|--|---|
|  | Not applicable (district does not participate in the Leroy F. Greene School Facilities Act of 1998) |
|  | Exempt (due to district's small size [EC Section 17070.75 (b)(2)(E)])                               |
|  | Other (explanation must be provided)  |

**Explanation:**  
(required if NOT met and Other is marked)



**8. CRITERION: Deficit Spending**

STANDARD: Unrestricted deficit spending (total unrestricted expenditures and other financing uses is greater than total unrestricted revenues and other financing sources) as a percentage of total unrestricted expenditures and other financing uses, has not exceeded one-third of the district's available reserves<sup>1</sup> as a percentage of total expenditures and other financing uses<sup>2</sup> in two out of three prior fiscal years.

**8A. Calculating the District's Deficit Spending Standard Percentage Levels**

DATA ENTRY: All data are extracted or calculated.

	Third Prior Year (2016-17)	Second Prior Year (2017-18)	First Prior Year (2018-19)
1. District's Available Reserve Amounts (resources 0000-1999)			
a. Stabilization Arrangements (Funds 01 and 17, Object 9750)	0.00	0.00	0.00
b. Reserve for Economic Uncertainties (Funds 01 and 17, Object 9789)	20,013,133.00	20,013,133.00	47,566,366.52
c. Unassigned/Unappropriated (Funds 01 and 17, Object 9790)	0.00	0.00	0.00
d. Negative General Fund Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999)	0.00	0.00	0.00
e. Available Reserves (Lines 1a through 1d)	20,013,133.00	20,013,133.00	47,566,366.52
2. Expenditures and Other Financing Uses			
a. District's Total Expenditures and Other Financing Uses (Fund 01, objects 1000-7999)	493,892,482.98	517,220,337.34	557,050,624.28
b. Plus: Special Education Pass-through Funds (Fund 10, resources 3300-3499 and 6500-6540, objects 7211-7213 and 7221-7223)			0.00
c. Total Expenditures and Other Financing Uses (Line 2a plus Line 2b)	493,892,482.98	517,220,337.34	557,050,624.28
3. District's Available Reserve Percentage (Line 1e divided by Line 2c)	4.1%	3.9%	8.5%
<b>District's Deficit Spending Standard Percentage Levels (Line 3 times 1/3):</b>	<b>1.4%</b>	<b>1.3%</b>	<b>2.8%</b>

<sup>1</sup>Available reserves are the unrestricted amounts in the Stabilization Arrangement, Reserve for Economic Uncertainties, and Unassigned/Unappropriated accounts in the General Fund and the Special Reserve Fund for Other Than Capital Outlay Projects. Available reserves will be reduced by any negative ending balances in restricted resources in the General Fund.

<sup>2</sup>A school district that is the Administrative Unit of a Special Education Local Plan Area (SELPA) may exclude from its expenditures the distribution of funds to its participating members.

**8B. Calculating the District's Deficit Spending Percentages**

DATA ENTRY: All data are extracted or calculated.

Fiscal Year	Net Change in Unrestricted Fund Balance (Form 01, Section E)	Total Unrestricted Expenditures and Other Financing Uses (Form 01, Objects 1000-7999)	Deficit Spending Level (If Net Change in Unrestricted Fund Balance is negative, else N/A)	Status
Third Prior Year (2016-17)	4,770,279.06	315,746,226.34	N/A	Met
Second Prior Year (2017-18)	(12,862,883.41)	332,544,000.40	3.9%	Not Met
First Prior Year (2018-19)	(6,165,268.02)	346,703,958.32	1.8%	Met
Budget Year (2019-20) (Information only)	(12,344,416.83)	342,188,705.83		

**8C. Comparison of District Deficit Spending to the Standard**

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Unrestricted deficit spending, if any, has not exceeded the standard percentage level in two or more of the three prior years.

**Explanation:**  
(required if NOT met)

Our Board and Superintendent are working with the Sacramento County Office of Education, Fiscal Advisor, community partners and labor partners to eliminate the structural deficit while focusing greater attention on the use of metrics that result in increased student achievement.

**9. CRITERION: Fund Balance**

STANDARD: Budgeted beginning unrestricted general fund balance has not been overestimated for two out of three prior fiscal years by more than the following percentage levels:

Percentage Level <sup>1</sup>	District ADA
1.7%	0 to 300
1.3%	301 to 1,000
1.0%	1,001 to 30,000
0.7%	30,001 to 400,000
0.3%	400,001 and over

<sup>1</sup> Percentage levels equate to a rate of deficit spending which would eliminate recommended reserves for economic uncertainties over a three year period.

District Estimated P-2 ADA (Form A, Lines A6 and C4):

District's Fund Balance Standard Percentage Level:

**9A. Calculating the District's Unrestricted General Fund Beginning Balance Percentages**

DATA ENTRY: Enter data in the Original Budget column for the First, Second, and Third Prior Years; all other data are extracted or calculated.

Fiscal Year	Unrestricted General Fund Beginning Balance <sup>2</sup> (Form 01, Line F1e, Unrestricted Column)		Beginning Fund Balance Variance Level (If overestimated, else N/A)	Status
	Original Budget	Estimated/Unaudited Actuals		
Third Prior Year (2016-17)	56,035,061.48	68,369,238.89	N/A	Met
Second Prior Year (2017-18)	70,999,739.85	73,139,517.95	N/A	Met
First Prior Year (2018-19)	60,276,634.54	60,276,634.54	0.0%	Met
Budget Year (2019-20) (Information only)	54,111,366.52			

<sup>2</sup> Adjusted beginning balance, including audit adjustments and other restatements (objects 9791-9795)

**9B. Comparison of District Unrestricted Beginning Fund Balance to the Standard**

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD MET - Unrestricted general fund beginning fund balance has not been overestimated by more than the standard percentage level for two or more of the previous three years.

**Explanation:**  
(required if NOT met)

**10. CRITERION: Reserves**

STANDARD: Available reserves<sup>1</sup> for any of the budget year or two subsequent fiscal years are not less than the following percentages or amounts<sup>2</sup> as applied to total expenditures and other financing uses<sup>3</sup>:

DATA ENTRY: Budget Year data are extracted. If Form MYP exists, 1st and 2nd Subsequent Year data will be extracted. If not, enter district regular ADA and charter school ADA corresponding to financial data reported in the General Fund, only, for the two subsequent years.

Percentage Level	District ADA		
5% or \$69,000 (greater of)	0	to	300
4% or \$69,000 (greater of)	301	to	1,000
3%	1,001	to	30,000
2%	30,001	to	400,000
1%	400,001	and	over

<sup>1</sup> Available reserves are the unrestricted amounts in the Stabilization Arrangements, Reserve for Economic Uncertainties, and Unassigned/Unappropriated accounts in the General Fund and the Special Reserve Fund for Other Than Capital Outlay Projects. Available reserves will be reduced by any negative ending balances in restricted resources in the General Fund.

<sup>2</sup> Dollar amounts to be adjusted annually by the prior year statutory cost-of-living adjustment (Education Code Section 42238), rounded to the nearest thousand.

<sup>3</sup> A school district that is the Administrative Unit (AU) of a Special Education Local Plan Area (SELPA) may exclude from its expenditures the distribution of funds to its participating members.

	Budget Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
District Estimated P-2 ADA (Budget Year, Form A, Lines A4 and C4. Subsequent Years, Form MYP, Line F2, if available.)	38,019	37,762	37,354
<b>District's Reserve Standard Percentage Level:</b>	<b>2%</b>	<b>2%</b>	<b>2%</b>

**10A. Calculating the District's Special Education Pass-through Exclusions (only for districts that serve as the AU of a SELPA)**

DATA ENTRY: For SELPA AUs, if Form MYP exists, all data will be extracted including the Yes/No button selection. If not, click the appropriate Yes or No button for item 1 and, if Yes, enter data for item 2a and for the two subsequent years in item 2b; Budget Year data are extracted.

For districts that serve as the AU of a SELPA (Form MYP, Lines F1a, F1b1, and F1b2):

1. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members?
2. If you are the SELPA AU and are excluding special education pass-through funds:
  - a. Enter the name(s) of the SELPA(s): \_\_\_\_\_

	Budget Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
b. Special Education Pass-through Funds (Fund 10, resources 3300-3499 and 6500-6540, objects 7211-7213 and 7221-7223)	0.00	0.00	0.00

**10B. Calculating the District's Reserve Standard**

DATA ENTRY: If Form MYP exists, 1st and 2nd Subsequent Year data for lines 1 and 2 will be extracted; if not, enter data for the two subsequent years. All other data are extracted or calculated.

	Budget Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
1. Expenditures and Other Financing Uses (Fund 01, objects 1000-7999) (Form MYP, Line B11)	547,498,333.57	571,686,513.42	584,673,486.90
2. Plus: Special Education Pass-through (Criterion 10A, Line 2b, if Criterion 10A, Line 1 is No)	0.00	0.00	0.00
3. Total Expenditures and Other Financing Uses (Line B1 plus Line B2)	547,498,333.57	571,686,513.42	584,673,486.90
4. Reserve Standard Percentage Level	2%	2%	2%
5. Reserve Standard - by Percent (Line B3 times Line B4)	10,949,966.67	11,433,730.27	11,693,469.74
6. Reserve Standard - by Amount (\$69,000 for districts with 0 to 1,000 ADA, else 0)	0.00	0.00	0.00
7. <b>District's Reserve Standard (Greater of Line B5 or Line B6)</b>	<b>10,949,966.67</b>	<b>11,433,730.27</b>	<b>11,693,469.74</b>

**10C. Calculating the District's Budgeted Reserve Amount**

DATA ENTRY: If Form MYP exists, 1st and 2nd Subsequent Year data for lines 1 through 7 will be extracted; if not, enter data for the two subsequent years. All other data are extracted or calculated.

Reserve Amounts (Unrestricted resources 0000-1999 except Line 4):	Budget Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
1. General Fund - Stabilization Arrangements (Fund 01, Object 9750) (Form MYP, Line E1a)	0.00	0.00	0.00
2. General Fund - Reserve for Economic Uncertainties (Fund 01, Object 9789) (Form MYP, Line E1b)	35,221,949.69	14,175,278.73	11,692,183.00
3. General Fund - Unassigned/Unappropriated Amount (Fund 01, Object 9790) (Form MYP, Line E1c)	0.00	0.00	(27,090,836.43)
4. General Fund - Negative Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999) (Form MYP, Line E1d)	0.00	0.00	0.00
5. Special Reserve Fund - Stabilization Arrangements (Fund 17, Object 9750) (Form MYP, Line E2a)	0.00		
6. Special Reserve Fund - Reserve for Economic Uncertainties (Fund 17, Object 9789) (Form MYP, Line E2b)	0.00		
7. Special Reserve Fund - Unassigned/Unappropriated Amount (Fund 17, Object 9790) (Form MYP, Line E2c)	0.00		
8. District's Budgeted Reserve Amount (Lines C1 thru C7)	35,221,949.69	14,175,278.73	(15,398,653.43)
9. District's Budgeted Reserve Percentage (Information only) (Line 8 divided by Section 10B, Line 3)	6.43%	2.48%	-2.63%
<b>District's Reserve Standard (Section 10B, Line 7):</b>	<b>10,949,966.67</b>	<b>11,433,730.27</b>	<b>11,693,469.74</b>
Status:	Met	Met	Not Met

**10D. Comparison of District Reserve Amount to the Standard**

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD NOT MET - Projected available reserves are below the standard in one or more of the budget or two subsequent fiscal years. Provide reasons for reserves falling below the standard and what plans and actions are anticipated to be taken to increase reserves to, or above, the standard.

**Explanation:**  
(required if NOT met)

Negotiated bargaining agreements exceed projected revenues. The Board and Superintendent will take action to reduce spending.

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**SUPPLEMENTAL INFORMATION**

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DATA ENTRY: Click the appropriate Yes or No button for items S1 through S4. Enter an explanation for each Yes answer.

**S1. Contingent Liabilities**

1a. Does your district have any known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that may impact the budget?

No

1b. If Yes, identify the liabilities and how they may impact the budget:

**S2. Use of One-time Revenues for Ongoing Expenditures**

1a. Does your district have ongoing general fund expenditures in the budget in excess of one percent of the total general fund expenditures that are funded with one-time resources?

No

1b. If Yes, identify the expenditures and explain how the one-time resources will be replaced to continue funding the ongoing expenditures in the following fiscal years:

**S3. Use of Ongoing Revenues for One-time Expenditures**

1a. Does your district have large non-recurring general fund expenditures that are funded with ongoing general fund revenues?

Yes

1b. If Yes, identify the expenditures:

ELA textbook adoption

**S4. Contingent Revenues**

1a. Does your district have projected revenues for the budget year or either of the two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?

No

1b. If Yes, identify any of these revenues that are dedicated for ongoing expenses and explain how the revenues will be replaced or expenditures reduced:

**S5. Contributions**

Identify projected contributions from unrestricted resources in the general fund to restricted resources in the general fund for the budget year and two subsequent fiscal years. Provide an explanation if contributions have changed from the prior fiscal year amounts by more than \$20,000 and more than ten percent. Explanation should include whether contributions are ongoing or one-time in nature.

Identify projected transfers to or from the general fund to cover operating deficits in either the general fund or any other fund for the budget year and two subsequent fiscal years. Provide an explanation if transfers have changed from the prior fiscal year amounts by more than \$20,000 and more than ten percent. Explanation should include whether transfers are ongoing or one-time in nature.

Estimate the impact of any capital projects on the general fund operational budget.

District's Contributions and Transfers Standard: -10.0% to +10.0%  
or -\$20,000 to +\$20,000

**S5A. Identification of the District's Projected Contributions, Transfers, and Capital Projects that may Impact the General Fund**

DATA ENTRY: For Contributions, enter data in the Projection column for the 1st and 2nd Subsequent Years. Contributions for the First Prior Year and Budget Year will be extracted. For Transfers In and Transfers Out, enter data in the First Prior Year. If Form MYP exists, the data will be extracted for the Budget Year, and 1st and 2nd Subsequent Years. If Form MYP does not exist, enter data in the Budget Year, 1st and 2nd subsequent Years. Click the appropriate button for item 1d; all other data will be calculated.

Description / Fiscal Year	Projection	Amount of Change	Percent Change	Status
<b>1a. Contributions, Unrestricted General Fund (Fund 01, Resources 0000-1999, Object 8980)</b>				
First Prior Year (2018-19)	(82,304,698.80)			
Budget Year (2019-20)	(98,144,830.00)	15,840,131.20	19.2%	Not Met
1st Subsequent Year (2020-21)	(105,459,830.00)	7,315,000.00	7.5%	Met
2nd Subsequent Year (2021-22)	(112,774,830.00)	7,315,000.00	6.9%	Met
<b>1b. Transfers In, General Fund *</b>				
First Prior Year (2018-19)	1,566,800.00			
Budget Year (2019-20)	2,174,627.00	607,827.00	38.8%	Not Met
1st Subsequent Year (2020-21)	2,236,821.00	62,194.00	2.9%	Met
2nd Subsequent Year (2021-22)	2,302,137.00	65,316.00	2.9%	Met
<b>1c. Transfers Out, General Fund *</b>				
First Prior Year (2018-19)	2,430,405.00			
Budget Year (2019-20)	1,833,785.00	(596,620.00)	-24.5%	Not Met
1st Subsequent Year (2020-21)	2,199,332.00	365,547.00	19.9%	Not Met
2nd Subsequent Year (2021-22)	2,526,680.00	327,348.00	14.9%	Not Met

1d. **Impact of Capital Projects**  
Do you have any capital projects that may impact the general fund operational budget? No

\* Include transfers used to cover operating deficits in either the general fund or any other fund.

**S5B. Status of the District's Projected Contributions, Transfers, and Capital Projects**

DATA ENTRY: Enter an explanation if Not Met for items 1a-1c or if Yes for item 1d.

1a. NOT MET - The projected contributions from the unrestricted general fund to restricted general fund programs have changed by more than the standard for one or more of the budget or subsequent two fiscal years. Identify restricted programs and amount of contribution for each program and whether contributions are ongoing or one-time in nature. Explain the district's plan, with timeframes, for reducing or eliminating the contribution.

**Explanation:**  
(required if NOT met) Increase Routine Repair and Maintenance Contribution to required 3%. Increasing support to our students with disabilities as well as to assist our other Funds with the salary restructure costs.

1b. NOT MET - The projected transfers in to the general fund have changed by more than the standard for one or more of the budget or subsequent two fiscal years. Identify the amount(s) transferred, by fund, and whether transfers are ongoing or one-time in nature. If ongoing, explain the district's plan, with timelines, for reducing or eliminating the transfers.

**Explanation:**  
(required if NOT met) Increasing charter fee revenue.

1c. NOT MET - The projected transfers out of the general fund have changed by more than the standard for one or more of the budget or subsequent two fiscal years. Identify the amount(s) transferred, by fund, and whether transfers are ongoing or one-time in nature. If ongoing, explain the district's plan, with timeframes, for reducing or eliminating the transfers.

**Explanation:**  
(required if NOT met)

In 2019-20, decreasing support to Child Development. In 2020-21 and 2021-22, increasing support for our dependent charters.

1d. NO - There are no capital projects that may impact the general fund operational budget.

**Project Information:**  
(required if YES)

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**S6. Long-term Commitments**

Identify all existing and new multiyear commitments<sup>1</sup> and their annual required payments for the budget year and two subsequent fiscal years.

Explain how any increase in annual payments will be funded. Also explain how any decrease to funding sources used to pay long-term commitments will be replaced.

<sup>1</sup> Include multiyear commitments, multiyear debt agreements, and new programs or contracts that result in long-term obligations.

**S6A. Identification of the District's Long-term Commitments**

DATA ENTRY: Click the appropriate button in item 1 and enter data in all columns of item 2 for applicable long-term commitments; there are no extractions in this section.

1. Does your district have long-term (multiyear) commitments?   
(If No, skip item 2 and Sections S6B and S6C)

2. If Yes to item 1, list all new and existing multiyear commitments and required annual debt service amounts. Do not include long-term commitments for postemployment benefits other than pensions (OPEB); OPEB is disclosed in item S7A.

Type of Commitment	# of Years Remaining	SACS Fund and Object Codes Used For:		Principal Balance as of July 1, 2019
		Funding Sources (Revenues)	Debt Service (Expenditures)	
Capital Leases		GF/Variou	Object 7439	2,866
Certificates of Participation				
General Obligation Bonds		BIRF/ Fund 51	Buildings, Object 7439	464,177,966
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences		Funds 01,09,11,12,13,21,67,68	Vacation Earned, Objs 1000-3999	5,435,438

Other Long-term Commitments (do not include OPEB):

Lease Revenue Bonds		Fund 25 Developer Fees/Mello Roos	Building, Obj 7439	63,120,000
Net Pension Liability		State Funding Souce, Fds 01,09,11,12,13,21	Objects 3101,3202	468,143,000
<b>TOTAL:</b>				<b>1,000,879,270</b>

Type of Commitment (continued)	Prior Year (2018-19)	Budget Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
	Annual Payment (P & I)	Annual Payment (P & I)	Annual Payment (P & I)	Annual Payment (P & I)
Capital Leases	32,405	2,366	0	0
Certificates of Participation				
General Obligation Bonds	54,491,376	49,933,401	44,747,326	42,377,016
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences				
Other Long-term Commitments (continued):				
Lease Revenue Bonds	5,462,444	5,467,014	5,465,334	5,462,404
Net Pension Liability	47,516,288	48,031,595	48,871,960	48,918,948
<b>Total Annual Payments:</b>	<b>107,502,513</b>	<b>103,434,376</b>	<b>99,084,620</b>	<b>96,758,368</b>
<b>Has total annual payment increased over prior year (2018-19)?</b>		<b>No</b>	<b>No</b>	<b>No</b>



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**S6B. Comparison of the District's Annual Payments to Prior Year Annual Payment**

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DATA ENTRY: Enter an explanation if Yes.

- 1a. No - Annual payments for long-term commitments have not increased in one or more of the budget and two subsequent fiscal years.

**Explanation:**  
(required if Yes  
to increase in total  
annual payments)

The lease revenue bonds will be paid out of Developer Fees and Mello Roos. The Bond Interest and Redemption Fund will cover the other increases in annual payments due to the sale of Measure Q and R bonds.

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**S6C. Identification of Decreases to Funding Sources Used to Pay Long-term Commitments**

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DATA ENTRY: Click the appropriate Yes or No button in item 1; if Yes, an explanation is required in item 2.

1. Will funding sources used to pay long-term commitments decrease or expire prior to the end of the commitment period, or are they one-time sources?

No

- 2.

No - Funding sources will not decrease or expire prior to the end of the commitment period, and one-time funds are not being used for long-term commitment annual payments.

**Explanation:**  
(required if Yes)

**S7. Unfunded Liabilities**

Estimate the unfunded liability for postemployment benefits other than pensions (OPEB) based on an actuarial valuation, if required, or other method; identify or estimate the actuarially determined contribution (if available); and indicate how the obligation is funded (pay-as-you-go, amortized over a specific period, etc.).

Estimate the unfunded liability for self-insurance programs such as workers' compensation based on an actuarial valuation, if required, or other method; identify or estimate the required contribution; and indicate how the obligation is funded (level of risk retained, funding approach, etc.).

**S7A. Identification of the District's Estimated Unfunded Liability for Postemployment Benefits Other than Pensions (OPEB)**

DATA ENTRY: Click the appropriate button in item 1 and enter data in all other applicable items; there are no extractions in this section except the budget year data on line 5b.

1. Does your district provide postemployment benefits other than pensions (OPEB)? (If No, skip items 2-5)

2. For the district's OPEB:  
a. Are they lifetime benefits?

b. Do benefits continue past age 65?

c. Describe any other characteristics of the district's OPEB program including eligibility criteria and amounts, if any, that retirees are required to contribute toward their own benefits:

The district provides post-employment health care benefits for certain retiree groups depending on hire/retirement date. The majority of the certificated retiree's health plans are paid 100% by the District. Classified and Management employees have varying medical retirement benefits based on hire date. Classified and Management with hire dates after 1996 have limited district contributions.

3. a. Are OPEB financed on a pay-as-you-go, actuarial cost, or other method?

b. Indicate any accumulated amounts earmarked for OPEB in a self-insurance or governmental fund

	Self-Insurance Fund	Governmental Fund
	0	0

4. OPEB Liabilities

a. Total OPEB liability	780,518,410.00
b. OPEB plan(s) fiduciary net position (if applicable)	54,757,952.00
c. Total/Net OPEB liability (Line 4a minus Line 4b)	725,760,458.00
d. Is total OPEB liability based on the district's estimate or an actuarial valuation?	Actuarial
e. If based on an actuarial valuation, indicate the date of the OPEB valuation	August 2018

5. OPEB Contributions

	Budget Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
a. OPEB actuarially determined contribution (ADC), if available, per actuarial valuation or Alternative Measurement Method	41,766,451.00	41,766,451.00	41,766,451.00
b. OPEB amount contributed (for this purpose, include premiums paid to a self-insurance fund) (funds 01-70, objects 3701-3752)	23,649,073.00	23,649,073.00	23,649,073.00
c. Cost of OPEB benefits (equivalent of "pay-as-you-go" amount)	19,825,343.00	21,304,250.00	22,754,811.00
d. Number of retirees receiving OPEB benefits	3,114	3,114	3,114

**S7B. Identification of the District's Unfunded Liability for Self-Insurance Programs**

DATA ENTRY: Click the appropriate button in item 1 and enter data in all other applicable items; there are no extractions in this section.

1. Does your district operate any self-insurance programs such as workers' compensation, employee health and welfare, or property and liability? (Do not include OPEB, which is covered in Section S7A) (If No, skip items 2-4)

Yes
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2. Describe each self-insurance program operated by the district, including details for each such as level of risk retained, funding approach, basis for valuation (district's estimate or actuarial), and date of the valuation:

The District has established a Self-insurance fund to account for employee vision, dental, and worker's compensation benefits. The plans are self-insured and contract with a third party administrator for benefits processing. The District belongs to a Joint Power Associate (JPA) that helps manage claims to maintain lower costs.

3. Self-Insurance Liabilities

- a. Accrued liability for self-insurance programs  
b. Unfunded liability for self-insurance programs

15,081,576.00
15,081,576.00

4. Self-Insurance Contributions

- a. Required contribution (funding) for self-insurance programs  
b. Amount contributed (funded) for self-insurance programs

	Budget Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
a. Required contribution (funding) for self-insurance programs	15,081,576.00	15,081,576.00	15,081,576.00
b. Amount contributed (funded) for self-insurance programs	15,081,576.00	15,081,576.00	15,081,576.00

**S8. Status of Labor Agreements**

Analyze the status of all employee labor agreements. Identify new labor agreements, as well as new commitments provided as part of previously ratified multiyear agreements; and include all contracts, including all administrator contracts (and including all compensation). For new agreements, indicate the date of the required board meeting. Compare the increase in new commitments to the projected increase in ongoing revenues, and explain how these commitments will be funded in future fiscal years.

**If salary and benefit negotiations are not finalized at budget adoption, upon settlement with certificated or classified staff:**

The school district must determine the cost of the settlement, including salaries, benefits, and any other agreements that change costs, and provide the county office of education (COE) with an analysis of the cost of the settlement and its impact on the operating budget.

The county superintendent shall review the analysis relative to the criteria and standards, and may provide written comments to the president of the district governing board and superintendent.

**S8A. Cost Analysis of District's Labor Agreements - Certificated (Non-management) Employees**

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2018-19)	Budget Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
Number of certificated (non-management) full-time-equivalent (FTE) positions	2,283.5	2,187.7	2,174.7	2,166.7

**Certificated (Non-management) Salary and Benefit Negotiations**

1. Are salary and benefit negotiations settled for the budget year?

No
----

If Yes, and the corresponding public disclosure documents have been filed with the COE, complete questions 2 and 3.

If Yes, and the corresponding public disclosure documents have not been filed with the COE, complete questions 2-5.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 6 and 7.

2018-19 Collective bargaining agreement ends June 30, 2019.

Negotiations Settled

2a. Per Government Code Section 3547.5(a), date of public disclosure board meeting:

--

2b. Per Government Code Section 3547.5(b), was the agreement certified by the district superintendent and chief business official?

--

If Yes, date of Superintendent and CBO certification:

--

3. Per Government Code Section 3547.5(c), was a budget revision adopted to meet the costs of the agreement?

--

If Yes, date of budget revision board adoption:

--

4. Period covered by the agreement:

Begin Date:

--

End Date:

--

5. Salary settlement:

Budget Year  
(2019-20)

1st Subsequent Year  
(2020-21)

2nd Subsequent Year  
(2021-22)

Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?

--	--	--

**One Year Agreement**

Total cost of salary settlement

--	--	--

% change in salary schedule from prior year  
or

--

**Multiyear Agreement**

Total cost of salary settlement

--	--	--

% change in salary schedule from prior year  
(may enter text, such as "Reopener")

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Identify the source of funding that will be used to support multiyear salary commitments:

--

**Negotiations Not Settled**

6. Cost of a one percent increase in salary and statutory benefits

2,352,216
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7. Amount included for any tentative salary schedule increases

Budget Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
0	0	0

**Certificated (Non-management) Health and Welfare (H&W) Benefits**

- Are costs of H&W benefit changes included in the budget and MYPs?
- Total cost of H&W benefits
- Percent of H&W cost paid by employer
- Percent projected change in H&W cost over prior year

Budget Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
Yes	Yes	Yes
60,745,916	62,459,186	64,240,986
100.0%	100.0%	100.0%
1.0%	2.8%	2.9%

**Certificated (Non-management) Prior Year Settlements**

Are any new costs from prior year settlements included in the budget?  
If Yes, amount of new costs included in the budget and MYPs  
If Yes, explain the nature of the new costs:

Budget Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
Yes		
11,001,073	11,001,073	11,001,073

Arbitration salary restructure
--------------------------------

**Certificated (Non-management) Step and Column Adjustments**

- Are step & column adjustments included in the budget and MYPs?
- Cost of step & column adjustments
- Percent change in step & column over prior year

Budget Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
Yes	Yes	Yes
2,685,656	2,731,312	2,777,744
1.7%	1.7%	1.7%

**Certificated (Non-management) Attrition (layoffs and retirements)**

- Are savings from attrition included in the budget and MYPs?
- Are additional H&W benefits for those laid-off or retired employees included in the budget and MYPs?

Budget Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
Yes	Yes	Yes
Yes	Yes	Yes

**Certificated (Non-management) - Other**

List other significant contract changes and the cost impact of each change (i.e., class size, hours of employment, leave of absence, bonuses, etc.):

Change in teacher salary schedule. This change can increase the cost of step/column.

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**S8B. Cost Analysis of District's Labor Agreements - Classified (Non-management) Employees**

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2018-19)	Budget Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
Number of classified (non-management) FTE positions	1,279.8	1,219.9	1,219.9	1,219.9

**Classified (Non-management) Salary and Benefit Negotiations**

1. Are salary and benefit negotiations settled for the budget year?

If Yes, and the corresponding public disclosure documents have been filed with the COE, complete questions 2 and 3.

If Yes, and the corresponding public disclosure documents have not been filed with the COE, complete questions 2-5.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 6 and 7.

2018-19 Collective Bargaining Agreement reopened in 2018-19 due to District's fiscal distress.

Negotiations Settled

2a. Per Government Code Section 3547.5(a), date of public disclosure board meeting:

2b. Per Government Code Section 3547.5(b), was the agreement certified by the district superintendent and chief business official?  
If Yes, date of Superintendent and CBO certification:

3. Per Government Code Section 3547.5(c), was a budget revision adopted to meet the costs of the agreement?  
If Yes, date of budget revision board adoption:

4. Period covered by the agreement: Begin Date:  End Date:

5. Salary settlement:

	Budget Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?			

**One Year Agreement**

Total cost of salary settlement		
% change in salary schedule from prior year		

or

**Multiyear Agreement**

Total cost of salary settlement		
% change in salary schedule from prior year (may enter text, such as "Reopener")		

Identify the source of funding that will be used to support multiyear salary commitments:

Negotiations Not Settled

6. Cost of a one percent increase in salary and statutory benefits

7. Amount included for any tentative salary schedule increases

	Budget Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
	0	0	0

**Classified (Non-management) Health and Welfare (H&W) Benefits**

	Budget Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
1. Are costs of H&W benefit changes included in the budget and MYPs?	Yes	Yes	Yes
2. Total cost of H&W benefits	29,998,622	30,867,841	31,771,829
3. Percent of H&W cost paid by employer	100.0%	100.0%	100.0%
4. Percent projected change in H&W cost over prior year	3.6%	2.9%	2.9%

**Classified (Non-management) Prior Year Settlements**

Are any new costs from prior year settlements included in the budget?  
If Yes, amount of new costs included in the budget and MYPs  
If Yes, explain the nature of the new costs:

No		
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**Classified (Non-management) Step and Column Adjustments**

	Budget Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
1. Are step & column adjustments included in the budget and MYPs?	Yes	Yes	Yes
2. Cost of step & column adjustments	372,998	376,430	379,893
3. Percent change in step & column over prior year	0.9%	0.9%	0.9%

**Classified (Non-management) Attrition (layoffs and retirements)**

	Budget Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
1. Are savings from attrition included in the budget and MYPs?	Yes	Yes	Yes
2. Are additional H&W benefits for those laid-off or retired employees included in the budget and MYPs?	Yes	Yes	Yes

**Classified (Non-management) - Other**

List other significant contract changes and the cost impact of each change (i.e., hours of employment, leave of absence, bonuses, etc.):

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**S8C. Cost Analysis of District's Labor Agreements - Management/Supervisor/Confidential Employees**

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2018-19)	Budget Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
Number of management, supervisor, and confidential FTE positions	282.0	264.3	264.3	264.3

**Management/Supervisor/Confidential Salary and Benefit Negotiations**

1. Are salary and benefit negotiations settled for the budget year?

No
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If Yes, complete question 2.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 3 and 4.

2018-19 United Professional Educator's (UPE) bargaining agreement expires June 30, 2019.
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If n/a, skip the remainder of Section S8C.

**Negotiations Settled**

2. Salary settlement:

Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?

Total cost of salary settlement

% change in salary schedule from prior year (may enter text, such as "Reopener")

	Budget Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?			
Total cost of salary settlement			
% change in salary schedule from prior year (may enter text, such as "Reopener")			

**Negotiations Not Settled**

3. Cost of a one percent increase in salary and statutory benefits

394,647
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4. Amount included for any tentative salary schedule increases

	Budget Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
Amount included for any tentative salary schedule increases	0	0	0

**Management/Supervisor/Confidential Health and Welfare (H&W) Benefits**

- Are costs of H&W benefit changes included in the budget and MYPs?
- Total cost of H&W benefits
- Percent of H&W cost paid by employer
- Percent projected change in H&W cost over prior year

	Budget Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
Are costs of H&W benefit changes included in the budget and MYPs?	Yes	Yes	Yes
Total cost of H&W benefits	4,892,591	5,019,684	5,151,859
Percent of H&W cost paid by employer	varies	varies	varies
Percent projected change in H&W cost over prior year	-0.4%	2.6%	2.6%

**Management/Supervisor/Confidential Step and Column Adjustments**

- Are step & column adjustments included in the budget and MYPs?
- Cost of step and column adjustments
- Percent change in step & column over prior year

	Budget Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
Are step & column adjustments included in the budget and MYPs?	Yes	Yes	Yes
Cost of step and column adjustments	256,475	258,835	261,216
Percent change in step & column over prior year	0.9%	0.9%	0.9%

**Management/Supervisor/Confidential Other Benefits (mileage, bonuses, etc.)**

- Are costs of other benefits included in the budget and MYPs?
- Total cost of other benefits
- Percent change in cost of other benefits over prior year

	Budget Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
Are costs of other benefits included in the budget and MYPs?	Yes	Yes	Yes
Total cost of other benefits	71,400	71,400	71,400
Percent change in cost of other benefits over prior year	0.0%	0.0%	0.0%



**S9. Local Control and Accountability Plan (LCAP)**

Confirm that the school district's governing board has adopted an LCAP or an update to the LCAP effective for the budget year.

DATA ENTRY: Click the appropriate Yes or No button in item 1, and enter the date in item 2.

1. Did or will the school district's governing board adopt an LCAP or approve an update to the LCAP effective for the budget year?

Yes
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2. Approval date for adoption of the LCAP or approval of an update to the LCAP.

Jun 20, 2019
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**S10. LCAP Expenditures**

Confirm that the school district's budget includes the expenditures necessary to implement the LCAP or annual update to the LCAP.

DATA ENTRY: Click the appropriate Yes or No button.

Does the school district's budget include the expenditures necessary to implement the LCAP or annual update to the LCAP as described in the Local Control and Accountability Plan and Annual Update Template, Section 3: Actions, Services and Expenditures?

Yes
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**ADDITIONAL FISCAL INDICATORS**

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The following fiscal indicators are designed to provide additional data for reviewing agencies. A "Yes" answer to any single indicator does not necessarily suggest a cause for concern, but may alert the reviewing agency to the need for additional review.

DATA ENTRY: Click the appropriate Yes or No button for items A1 through A9 except item A3, which is automatically completed based on data in Criterion 2.

- |  |     |
|--|-----|
| A1. Do cash flow projections show that the district will end the budget year with a negative cash balance in the general fund?   | No  |
| A2. Is the system of personnel position control independent from the payroll system?   | No  |
| A3. Is enrollment decreasing in both the prior fiscal year and budget year? (Data from the enrollment budget column and actual column of Criterion 2A are used to determine Yes or No)   | Yes |
| A4. Are new charter schools operating in district boundaries that impact the district's enrollment, either in the prior fiscal year or budget year?  | Yes |
| A5. Has the district entered into a bargaining agreement where any of the budget or subsequent years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment? | Yes |
| A6. Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?  | Yes |
| A7. Is the district's financial system independent of the county office system?  | Yes |
| A8. Does the district have any reports that indicate fiscal distress pursuant to Education Code Section 42127.6(a)? (If Yes, provide copies to the county office of education)   | Yes |
| A9. Have there been personnel changes in the superintendent or chief business official positions within the last 12 months?  | Yes |

When providing comments for additional fiscal indicators, please include the item number applicable to each comment.

**Comments:**  
(optional)

A8. Fiscal Crisis Management and Assistance Team Fiscal Health Analysis can be located on the website: [https://www.scusd.edu/sites/main/files/file-attachments/sacramento\\_city\\_usd\\_fhra\\_final\\_12-12-2018\\_002.pdf](https://www.scusd.edu/sites/main/files/file-attachments/sacramento_city_usd_fhra_final_12-12-2018_002.pdf). A9. Dr. Quinto will be resigning from the District in June 2019.

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**End of School District Budget Criteria and Standards Review**

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	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February	
ESTIMATES THROUGH THE MONTH OF JUNE											
<b>A. BEGINNING CASH</b>			70,354,744.87	53,167,583.62	42,627,876.99	44,575,313.25	25,219,374.25	10,321,808.50	16,245,520.61	60,304,786.59	
<b>B. RECEIPTS</b>											
LCFF/Revenue Limit Sources											
Principal Apportionment			13,337,837.50	13,337,837.50	38,617,574.25	24,008,107.50	24,008,107.50	38,617,574.25	24,008,107.50	24,008,107.50	
Property Taxes								1,232,568.60	56,205,128.16		
Miscellaneous Funds						(2,050,254.06)	(1,206,031.80)		(1,929,650.88)		
Federal Revenue			3,472.67	104,812.39	8,491.69	411,061.99	1,266,269.17	5,847,838.96	1,124,957.99	260,267.92	
Other State Revenue			1,124,807.60	1,124,807.60	2,528,168.29	2,602,635.37	2,878,601.50	3,184,067.84	9,602,370.67	2,024,653.68	
Other Local Revenue			1,250,015.75	117,327.19	28,921.80	557,501.02	120,898.54	529,322.29	746,027.54	275,252.67	
Interfund Transfers In											
All Other Financing Sources											
<b>TOTAL RECEIPTS</b>			15,716,133.52	14,684,784.68	41,183,156.03	25,529,051.82	27,067,844.91	49,411,371.94	89,756,940.98	26,568,281.77	
<b>C. DISBURSEMENTS</b>											
Certificated Salaries			1,913,560.15	4,430,171.06	19,663,474.78	20,283,358.60	21,085,052.86	20,590,375.98	20,548,720.42	21,105,800.80	
Classified Salaries			2,663,713.63	4,030,850.75	5,183,106.27	5,375,775.99	5,595,292.19	5,444,619.29	5,342,540.73	5,238,784.17	
Employee Benefits			2,471,059.47	3,750,338.97	14,298,365.90	14,250,304.75	14,288,771.88	15,056,501.04	14,432,000.63	15,347,610.44	
Books and Supplies			266,143.64	1,566,108.74	1,088,901.50	872,015.78	891,881.17	707,961.74	722,223.23	858,829.11	
Services			758,797.23	2,489,327.00	4,041,037.19	6,947,539.05	5,335,897.43	6,549,590.99	5,082,838.47	6,427,856.57	
Capital Outlay			1,403.98	74,187.19	39,938.05	57,328.28	31,616.28	8,476.23	13,110.19	12,039.21	
Other Outgo			49,694.41	(1,188,856.28)	(63,235.59)	370,828.45	(339.31)	40,019.65	(636,566.30)	(1,296,137.90)	
Interfund Transfers Out			45,380.88	42,621.02	2,564.58	53,123.78	2,244.62	124,418.46	205,960.94	115,382.91	
All Other Financing Uses											
<b>TOTAL DISBURSEMENTS</b>			8,169,753.39	15,194,748.45	44,254,152.68	48,210,274.68	47,230,417.12	48,521,963.38	45,710,828.31	47,810,165.31	
<b>D. BALANCE SHEET ITEMS</b>											
<u>Assets and Deferred Outflows</u>											
Cash Not In Treasury			457,482.77	88,818.57	13,695.57	26,917.10	1,947.47	31,190.47	31,565.60	29,710.28	48,175.20
Accounts Receivable			29,098,915.76	1,787,763.17	1,174,470.26	5,349,970.09	3,321,136.58	5,219,237.74	5,028,556.42		719,691.72
Due From Other Funds											
Stores			104,464.22	41,507.40	6,524.46	6,265.51	(472.57)	1,918.92	641.26		
Prepaid Expenditures											
Other Current Assets											
Deferred Outflows of Resources											
<b>SUBTOTAL</b>			29,660,862.75	1,918,089.14	1,194,690.29	5,383,152.70	3,322,611.48	5,252,347.13	5,060,122.02	30,351.54	767,866.92
<u>Liabilities and Deferred Inflows</u>											
Accounts Payable			44,557,623.38	26,651,630.52	11,224,433.15	364,719.79	(2,672.38)	(12,659.33)	25,818.47	17,198.23	1,432,586.73
Due To Other Funds											
Current Loans											
Unearned Revenues											
Deferred Inflows of Resources											
<b>SUBTOTAL</b>			44,557,623.38	26,651,630.52	11,224,433.15	364,719.79	(2,672.38)	(12,659.33)	25,818.47	17,198.23	1,432,586.73
<u>Nonoperating</u>											
Suspense Clearing				0.00							
<b>TOTAL BALANCE SHEET ITEMS</b>			(14,896,760.63)	(24,733,541.38)	(10,029,742.86)	5,018,432.91	3,325,283.86	5,265,006.46	5,034,303.55	13,153.31	(664,719.81)
<b>E. NET INCREASE/DECREASE (B - C + D)</b>			(17,187,161.25)	(10,539,706.63)	1,947,436.26	(19,355,939.00)	(14,897,565.75)	5,923,712.11	44,059,265.98	(21,906,603.35)	
<b>F. ENDING CASH (A + E)</b>			53,167,583.62	42,627,876.99	44,575,313.25	25,219,374.25	10,321,808.50	16,245,520.61	60,304,786.59	38,398,183.24	
<b>G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS</b>											

	Object	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
ESTIMATES THROUGH THE MONTH OF	JUNE								
<b>A. BEGINNING CASH</b>		38,398,183.24	39,025,647.03	27,301,764.22	24,859,352.60				
<b>B. RECEIPTS</b>									
LCFF/Revenue Limit Sources									
Principal Apportionment	8010-8019	38,551,549.72	24,008,107.50	24,008,107.50	38,683,598.78	0.00		325,194,617.00	325,194,617.00
Property Taxes	8020-8079		10,846,603.68	22,679,262.24	6,902,384.16	739,541.16		98,605,488.00	98,605,488.00
Miscellaneous Funds	8080-8099	(1,688,444.52)	0.00	(1,206,031.80)	(2,412,063.60)	(1,567,841.34)		(12,060,318.00)	(12,060,318.00)
Federal Revenue	8100-8299	5,697,031.01	573,987.12	140,373.80	12,472,221.82	22,909,926.21		50,820,712.74	50,820,712.74
Other State Revenue	8300-8599	4,645,237.38	2,202,653.68	2,691,698.20	7,320,384.20	3,247,028.99	18,422,687.00	63,599,802.00	63,599,802.00
Other Local Revenue	8600-8799	405,775.00	647,808.35	750,062.63	994,549.30	395,525.92		6,818,988.00	6,818,988.00
Interfund Transfers In	8910-8929	761,119.45			1,413,507.55			2,174,627.00	2,174,627.00
All Other Financing Sources	8930-8979							0.00	0.00
<b>TOTAL RECEIPTS</b>		48,372,268.04	38,279,160.33	49,063,472.57	65,374,582.21	25,724,180.94	18,422,687.00	535,153,916.74	535,153,916.74
<b>C. DISBURSEMENTS</b>									
Certificated Salaries	1000-1999	21,668,821.25	20,740,347.45	20,859,068.32	21,830,043.77	3,526,447.63		218,245,243.07	218,245,243.07
Classified Salaries	2000-2999	5,458,282.08	5,470,033.03	5,951,931.50	5,720,449.27	732,987.17		62,208,366.07	62,208,366.07
Employee Benefits	3000-3999	15,661,661.38	15,697,184.53	14,734,872.53	15,090,164.96	2,002,988.03	18,422,687.00	175,504,511.51	175,504,511.51
Books and Supplies	4000-4999	685,021.47	768,569.39	1,392,737.52	2,091,685.85	4,795,808.91		16,707,888.05	16,707,888.05
Services	5000-5999	5,710,083.79	6,712,172.11	7,195,925.15	7,573,235.43	9,107,107.45		73,931,407.86	73,931,407.86
Capital Outlay	6000-6599	21,066.14	12,772.34	52,432.90	17,105.03	36,316.18		377,792.00	377,792.00
Other Outgo	7000-7499	(34,184.83)	(38,441.49)	(57,000.08)	554,762.68	988,796.59		(1,310,660.00)	(1,310,660.00)
Interfund Transfers Out	7600-7629	267,118.33	37,514.56	108,290.28	666,019.95	163,144.69		1,833,785.00	1,833,785.00
All Other Financing Uses	7630-7699							0.00	0.00
<b>TOTAL DISBURSEMENTS</b>		49,437,869.61	49,400,151.92	50,238,258.12	53,543,466.94	21,353,596.65	18,422,687.00	547,498,333.56	547,498,333.57
<b>D. BALANCE SHEET ITEMS</b>									
<u>Assets and Deferred Outflows</u>									
Cash Not In Treasury	9111-9199	22,104.54	24,691.93	98,860.97	39,805.07	0.00		457,482.77	
Accounts Receivable	9200-9299	3,100,772.37	108,649.72	(30,770.28)	749,698.43	2,569,739.53		29,098,915.75	
Due From Other Funds	9310							0.00	
Stores	9320					48,079.24		104,464.22	
Prepaid Expenditures	9330							0.00	
Other Current Assets	9340							0.00	
Deferred Outflows of Resources	9490					0.00		0.00	
<b>SUBTOTAL</b>		3,122,876.91	133,341.65	68,090.69	789,503.50	2,617,818.77	0.00	29,660,862.74	
<u>Liabilities and Deferred Inflows</u>									
Accounts Payable	9500-9599	1,429,811.55	736,232.87	1,335,716.76	1,354,807.02			44,557,623.38	
Due To Other Funds	9610							0.00	
Current Loans	9640							0.00	
Unearned Revenues	9650							0.00	
Deferred Inflows of Resources	9690							0.00	
<b>SUBTOTAL</b>		1,429,811.55	736,232.87	1,335,716.76	1,354,807.02	0.00	0.00	44,557,623.38	
<u>Nonoperating</u>									
Suspense Clearing	9910							0.00	
<b>TOTAL BALANCE SHEET ITEMS</b>		1,693,065.36	(602,891.22)	(1,267,626.07)	(565,303.52)	2,617,818.77	0.00	(14,896,760.64)	
<b>E. NET INCREASE/DECREASE (B - C + D)</b>		627,463.79	(11,723,882.81)	(2,442,411.62)	11,265,811.75	6,988,403.06	0.00	(27,241,177.46)	(12,344,416.83)
<b>F. ENDING CASH (A + E)</b>		39,025,647.03	27,301,764.22	24,859,352.60	36,125,164.35				
<b>G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS</b>								43,113,567.41	

	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
ESTIMATES THROUGH THE MONTH OF JUNE										
<b>A. BEGINNING CASH</b>			36,125,164.35	31,044,445.68	24,885,198.15	31,246,661.26	8,656,724.26	(7,320,906.08)	(3,830,280.65)	39,170,585.51
<b>B. RECEIPTS</b>										
LCFF/Revenue Limit Sources										
Principal Apportionment			13,795,117.25	13,795,117.25	39,289,483.55	24,831,211.05	24,831,211.05	39,289,483.55	24,831,211.05	24,831,211.05
Property Taxes								1,232,568.60	56,205,128.16	
Miscellaneous Funds						(2,068,868.21)	(1,216,981.30)	0.00	(1,947,170.08)	
Federal Revenue			3,472.67	104,812.39	8,491.69	393,061.99	1,266,269.17	5,766,838.96	1,124,957.99	260,267.92
Other State Revenue			1,124,807.60	1,124,807.60	2,528,168.29	2,602,635.37	2,878,601.50	2,287,940.84	9,602,370.67	2,024,653.68
Other Local Revenue			1,248,015.75	114,327.19	28,921.80	537,501.02	116,898.54	511,322.29	718,027.54	265,252.67
Interfund Transfers In										
All Other Financing Sources										
<b>TOTAL RECEIPTS</b>			16,171,413.27	15,139,064.43	41,855,065.33	26,295,541.22	27,875,998.96	49,088,154.24	90,534,525.33	27,381,385.32
<b>C. DISBURSEMENTS</b>										
Certificated Salaries			1,950,267.81	4,515,154.63	20,040,677.46	20,672,452.46	21,489,525.54	20,985,359.32	20,942,904.69	21,510,671.49
Classified Salaries			2,750,510.97	4,162,196.37	5,351,998.24	5,550,946.11	5,777,615.27	5,622,032.68	5,516,627.88	5,409,490.41
Employee Benefits			2,630,453.18	3,992,251.57	15,220,670.53	15,169,509.23	15,210,457.65	16,027,708.57	15,362,925.26	16,337,595.75
Books and Supplies			297,123.66	1,748,409.10	1,215,653.33	973,521.38	995,699.15	790,370.90	806,292.46	958,799.73
Services			791,196.27	2,575,680.97	4,216,938.57	7,173,933.45	5,536,690.22	6,768,714.46	5,277,670.06	6,649,361.34
Capital Outlay			1,403.98	74,187.19	39,938.05	57,328.28	31,616.28	8,476.23	13,110.19	12,039.21
Other Outgo			50,027.69	(1,196,829.39)	(63,659.69)	373,315.43	(341.59)	40,288.05	(640,835.46)	(1,304,830.51)
Interfund Transfers Out			54,427.11	51,117.11	3,075.80	63,713.49	2,692.06	149,220.06	247,017.23	138,383.36
All Other Financing Uses										
<b>TOTAL DISBURSEMENTS</b>			8,525,410.67	15,922,167.55	46,025,292.29	50,034,719.83	49,043,954.58	50,392,170.27	47,525,712.31	49,711,510.78
<b>D. BALANCE SHEET ITEMS</b>										
<u>Assets and Deferred Outflows</u>										
Cash Not In Treasury										
Accounts Receivable			28,293,920.47	26,583.63	10,703,593.08	1,148,178.41	5,183,375.30	4,807,014.59		
Due From Other Funds										
Stores			48,079.24	19,103.61	3,002.86	2,883.67	883.18		295.14	
Prepaid Expenditures										
Other Current Assets										
Deferred Outflows of Resources										
<b>SUBTOTAL</b>			28,341,999.71	45,687.24	10,706,476.75	1,147,960.91	5,184,258.48	4,807,014.59	295.14	0.00
<u>Liabilities and Deferred Inflows</u>										
Accounts Payable			21,353,596.65	12,772,408.51	5,379,147.27	174,786.68	(1,280.70)	(6,066.80)	12,373.13	8,242.00
Due To Other Funds										
Current Loans										
Unearned Revenues										
Deferred Inflows of Resources										
<b>SUBTOTAL</b>			21,353,596.65	12,772,408.51	5,379,147.27	174,786.68	(1,280.70)	(6,066.80)	12,373.13	8,242.00
<u>Nonoperating</u>										
Suspense Clearing										
<b>TOTAL BALANCE SHEET ITEMS</b>			6,988,403.06	(12,726,721.27)	(5,376,144.41)	10,531,690.07	1,149,241.61	5,190,325.28	4,794,641.46	(7,946.86)
<b>E. NET INCREASE/DECREASE (B - C + D)</b>			(5,080,718.67)	(6,159,247.53)	6,361,463.11	(22,589,937.00)	(15,977,630.34)	3,490,625.43	43,000,866.16	(23,016,671.93)
<b>F. ENDING CASH (A + E)</b>			31,044,445.68	24,885,198.15	31,246,661.26	8,656,724.26	(7,320,906.08)	(3,830,280.65)	39,170,585.51	16,153,913.58
<b>G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS</b>										

	Object	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
ESTIMATES THROUGH THE MONTH OF	JUNE								
<b>A. BEGINNING CASH</b>		16,153,913.58	15,863,706.45	3,185,938.85	80,239.00				
<b>B. RECEIPTS</b>									
LCFF/Revenue Limit Sources									
Principal Apportionment	8010-8019	39,224,142.31	24,831,211.05	24,831,211.05	39,354,824.79	0.00		333,735,435.00	333,735,435.00
Property Taxes	8020-8079		10,846,603.68	22,679,262.24	6,902,384.16	739,541.16		98,605,488.00	98,605,488.00
Miscellaneous Funds	8080-8099	(1,703,773.82)	0.00	(1,216,981.30)	(2,433,962.60)	(1,582,075.69)		(12,169,813.00)	(12,169,813.00)
Federal Revenue	8100-8299	5,607,031.01	573,987.12	140,373.80	12,386,721.82	22,284,426.21		49,920,712.74	49,920,712.74
Other State Revenue	8300-8599	4,645,237.38	2,024,653.68	2,581,345.60	6,424,257.19	2,989,539.60	21,506,574.00	64,345,593.00	64,345,593.00
Other Local Revenue	8600-8799	391,775.00	623,808.35	722,062.63	960,549.30	380,525.92		6,618,988.00	6,618,988.00
Interfund Transfers In	8910-8929	782,887.35			1,453,933.65			2,236,821.00	2,236,821.00
All Other Financing Sources	8930-8979							0.00	
<b>TOTAL RECEIPTS</b>		48,947,299.23	38,900,263.88	49,737,274.02	65,048,708.31	24,811,957.20	21,506,574.00	543,293,224.74	543,293,224.74
<b>C. DISBURSEMENTS</b>									
Certificated Salaries	1000-1999	22,084,492.31	21,138,207.68	21,259,205.97	22,248,807.55	3,594,095.16		222,431,822.07	222,431,822.07
Classified Salaries	2000-2999	5,636,140.67	5,648,274.53	6,145,875.70	5,906,850.60	756,871.64		64,235,431.07	64,235,431.07
Employee Benefits	3000-3999	16,671,904.30	16,709,718.84	15,685,333.66	16,063,543.95	2,132,189.18	21,506,574.00	188,720,835.67	188,720,835.67
Books and Supplies	4000-4999	764,760.29	858,033.47	1,554,856.88	2,335,165.17	5,354,057.32		18,652,742.84	18,652,742.84
Services	5000-5999	5,921,565.34	6,936,366.24	7,432,651.29	7,819,143.16	9,288,096.40		76,388,007.77	76,388,007.77
Capital Outlay	6000-6599	21,066.14	12,772.34	52,432.90	17,105.03	36,316.18		377,792.00	377,792.00
Other Outgo	7000-7499	(34,414.10)	(38,699.29)	(57,382.35)	558,483.22	995,427.99		(1,319,450.00)	(1,319,450.00)
Interfund Transfers Out	7600-7629	320,365.74	44,992.71	129,876.89	798,784.47	195,665.97		2,199,332.00	2,199,332.00
All Other Financing Uses	7630-7699							0.00	
<b>TOTAL DISBURSEMENTS</b>		51,385,880.69	51,309,666.52	52,202,850.94	55,747,883.15	22,352,719.84	21,506,574.00	571,686,513.42	571,686,513.42
<b>D. BALANCE SHEET ITEMS</b>									
<u>Assets and Deferred Outflows</u>									
Cash Not In Treasury	9111-9199							0.00	
Accounts Receivable	9200-9299	2,833,590.84	84,464.00		808,636.42	2,698,484.20		28,293,920.47	
Due From Other Funds	9310							0.00	
Stores	9320					22,128.28		48,079.24	
Prepaid Expenditures	9330							0.00	
Other Current Assets	9340							0.00	
Deferred Outflows of Resources	9490							0.00	
<b>SUBTOTAL</b>		2,833,590.84	84,464.00	0.00	808,636.42	2,720,612.48	0.00	28,341,999.71	
<u>Liabilities and Deferred Inflows</u>									
Accounts Payable	9500-9599	685,216.51	352,828.96	640,122.93	649,271.66	0.03		21,353,596.65	
Due To Other Funds	9610							0.00	
Current Loans	9640							0.00	
Unearned Revenues	9650							0.00	
Deferred Inflows of Resources	9690							0.00	
<b>SUBTOTAL</b>		685,216.51	352,828.96	640,122.93	649,271.66	0.03	0.00	21,353,596.65	
<u>Nonoperating</u>									
Suspense Clearing	9910							0.00	
<b>TOTAL BALANCE SHEET ITEMS</b>		2,148,374.33	(268,364.96)	(640,122.93)	159,364.76	2,720,612.45	0.00	6,988,403.06	
<b>E. NET INCREASE/DECREASE (B - C + D)</b>		(290,207.13)	(12,677,767.60)	(3,105,699.85)	9,460,189.92	5,179,849.81	0.00	(21,404,885.62)	(28,393,288.68)
<b>F. ENDING CASH (A + E)</b>		15,863,706.45	3,185,938.85	80,239.00	9,540,428.92				
<b>G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS</b>								14,720,278.73	

2021/22 Through June	Object	Beginning Balance	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb
<b>A. BEGINNING CASH</b>	9110	\$ 9,540,428.91	\$ 9,540,428.91	\$ 4,120,641.08	\$ (1,927,000.67)	\$ 4,230,396.50	\$ (18,560,376.26)	\$ (34,729,936.32)	\$ (31,605,330.26)	\$ 11,142,487.29
<b>B. RECEIPTS</b>										
LCF Revenue Sources										
Principal Apportionment	8010-8019		\$ 14,251,049.75	\$ 14,251,049.75	\$ 40,012,686.30	\$ 25,651,889.55	\$ 25,651,889.55	\$ 40,012,686.30	\$ 25,651,889.55	\$ 25,651,889.55
Property Taxes	8020-8079		\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,232,568.60	\$ 56,205,128.16	\$ -
Miscellaneous Funds	8080-8099		\$ -	\$ -	\$ -	\$ (2,081,043.61)	\$ (1,224,143.30)	\$ -	\$ (1,958,629.28)	\$ -
Federal Revenues	8100-8299		\$ 3,472.67	\$ 104,812.39	\$ 8,491.69	\$ 393,061.99	\$ 1,266,269.17	\$ 5,766,838.96	\$ 1,124,957.99	\$ 260,267.92
Other State Revenues	8300-8599		\$ 1,124,807.60	\$ 1,124,807.60	\$ 2,528,168.29	\$ 2,602,635.37	\$ 2,878,601.50	\$ 2,287,940.84	\$ 9,602,370.67	\$ 2,024,653.68
Other Local Revenues	8600-8799		\$ 1,248,015.75	\$ 114,327.19	\$ 28,921.80	\$ 537,501.02	\$ 116,898.54	\$ 511,322.29	\$ 718,027.54	\$ 265,252.67
Interfund Transfers In	8910-8929		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
All Other Financing Sources	8930-8979		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Undefined Objects			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>TOTAL RECEIPTS</b>			\$ 16,627,345.77	\$ 15,594,996.93	\$ 42,578,268.08	\$ 27,104,044.32	\$ 28,689,515.46	\$ 49,811,356.99	\$ 91,343,744.63	\$ 28,202,063.82
<b>C. DISBURSEMENTS</b>										
Certificated Salaries	1000-1999		\$ 1,978,290.09	\$ 4,580,030.31	\$ 20,328,630.52	\$ 20,969,483.14	\$ 21,798,296.28	\$ 21,286,885.98	\$ 21,243,821.35	\$ 21,819,746.06
Classified Salaries	2000-2999		\$ 2,835,734.59	\$ 4,291,160.57	\$ 5,517,828.03	\$ 5,722,940.24	\$ 5,956,632.66	\$ 5,796,229.40	\$ 5,687,558.67	\$ 5,577,101.58
Employee Benefits	3000-3999		\$ 2,722,576.74	\$ 4,132,067.95	\$ 15,753,727.86	\$ 15,700,774.80	\$ 15,743,157.31	\$ 16,589,029.94	\$ 15,900,964.63	\$ 16,909,769.97
Books and Supplies	4000-4999		\$ 242,782.08	\$ 1,428,638.82	\$ 993,319.89	\$ 795,471.97	\$ 813,593.61	\$ 645,818.28	\$ 658,827.91	\$ 783,442.80
Services	5000-5999		\$ 819,143.81	\$ 2,645,205.26	\$ 4,369,508.07	\$ 7,351,725.56	\$ 5,703,160.66	\$ 6,942,655.65	\$ 5,440,204.77	\$ 6,827,244.31
Capital Outlay	6000-6599		\$ 1,403.98	\$ 74,187.19	\$ 39,938.05	\$ 57,328.28	\$ 31,616.28	\$ 8,476.23	\$ 13,110.19	\$ 12,039.21
Other Outgo	7000-7499		\$ 50,027.69	\$ (1,196,829.39)	\$ (63,659.69)	\$ 373,315.43	\$ (341.59)	\$ 40,288.05	\$ (640,835.46)	\$ (1,304,830.51)
Interfund Transfers Out	7600-7629		\$ 62,528.02	\$ 58,725.36	\$ 3,533.60	\$ 73,196.59	\$ 3,092.75	\$ 171,429.93	\$ 283,783.21	\$ 158,980.31
All Other Financing Uses	7630-7699		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>TOTAL DISBURSEMENTS</b>			\$ 8,712,487.00	\$ 16,013,186.07	\$ 46,942,826.33	\$ 51,044,236.01	\$ 50,049,207.96	\$ 51,480,813.46	\$ 48,587,435.27	\$ 50,783,493.73
<b>D. BALANCE SHEET ITEMS</b>										
<u>Assets and Deferred Outflows</u>										
Cash Not In Treasury	9111-9199	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Accounts Receivable	9200-9299	\$ 27,510,441.40	\$ 26,583.63	\$ -	\$ 10,703,593.08	\$ 1,148,178.41	\$ 5,183,375.30	\$ 4,807,014.59	\$ -	\$ -
Due From Other Funds	9310	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Stores	9320	\$ 22,128.28	\$ 8,792.36	\$ 1,382.05	\$ 1,327.20	\$ (100.10)	\$ 406.48	\$ -	\$ 135.83	\$ -
Prepaid Expenditures	9330	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Current Assets	9340	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Deferred Outflows of Resources	9400	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Undefined Objects		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>SUBTOTAL ASSETS</b>		\$ 27,532,569.68	\$ 35,375.99	\$ 1,382.05	\$ 10,704,920.28	\$ 1,148,078.31	\$ 5,183,781.78	\$ 4,807,014.59	\$ 135.83	\$ -
<u>Liabilities and Deferred Inflows</u>										
Accounts Payable	9500-9599	\$ (22,352,719.87)	\$ (13,370,022.59)	\$ (5,630,834.66)	\$ (182,964.86)	\$ 1,340.62	\$ 6,350.66	\$ (12,952.06)	\$ (8,627.64)	\$ (718,669.61)
Due To Other Funds	9610	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Current Loans	9640	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Unearned Revenues	9650	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Deferred Inflows of Resources	9690	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Undefined Objects		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>SUBTOTAL LIABILITIES</b>		\$ (22,352,719.87)	\$ (13,370,022.59)	\$ (5,630,834.66)	\$ (182,964.86)	\$ 1,340.62	\$ 6,350.66	\$ (12,952.06)	\$ (8,627.64)	\$ (718,669.61)
Nonoperating										
Suspense Clearing	9910	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>TOTAL BALANCE SHEET ITEMS</b>		\$ 5,179,849.82	\$ (13,334,646.60)	\$ (5,629,452.61)	\$ 10,521,955.42	\$ 1,149,418.93	\$ 5,190,132.44	\$ 4,794,062.53	\$ (8,491.81)	\$ (718,669.61)
<b>E. NET INCREASE/DECREASE B - C + D</b>			\$ (5,419,787.83)	\$ (6,047,641.75)	\$ 6,157,397.17	\$ (22,790,772.76)	\$ (16,169,560.06)	\$ 3,124,606.06	\$ 42,747,817.55	\$ (23,300,099.52)
<b>F. ENDING CASH (A + E)</b>			\$ 4,120,641.08	\$ (1,927,000.67)	\$ 4,230,396.50	\$ (18,560,376.26)	\$ (34,729,936.32)	\$ (31,605,330.26)	\$ 11,142,487.29	\$ (12,157,612.23)
G. Ending Cash, Plus Cash										
Accruals and Adjustments		\$ 14,720,278.73								

2021/22 Through June	Object	Mar	Apr	May	June	Accrual	Adjustments	Total	Budget
A. BEGINNING CASH	9110	\$(12,157,612.23)	\$(12,901,426.92)	\$(25,866,582.31)	\$(29,155,532.49)				
B. RECEIPTS									
LCF Revenue Sources									
Principal Apportionment	8010-8019	\$ 39,947,785.58	\$ 25,651,889.55	\$ 25,651,889.55	\$ 40,077,587.02	\$ 0.00	\$ -	\$ 342,464,182.00	\$ 342,464,182.00
Property Taxes	8020-8079	\$ -	\$ 10,846,603.68	\$ 22,679,262.24	\$ 6,902,384.16	\$ 739,541.16	\$ -	\$ 98,605,488.00	\$ 98,605,488.00
Miscellaneous Funds	8080-8099	\$ (1,713,800.62)	\$ -	\$ (1,224,143.30)	\$ (2,448,286.60)	\$ (1,591,366.29)	\$ -	\$ (12,241,433.00)	\$ (12,241,433.00)
Federal Revenues	8100-8299	\$ 5,607,031.01	\$ 573,987.12	\$ 140,373.80	\$ 12,386,721.82	\$ 22,284,426.21	\$ -	\$ 49,920,712.74	\$ 49,920,712.74
Other State Revenues	8300-8599	\$ 4,645,237.38	\$ 2,024,653.68	\$ 2,581,345.60	\$ 6,424,257.19	\$ 2,989,539.60	\$ 24,590,461.00	\$ 67,429,480.00	\$ 67,429,480.00
Other Local Revenues	8600-8799	\$ 391,775.00	\$ 623,808.35	\$ 722,062.63	\$ 960,549.30	\$ 380,525.92	\$ -	\$ 6,618,988.00	\$ 6,618,988.00
Interfund Transfers In	8910-8929	\$ 805,747.95	\$ -	\$ -	\$ 1,496,389.05	\$ -	\$ -	\$ 2,302,137.00	\$ 2,302,137.00
All Other Financing Sources	8930-8979	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Undefined Objects		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>TOTAL RECEIPTS</b>		<b>\$ 49,683,776.30</b>	<b>\$ 39,720,942.38</b>	<b>\$ 50,550,790.52</b>	<b>\$ 65,799,601.93</b>	<b>\$ 24,802,646.61</b>	<b>\$ 24,590,461.00</b>	<b>\$ 555,099,554.74</b>	<b>\$ 555,099,554.74</b>
C. DISBURSEMENTS									
Certificated Salaries	1000-1999	\$ 22,401,811.78	\$ 21,441,930.53	\$ 21,564,667.37	\$ 22,568,487.98	\$ 3,645,736.68		\$ 225,627,818.07	\$ 225,627,818.07
Classified Salaries	2000-2999	\$ 5,810,774.52	\$ 5,823,284.35	\$ 6,336,303.51	\$ 6,089,872.31	\$ 780,323.03		\$ 66,225,743.46	\$ 66,225,743.46
Employee Benefits	3000-3999	\$ 17,255,786.65	\$ 17,294,925.52	\$ 16,234,664.40	\$ 16,626,120.35	\$ 2,206,862.55	\$ 24,590,461.00	\$ 197,660,889.67	\$ 197,660,889.67
Books and Supplies	4000-4999	\$ 624,891.65	\$ 701,105.90	\$ 1,270,485.79	\$ 1,908,081.82	\$ 4,374,842.32		\$ 15,241,302.84	\$ 15,241,302.84
Services	5000-5999	\$ 6,095,938.88	\$ 7,114,215.37	\$ 7,619,287.41	\$ 8,011,973.70	\$ 9,392,447.41		\$ 78,332,710.86	\$ 78,332,710.86
Capital Outlay	6000-6599	\$ 21,066.14	\$ 12,772.34	\$ 52,432.90	\$ 17,105.03	\$ 36,316.18		\$ 377,792.00	\$ 377,792.00
Other Outgo	7000-7499	\$ (34,414.10)	\$ (38,699.29)	\$ (57,382.35)	\$ 558,483.22	\$ 995,427.99		\$ (1,319,450.00)	\$ (1,319,450.00)
Interfund Transfers Out	7600-7629	\$ 368,048.89	\$ 51,689.42	\$ 149,207.73	\$ 917,675.34	\$ 224,788.85		\$ 2,526,680.00	\$ 2,526,680.00
All Other Financing Uses	7630-7699	\$ -	\$ -	\$ -	\$ -	\$ -		\$ -	\$ -
<b>TOTAL DISBURSEMENTS</b>		<b>\$ 52,543,904.41</b>	<b>\$ 52,401,224.14</b>	<b>\$ 53,169,666.76</b>	<b>\$ 56,697,799.75</b>	<b>\$ 21,656,745.01</b>	<b>\$ 24,590,461.00</b>	<b>\$ 584,673,486.90</b>	<b>\$ 584,673,486.90</b>
D. BALANCE SHEET ITEMS									
Assets and Deferred Outflows									
Cash Not In Treasury	9111-9199	\$ -	\$ -	\$ -	\$ -	\$ -		\$ -	\$ -
Accounts Receivable	9200-9299	\$ 2,833,590.84	\$ 84,464.00	\$ -	\$ 808,636.42	\$ 1,915,005.13		\$ 27,510,441.40	\$ 27,510,441.40
Due From Other Funds	9310	\$ -	\$ -	\$ -	\$ -	\$ -		\$ -	\$ -
Stores	9320	\$ -	\$ -	\$ -	\$ -	\$ 10,184.46		\$ 22,128.28	\$ 22,128.28
Prepaid Expenditures	9330	\$ -	\$ -	\$ -	\$ -	\$ -		\$ -	\$ -
Other Current Assets	9340	\$ -	\$ -	\$ -	\$ -	\$ -		\$ -	\$ -
Deferred Outflows of Resources	9490	\$ -	\$ -	\$ -	\$ -	\$ -		\$ -	\$ -
Undefined Objects		\$ -	\$ -	\$ -	\$ -	\$ -		\$ -	\$ -
<b>SUBTOTAL ASSETS</b>		<b>\$ 2,833,590.84</b>	<b>\$ 84,464.00</b>	<b>\$ -</b>	<b>\$ 808,636.42</b>	<b>\$ 1,925,189.59</b>	<b>\$ -</b>	<b>\$ 27,532,569.68</b>	<b>\$ 27,532,569.68</b>
Liabilities and Deferred Inflows									
Accounts Payable	9500-9599	\$ (717,277.42)	\$ (369,337.63)	\$ (670,073.94)	\$ (679,650.73)	\$ (0.01)		\$ (22,352,719.87)	\$ (22,352,719.87)
Due To Other Funds	9610			\$ -	\$ -	\$ -		\$ -	\$ -
Current Loans	9640			\$ -	\$ -	\$ -		\$ -	\$ -
Unearned Revenues	9650			\$ -	\$ -	\$ -		\$ -	\$ -
Deferred Inflows of Resources	9690			\$ -	\$ -	\$ -		\$ -	\$ -
Undefined Objects				\$ -	\$ -	\$ -		\$ -	\$ -
<b>SUBTOTAL LIABILITIES</b>		<b>\$ (717,277.42)</b>	<b>\$ (369,337.63)</b>	<b>\$ (670,073.94)</b>	<b>\$ (679,650.73)</b>	<b>\$ (0.01)</b>	<b>\$ -</b>	<b>\$ (22,352,719.87)</b>	<b>\$ (22,352,719.87)</b>
Nonoperating									
Suspense Clearing	9910	\$ -	\$ -	\$ -	\$ -	\$ -		\$ -	\$ -
<b>TOTAL BALANCE SHEET ITEMS</b>		<b>\$ 2,116,313.42</b>	<b>\$ (284,873.63)</b>	<b>\$ (670,073.94)</b>	<b>\$ 128,985.69</b>	<b>\$ 1,925,189.59</b>	<b>\$ -</b>	<b>\$ 5,179,849.82</b>	<b>\$ 5,179,849.82</b>
<b>E. NET INCREASE/DECREASE B - C + D</b>		<b>\$ (743,814.69)</b>	<b>\$(12,965,155.39)</b>	<b>\$(3,288,950.18)</b>	<b>\$ 9,230,787.87</b>	<b>\$ 5,071,091.18</b>	<b>\$ -</b>	<b>\$ (24,394,082.34)</b>	<b>\$ (29,573,932.16)</b>
<b>F. ENDING CASH (A + E)</b>		<b>\$(12,901,426.92)</b>	<b>\$(25,866,582.31)</b>	<b>\$(29,155,532.49)</b>	<b>\$(19,924,744.61)</b>				
G. Ending Cash, Plus Cash Accruals and Adjustments								\$ (14,853,653.43)	





# SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 8.3

**Meeting Date:** June 6, 2019

**Subject:** 2019-2020 Special Education Local Plan Area (SELPA) Annual Service Plan and Annual Budget Plan

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

**Division:** Academic Office/Special Education Department

**Recommendation:** To conduct a Public Hearing on the SELPA's Annual Service Delivery Plan and the Annual Budget Plan.

**Background/Rationale:** The SCUSD SELPA Local Plan requires a service plan and budget plan be developed and updated annually. The plans are developed prospectively. The Annual Service Plan describes the full continuum of services provided by the district for students, birth to 22 years of age; including students with low incidence disabilities. The Budget Plan describes those funds received in accordance with EC 56836 and the expenditure of those funds.

The Special Education Department continues to direct its focus towards the improvement of teaching and learning in all programs for students with special needs, as well as outcomes for students, preparing them for college and career.

**Financial Considerations:** The SCUSD SELPA receives \$32,026,510 in state and federal funding, \$3,265,457 for Special Education Transportation and \$93,757,949 in other grants, entitlements and general funds for a total of \$129,049,916.

**LCAP Goal(s):** College, Career and Life Ready Graduates; Family and Community Empowerment

**Documents Attached:**

1. Public Hearing Notice
2. Executive Summary
3. Annual Service Report
4. Annual Service Descriptions
5. Certification Annual Service Plan
6. Certification Annual Budget Plan

**Estimated Time of Presentation:** 15 minutes

**Submitted by:** Dr. Iris Taylor, Chief Academic Officer

Becky Bryant, Director, Special Education Department/SELPA

**Approved by:** Jorge A. Aguilar, Superintendent

Sacramento City Unified School District  
Special Education Local Plan Area (SELPA)

## **NOTICE OF PUBLIC HEARING**

**Review of the SELPA's Annual Service Plan and Annual Budget Plan  
For 2019-2020**

Copies of these plans may be inspected at:

**Serna Education Center  
5735 47<sup>th</sup> Avenue  
Sacramento, CA 95824**

The Sacramento City Unified School District Governing Board will adopt the plan for the SCUSD SELPA at the June 20, 2019 Governing Board Meeting

**HEARING DATE:**

Thursday, June 6, 2019

**TIME:**

6:30 p.m.

**LOCATION:**

Serna Center  
5735 47<sup>th</sup> Avenue  
Sacramento, CA 95824

**FOR ADDITIONAL INFORMATION CONTACT:**

SCUSD SELPA Office/Special Education Department (916) 643-9163

# Board of Education Executive Summary

## Academic Office/Special Education Department

Continuous Improvement of Special Education Services:  
2019-2020 Special Education Local Plan Area (SELPA) Annual Service Plan and  
Annual Budget Plan  
June 6, 2019



### I. Overview/History of Department or Program

The Sacramento City Unified School District works diligently to provide a full continuum of quality instructional and support services to students with disabilities and their families so students are able to achieve to their potential. These services are embedded in the fact that all students are first and foremost general education students. They may meet eligibility and qualify for services, but those services are to enable the student to derive educational benefit in the general education program to the maximum extent possible. The continuum of services is also grounded in the belief that students with disabilities are able to and do respond to rigorous and relevant instruction tailored to their unique learning needs. The Annual Service Plan and Annual Budget Plan is an illustration of the commitment the Special Education Local Plan Area (SELPA)/District makes to provide these services and commit appropriate resources for the next school year.

### II. Driving Governance:

Assembly Bill (AB) 602, Chapter 654, statutes of 1997, requires the Special Education Local Plan Area (SELPA) to submit an Annual Budget Plan and Annual Service Plan that is adopted at a public hearing. As required in Education Code, these plans must identify expected expenditures, including a description of the services provided and the physical location of the service. The plan must demonstrate that all individuals with disabilities have access to services and instruction appropriate to meet their unique learning needs as specified in their Individual Education Program (IEP). The Annual Budget Plan and Annual Service Plan are prospective in nature, adopted by the Board and submitted to CDE on or before June 30, 2019.

### III. Budget:

SCUSD's budget for special education services includes funding from multiple sources including federal, state and district funds. Because the average cost to educate a student with an IEP is at least two times the cost of educating a student without an IEP, the district contributes a significant amount of LCFF funding towards the delivery of services and transportation for students with disabilities. The 2019-2020 budget for special education is as follows:

<b>2019-2020 Annual Budget Plan Revenue</b>	
AB602 (State funds based on district's ADA)	\$ 22,496,152
IDEA (Federal Funds)	\$ 9,530,358
Special Education Transportation	\$ 3,265,457
Other grants, entitlements and general funds, i.e., Educational Related Mental Health, Workability, Department of Rehabilitation (TPP), State Preschool, Alternative Dispute Resolution and District Contribution	\$ 93,757,949
Funds received to provide special education services	\$129,049,916

## Board of Education Executive Summary

### Academic Office/Special Education Department

Continuous Improvement of Special Education Services:

2019-2020 Special Education Local Plan Area (SELPA) Annual Service Plan and  
Annual Budget Plan

June 6, 2019



<b>2019-2020 Expected Expenditures</b>	
Administrative costs of the plan (Management staff, support staff and supplies)	\$ 1,932,963
Severe Disabilities (Teachers, Instructional Aides, Psychologists*, Social Workers*, Nurses*, supplies, SCOE Excess Costs and Nonpublic school/Nonpublic Agency costs)*Split funded across funding code	\$ 65,627,787
Non-Severe Disabilities (Teachers, Instructional Aides, Psychologists*, Social Workers*, Nurses*, and supplies) *Split funded across funding code	\$ 39,436,338
Regionalized Operations and Services (Program Specialists, Behavioral Specialists)	\$ 5,226,682
Supplemental Aids and services	\$ 3,069,619
Transportation	\$ 11,111,035
Miscellaneous (i.e., Workability and Federal Proportionate Share for Parentally Placed Private School Students)	\$ 2,678,492
<b>Total Operating Expenses</b>	<b>\$129,049,916</b>

Note: Students receiving special education services in special day classes generate ADA which is listed as part of the district's general fund contribution under LCFF

#### IV. Goals, Objectives and Measures:

The cost to provide services to students with disabilities is rising at a faster rate than the resources allotted to provide the services. Recent analysis of the Special Education budget illustrates a significantly higher general fund contribution rate than the overall state contribution rate. The following goals and objectives have been developed to monitor for the 2019-2020 school year:

- Reduce population of students served in Nonpublic School by 5% by June, 2020
- Decrease number of agency contracted aides by 5% by June, 2020

Equally important, is the need to monitor the budget to ensure that we continually look for program efficiencies and the capacity that is needed within the district to reduce our reliance on nonpublic schools and nonpublic agencies. The budget is now monitored closely in terms of monthly expenditures and avenues to streamline expenses to possibly save money without reducing the quality of the services paid for.

## Board of Education Executive Summary

### Academic Office/Special Education Department

Continuous Improvement of Special Education Services:

2019-2020 Special Education Local Plan Area (SELPA) Annual Service Plan and Annual Budget Plan

June 6, 2019



#### V. Major Initiatives:

The SELPA took proactive steps this year to share budget development and expenditures with the CAC prior to asking the Board to engage in a Public Hearing on June 6, 2019. A budget overview was given at the April, 2019 General Meeting. Prior to the presentation, the CAC was queried as to what type and depth of information they would like to be presented relative to the Special Education budget and its subsequent year development. A detailed list of questions was presented to the SELPA and the presentation focused on building an understanding regarding those questions. The questions focused on general special education service and budget questions and more specific questions such as, how many students currently being served in Nonpublic School, how decisions are made about which Nonpublic Agency to contract with, the cost of legal settlements, including attorney's fees, etc. During the April, 2019 presentation, additional questions and requests were relayed to the SELPA to further develop understanding around how a special education budget is developed and how expenditure decisions are made. Those questions were addressed in the May, 2019 follow-up budget presentation and actual review of the proposed Annual Service Plan and Annual Budget Plan. Additional supporting documents were provided for the CAC outlining the current contracts and their projected amounts for 2019-2020 for Nonpublic Schools/Nonpublic Agencies. This transparency allowed the SELPA to authentically address questions from the public about the scope and breadth of the services that the budget covers within the SELPA so that all IEP services can be delivered to students.

Monitoring the Special Education Budget in 2019-2020 will continue to be a major initiative for the department. The services provided are mandated and driven by a student's IEP. The requirements of the SELPA are that we provide a full continuum of services to students that qualify for service. Monitoring the budget and evaluating the services provided to students are embedded into the intended structure and oversight responsibility of the Annual Service Plan and Annual Budget Plan. This plan, when adopted by the Board, provides the declaration that the SELPA budgeting and monitoring structures are in place to ensure that services are provided in accordance to state and federal law. It is critically important that this focus continue and is elevated due to the district's structural financial crisis. The Annual Service Plan and Annual Budget Plan, although separate from other mandated reports such as the LCAP, are intended to compliment the priorities outlined in the LCAP. Next year, it is anticipated that the Annual Service Plan and Annual Budget Plan documents will be revised by the state to more closely resemble an LCAP plan to assist our constituents to see the similarities and the differences of each. Until that time, it will be critically important that the department is able to be transparent in the timely sharing of budget updates, budget development, possible service delivery changes and budget expenditures throughout the year leading up to the next Annual Service Plan and Annual Budget Plan.

## Board of Education Executive Summary

### Academic Office/Special Education Department

Continuous Improvement of Special Education Services:

2019-2020 Special Education Local Plan Area (SELPA) Annual Service Plan and  
Annual Budget Plan

June 6, 2019



#### VI. Results:

N/A

#### VII. Lessons Learned/Next Steps:

Next Steps:

- Continue to provide regular budget updates to the CAC throughout the 2019-2020 school year to ensure that the SELPA is communicating to parents the information they want to hear and in the manner they would like to receive it
- Engage CAC in a planning meeting to discuss future service delivery changes or enhancements they would like the SELPA to prioritize in the coming years and possible strategies to realign budget expenditures if needed to make these critical shifts
- Post past budget presentations to the Special Education webpage so that parents can access this information if they are unable to attend a CAC meeting
- Engage CAC in an information gathering meeting around transition planning and resources to gain further perspectives on the need to offer a wide continuum of options for services and planning to account for our diverse student need

SELPA:3412 Sacramento City Unified SELPA

LEA:3467439 SACRAMENTO CITY UNIFIED

**Annual Service Report (001)**

Site name and type of facility providing services to students enrolled in the LEA		Services Provided at this Location
Site Name	Type of Facility	CASEMIS code associated with each service that is provided at the location listed in the left hand column.
0101899 George Washington Carver	10	330   415   450   510   515   530
0101907 The Met Sacramento	10	330   510   830   840   900
0101972 Rosemont High	10	330   415   425   435   436   445   450   510   515   525   535   610   725   820   830   840   890   900
0108951 Health Professions High	10	330   340   415   435   510   515   525   530   820   830   840   890
0114546 School of Engineering & Sciences	10	330   415   445   450   515   820   830   840   890   900
0121665 Yav Pem Suab Academy - Preparing for the Future	10	330   415
3430154 American Legion High (Cont.)	10	330   820   830   840
3430865 West Campus Hiram Johnson	10	330   415   445   535   820   830   840   890   900
13431012 Burbank (Luther) High	10	330   340   415   425   435   436   445   450   460   510   515   525   535   720   725   820   830   840   850   870   890   900
13434636 Johnson (Hiram W.) High	10	330   415   425   435   445   450   510   515   535   720   820   830   840   850   855   870   890   900
13434768 Kennedy (John F.) High	10	330   415   425   435   436   445   450   510   515   525   530   535   715   720   725   730   820   830   840   850   860   890   900
13435419 McClatchy (C.K.) High	10	330   415   425   435   445   450   515   535   720   725   820   830   840   850   855   890   900
13467602 *** Sch Code Not Found ***	10	330   415   436   445   450   840   850   870   890
6033765 Winn (A.M.) Elementary	10	330   415   425   445   450   515   535
6033799 Bowling Green Elementary (Char)	10	330   340   415

Please ensure that the following are included on this form: (Ages 6-22)

10-Public Day School	20-Continuation School
19-Other Public School/Facility	31- Community School
24-Independent Study	15-Special Education Center/Facility
11-Public Residential School	22- Alternative Work Education
56- Charter School (operated AS an LEA	55- CharterSchool (operated as by an LEA



SELPA:3412 Sacramento City Unified SELPA

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**Annual Service Report (001)**

Site name and type of facility providing services to students enrolled in the LEA		Services Provided at this Location
Site Name	Type of Facility	CASEMIS code associated with each service that is provided at the location listed in the left hand column.
6033807 Harte (Bret) Elementary	10	330   415   425   450   510   535   720
6033815 Greenwood (Caleb) Elementary	10	330   415   425   435   445   450   460   510   535   900
6033823 Camellia Elementary	10	330   340   415   450
6033831 Wenzel (Caroline) Elementary	10	330   415   425   435   445   450   510   535   900
6033880 Lubin (David) Elementary	10	330   340   415   425   435   436   445   450   460   515   525   535   715   720   725   730
6033906 Warren (Earl) Elementary	10	330   415   425   435   436   445   450   515   720
6033914 Kemble (Edward) Elementary	10	330   415   425   450   535
6033930 Elder Creek Elementary	10	330   350   415   450   515   535
6033948 Baker (Ethel I.) Elementary	10	330   415   425   450   460   515
6033955 Phillips (Ethel) Elementary	10	330   415   450   510   515   525
6033997 Harkness (H.W.) Elementary	10	330   415   450   510   535   730
6034003 Hollywood Park Elementary	10	330   415   425   445   450   535   725   730
6034011 Bancroft (Hubert H.) Elementary	10	330   415   450   510   535   720   725
6034029 Cohen (Isador) Elementary	10	330   415   425   445   450   460   510   515   535
6034037 Leataata Floyd Elementary	10	330   415   450   515   535
6034045 Bidwell (John) Elementary	10	330   415   425   445   450   535

Please ensure that the following are included on this form: (Ages 6-22)

10-Public Day School	20-Continuation School
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24-Independent Study	15-Special Education Center/Facility
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**Annual Service Report (001)**

Site name and type of facility providing services to students enrolled in the LEA		Services Provided at this Location
Site Name	Type of Facility	CASEMIS code associated with each service that is provided at the location listed in the left hand column.
6034052 Cabrillo (John) Elementary	10	330   415   425   445   450   460   515   535   720   900
6034060 Sloat (JohnD) Elementary	10	330   415   425   436   445   450   460   900
16034078 Morse (JohnF.) Elementary	10	210   330   415   425   435   445   450   460   510   515   535   710   720   725   900
6034094 Bonnheim (Joseph) Elementary	10	330
6034136 Twain (Mark) Elementary	10	330   415   450   460   535
034169 Nicholas Elementary	10	330   415   450
6034177 Erlewine (O.W.) Elementary	10	330   415   425   435   436   450   460   535   720
034185 Oak Ridge Elementary	10	330   415   450   510
034193 Pacific Elementary	10	330   415   445   535
6034201 Parkway Elementary	10	330   415   425   435   436   450   460
5034219 Burnett (Peter) Elementary	10	330   340   415   450   460   515   535   720   725
5034227 Hearst (Phoebe A.) Elementary	10	330   415   450   535
6034235 Pony Express Elementary	10	330   415   425   435   450   510   535
034243 Crocker/Riverside Elementary	10	330   415   445   450   515   525   535   720
6034250 Sequoia Elementary	10	330   415   445   450   535   900
034276 Sutterville Elementary	10	330   415   425   445   450   510   515   535   720   900

Please ensure that the following are included on this form: (Ages 6-22)

10-Public Day School School	20-Continuation School
19-Other Public School/Facility	31- Community School
24-Independent Study	15-Special Education Center/Facility
11-Public Residential School	22- Alternative Work Education
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SELPA:3412 Sacramento City Unified SELPA

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**Annual Service Report (001)**

Site name and type of facility providing services to students enrolled in the LEA		Services Provided at this Location
Site Name	Type of Facility	CASEMIS code associated with each service that is provided at the location listed in the left hand column.
6034284 Tahoe Elementary	10	I 330 I 415 I 425 I 435 I 450 I 535 I 720
034292 Judah (Theodore) Elementary	10	I 330 I 415 I 425 I 436 I 445 I 450 I 510 I 535
6034326 Land (William) Elementary	10	I 330 I 415 I 425 I 450
6034334 Woodbine Elementary	10	I 330 I 415 I 445 I 450 I 460 I 515 I 525 I 720
6059273 Einstein (Albert) Middle	10	I 330 I 415 I 425 I 435 I 436 I 445 I 450 I 460 I 510 I 515 I 535 I 720
6059281 California Middle	10	I 330 I 415 I 425 I 445 I 450 I 510 I 515 I 720 I 900
6059299 Rosa Parks Middle	10	I 330 I 415 I 425 I 435 I 445 I 450 I 460 I 510 I 515 I 535 I 725 I 900
6059307 Bacon (Fern) Middle	10	I 330 I 340 I 415 I 425 I 435 I 436 I 450 I 460 I 515 I 535 I 725 I 820 I 840 I 900
6059315 Da Vinci (Leonardo) Elementary	10	I 330 I 415 I 425 I 435 I 445 I 450 I 515 I 525 I 720 I 725 I 730
6059323 Still (John H.) Elementary	10	I 330 I 415 I 425 I 445 I 450 I 510 I 515 I 530 I 535
6059356 Brannan (Sam) Middle	10	I 330 I 415 I 425 I 445 I 450 I 510 I 515 I 525 I 720
5059364 Wood (Will C.) Middle	10	I 330 I 415 I 425 I 435 I 445 I 450 I 525
5061832 Carson (Kit) Middle	10	I 330 I 415 I 425 I 445 I 450 I 510 I 515 I 520 I 525 I 535 I 830 I 900
5066690 Sutter Middle	10	I 330 I 415 I 425 I 445 I 450 I 460 I 510 I 515 I 535 I 710 I 715 I 720 I 900
6071336 Anthony (SusanB.) Elementary	10	I 330 I 415 I 445
5096150 Marshall (James) Elementary	10	I 330 I 415 I 425 I 445 I 450 I 510 I 535 I 900

Please ensure that the following are included on this form: (Ages 6-22)

10-Public Day School School	20-Continuation School
19-Other Public School/Facility	31- Community School
24-Independent Study	15-Special Education Center/Facility
11-Public Residential School	22- Alternative Work Education
56- Charter School(operated AS an LEA	55- Charter School(operated as by an LEA

SELPA:3412 Sacramento City Unified SELPA

LEA:3467439 SACRAMENTO CITY UNIFIED

**Annual Service Report (001)**

Site name and type of facility providing services to students enrolled in the LEA		Services Provided at this Location
Site Name	Type of Facility	CASEMIS code associated with each service that is provided at the location listed in the left hand column.
16096168 Didion (Genevieve) elementary	10	330   415   450   535
096655 Washington Elementary	10	330   415   450   535
16097083 Golden Empire Elementary	10	330   415   450   460   510   515   710   720   725
16099808 Lincoln (Abraham) elementary	10	330   415   445   450
6107239 King (Martin Luther Jr.) elementary	10	330   415   445   450   460   515   535   900
6110662 Kenny (Father Keith B.) Elementary Charter	10	330   415   445   450   725
6111389 Matsuyama Elementary	10	330   415   450   525   530   535
6117097 SCUSD Success Academy K-8 Community Day	10	330   415   450   510   515
D119440 Cesar Chavez Intermediate	10	330   415   436   445   450   510   515   535   710   725 v
902019 *** Sch Code Not Found ***	10	330
6976641 *** Sch Code Not Found ***	10	415
ro69230 *** Sch Code Not Found ***	10	330   415
\$ACACEL *** Sch Code Not Found ***	10	330   340   510   515   820   830   840

Please ensure that the following are included on this form: (Ages 6-22)

10-Public Day School	20-Continuation School
19-Other Public School/Facility	31- Community School
24-Independent Study	15-Special Education Center/Facility
11-Public Residential School	22- Alternative Work Education
56- Charter School (operated AS an LEA)	55- Charter School (operated as by an LEA)

SELPA:3412 Sacramento City Unified SELPA

LEA:3467439 SACRAMENTO CITY UNIFIED

Annual Service Report (001)

Site name and type of facility providing services to students enrolled in the LEA		Services Provided at this Location
Site Name	Type of Facility	CASEMIS code associated with each service that is provided at the location listed in the left hand column.
113209 Anderson (Marian) - Therapeutic Center	15	330   415   445   450   510   515   535
M33880 Lubin (David) Elementary	19	330   415   720
5034334 Woodbine Elementary	19	330   415
430154 American Legion High (Cont.)	20	330   510   515   820   830   840   890   900
0101295 KIPP Sbl Aureus College Preparatory	55	330   415   450   515
0101881 New Technology High	55	330   415   425   445   450   510   515   535   725   820   830   840
0101899 Americas Choice	55	330   415   425   445   450   510   515   535   725   820   830   840   900
0101907 The Met Sacramento	55	330   415   445   450   510   515   820   840   900
0108951 Health Professions High	55	330   510   840
0121665 Yav Pem Suab Academy - Preparing for the Future	55	330   415   445   450
0131136 New Joseph Bonnheim (NJB) Community Charter	55	330   415   535
6033799 Bowling Green Elementary (Char)	55	330   415   425   436   445   450   460   510   725
15034250 Sequoia Elementary	55	415
6059299 Goethe (Charles M.) Middle	55	330
0059307 Bacon (Fern) Middle	55	330   425   436   450   460   900
6061832 Carson (Kit) Middle	55	330

Please ensure that the following are included on this form: (Ages 6-22)

10-Public Day School School	20-Continuation School
19-Other Public School/Facility	31- Community School
24-Independent Study	15-Special Education Center/Facility
11-Public Residential School	22- Alternative Work Education
56- Charter School (operated AS an LEA)	55- Charter School (operated as by an LEA)

SELPA:3412 Sacramento City Unified SELPA

LEA:3467439 SACRAMENTO CITY UNIFIED

**Other Facility (002)**

Site name and type of facility providing services to students enrolled in the LEA		Services Provided at this Location
Site Name	Type of Facility	CASEMIS code associated with each service that is provided at the location listed in the left hand column.
3430519 Capital City (Independent Study)	40	415
3434636 Johnson (Hiram W.) High	40	330   515   820   830
6034219 Burnett (Peter) Elementary	40	415
HOMEHOS *** Sch Code Not Found ***	40	330   340   415   425   445   450   460   515   535   710   715   720   725   820   930   840   890   900
000001 *** Sch Code Not Found ***	70	330   340   350   415   425   435   445   450   460   510   515   520   525   530   535   710   720   725   820   830   840   850   890   900
PO00001 *** Sch Code Not Found ***	71	210   330   510   515
0000001 *** Sch Code Not Found ***	72	330   340   415   425   445   450   510   515   520   530   535   545
0000001 *** Sch Code Not Found ***	79	415   435   445   450   535

Please ensure that the following are included on this form: (Ages 6-22)	
30-Juvenile Court	40-Home Instruction
45-Hospital Facility	50-Community College
51-Adult Education Program	70 -Nonpublic Day School
71/72- Nonpublic Residential	79- Nonpublic Agency

SELPA:3412 Sacramento City Unified SELPA

LEA:3467439 SACRAMENTO CITY UNIFIED

**Pre-School Services 004**

Site name and type of facility providing services to students enrolled in the LEA		Services Provided at this Location
Site Name	Type of Facility	CASEMIS code associated with each service that is provided at the location listed in the left hand column.
6033880 Lubin (David) Elementary	00	330   415   450
6034052 Cabrillo (John) Elementary	00	250   415   710
6034136 Twain (Mark) Elementary	00	415
6034243 Crocker/Riverside Elementary	00	415
0097083 Golden Empire Elementary	00	415
OSCHOL *** Sch Code Not Found ***	00	330   415   450   460   535   725
0101295 KIPP Sol Aureus College Preparatory	10	415
3433323 Fremont Adult Education	10	415   450
3434636 Johnson (Hiram W.) High	10	415   450
6033765 Winn (A.M.) Elementary	10	330   415   450
033807 Harte (Bret) Elementary	10	330   415   450   460
5033815 Greenwood (Caleb) Elementary	10	330   415   450   515   535
5033823 Camellia Elementary	10	330   415   450
5033831 Wenzel (Caroline) Elementary	10	415   450

Please ensure that the following are included on this form: (Ages 3-5)

40 Home Instruction/00 - No school	45 Hospital Facility
61-Head Start Program	62- Child Devt. or Child Care
State Preschool Program	64- Private Preschool
65-Extended Day Care Program	11-Public Residential School
10-Public Day School	19-Other Public School/Facilities

**Pre-School Services 004**

Site name and type of facility providing services to students enrolled in the LEA		Services Provided at this Location
Site Name	Type of Facility	CASEMIS code associated with each service that is provided at the location listed in the left hand column.
6033856 Huntington (Collis P.) Elementary	10	330   415   450
6033880 Lubin (David) Elementary	10	330   415   450   460   535   720
16033906 Warren (Earl) Elementary	10	415   450
6033914 Kemble (Edward) Elementary	10	330   415   450   460   725
6033930 Elder Creek Elementary	10	415
6033948 Baker (Ethel I.) Elementary	10	330   350   415   450
"033955 Phillips (Ethel) Elementary	10	330   415   445   450   460   720   900
6033997 Harkness (H.W.) Elementary	10	415   450   460   720
6034003 Hollywood Park Elementary	10	415   450   710   720
0034011 Bancroft (Hubert H.) Elementary	10	415
6034029 Cohen (Isador) Elementary	10	330   415   436   450   720
0034037 Smith (Jedediah) Elementary	10	330   415   450
16034045 Bidwell (John) Elementary	10	415   450
034052 Cabrillo (John) Elementary	10	330   415   450
"034060 Sloat (John D.) Elementary	10	415

Please ensure that the following are included on this form: (Ages 3-5)

40 Home Instruction/00 - No school	45 Hospital Facility
61-Head Start Program	62- Child Devt. or Child Care
State Preschool Program	64- Private Preschool
65-Extended Day Care Program	11- Public Residential School
10-Public Day School	19-Other Public School/Facilities



SELPA:3412 Sacramento City Unified SELPA

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**Pre-School Services 004**

Site name and type of facility providing services to students enrolled in the LEA		Services Provided at this Location
Site Name	Type of Facility	CASEMIS code associated with each service that is provided at the location listed in the left hand column.
6034136 Twain (Mark) Elementary	10	330   415   450
6034169 Nicholas Elementary	10	330   415   436   450   460   725
6034177 Erlewine (O.W.) Elementary	10	330   415   435   436   450   460   725
034185 Oak Ridge Elementary	10	330   415   450
034193 Pacific Elementary	10	415
034201 Parkway Elementary	10	230   240   415   725   730
6034219 Burnett (Peter) Elementary	10	330   415   450   460
6034227 Hearst (Phoebe A.) Elementary	10	415
6034235 Pony Express Elementary	10	330   415   450   460
6034243 Crocker/Riverside elementary	10	330   415   450   900
034250 Sequoia Elementary	10	330   415   450   460
034276 Sutterville Elementary	10	415   450
034284 Tahoe Elementary	10	330   415   450
6034292 Judah (Theodore) Elementary	10	415
6034326 Land (William) Elementary	10	350   415
034334 Woodbine Elementary	10	330   415

Please ensure that the following are included on this form: (Ages 3-5)

40 Home Instruction/00 - No school	45 Hospital Facility
61-Head Start Program	62- Child Devt. or Child Care
State Preschool Program	64- Private Preschool
65-Extended Day Care Program	11- Public Residential School
10-Public Day School	19-Other Public School/Facilities

Pre-School Services 004

Site name and type of facility providing services to students enrolled in the LEA		Services Provided at this Location
Site Name	Type of Facility	CASEMIS code associated with each service that is provided at the location listed in the left hand column.
16059299 Goethe (Charles M.) Middle	10	330   415   450
16059315 Da Vinci (Leonardo) Elementary	10	330   415   450   535
16059323 Still (John H.) Elementary	10	330   415   450
071336 Anthony (Susan B.) Elementary	10	415
16096150 Marshall (James) Elementary	10	330   415   450
6096168 Didion (Genevieve) Elementary	10	415   445   450   460
6096655 Washington Elementary	10	330   415   450   460   535   720
6097083 Golden Empire Elementary	10	330   415   450
5099808 Lincoln (Abraham) Elementary	10	330   415   450
6107239 King (Martin Luther Jr.) Elementary	10	330   415   450
16110662 Kenny (Father Keith B.) Elementary Charter	10	415   450
6111389 Matsuyama Elementary	10	415
P091481 ABC School - Sacramento	10	330   415   450
NOSCHOL *** Sch Code Not Found ***	40	415
RVTPRE *** Sch Code Not Found ***	64	415
ETAPRE *** Sch Code Not Found ***	61	415

Please ensure that the following are included on this form: (Ages 3-5)

40 Home Instruction/00 - No school	45 Hospital Facility
61-Head Start Program	62- Child Devt. or Child Care
State Preschool Program	64- Private Preschool
65-Extended Day Care Program	11- Public Residential School
10-Public Day School	19-Other Public School/Facilities

SELPA:3412 Sacramento City Unified SELPA

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**Pre-School Services 004**

Site name and type of facility providing services to students enrolled in the LEA		Services Provided at this Location
Site Name	Type of facility,	CASEMIS code associated with each service that is provided at the location listed in the left hand column.
preschl *** Sch Code Not Found ***	10	415
HOMEHOS *** Sch Code Not Found ***	40	340   415   445   450   460   720   725
13434636 Johnson (Hiram W.) High	61	415
"5033948 Baker (Ethel I.) Elementary	61	415
034136 Twain (Mark) Elementary	61	330   415
M34235 Pony Express Elementary	61	415
15096168 Didion (Genevieve) Elementary	61	415
5096655 Washington Elementary	61	415
NOSCHOL *** Sch Code Not Found ***	61	415
SETAPRE *** Sch Code Not Found ***	61	350   415   450   720
Preschl *** Sch Code Not Found ***	61	415
13430030 Skills and Business Education	62	415
13434636 Johnson (Hiram W.) High	62	415
6033856 Huntington (Collis P.) Elementary	62	330   415   436   445   450   460   535   725
PLAYMATE *** Sch Code Not Found ***	64	415
f'RESCHL *** Sch Code Not Found ***	62	330   415   450   460

Please ensure that the following are included on this form: (Ages 3-5)

40 Home Instruction/00 - No school

45 Hospital Facility

61-Head Start Program

62- Child Devt. or Child Care

State Preschool Program

64- Private Preschool

65-Extended Day Care Program

11-Public Residential School

10-Public Day School

19-Other Public School/Facilities

SELPA:3412 Sacramento City Unified SELPA

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**Pre-School Services 004**

Site name and type of facility providing services to students enrolled in the LEA		Services Provided at this Location	
Site Name	Type of Facility	CASEMIS code associated with each service that is	
preschl *** Sch Code Not Found ***	62	415	
6033799 Bowling Green Elementary (Char)	63	415	
6033815 Greenwood (Caleb) Elementary	64	415	
0034243 Crocker/Riverside Elementary	64	415	
6206338 *** Sch Code Not Found ***	64	415	
6922066 *** Sch Code Not Found ***	64	415	
6976542 *** Sch Code Not Found ***	64	415	
NOSCHOL *** Sch Code Not Found ***	64	415	
PRVTPRE *** Sch Code Not Found ***	64	330   415   450	

Please ensure that the following are included on this form: (Ages 3-5)

40 Home Instruction/00 - No school	45 Hospital Facility
61-Head Start Program	62- Child Devt. or Child Care
State Preschool Program	64- Private Preschool
65-Extended Day Care Program	11- Public Residential School
10-Public Day School	19-Other Public School/Facilities





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Handwritten notes in the lower middle section, continuing the list or series of points.

Handwritten notes in the lower section, continuing the list or series of points.

Handwritten notes in the lower section, continuing the list or series of points.

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11–Public Residential School	19–Other Public School/Facilities
40–Home	45–Hospital Facility
62–Child Development or Child Care Facility	65–Extended Day Care



Special Education Local Plan Area:

Service Descriptions

Code	Special Education Service Category Descriptions	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement*)
210	<b>Family training, counseling, and home visits (ages 0-2 only):</b> This service includes: services provided by social workers, psychologists, or other qualified personnel to assist the family in understanding the special needs of the child and enhancing the child's development. Note: Services provided by specialists (such as medical services, nursing services, occupational therapy, and physical therapy) for a specific function should be coded under the appropriate service category, even if the services were delivered in the home.	XXX			34 Code of Federal Regulations (CFR) sections 300.34 (c)(3), 300.226
220	<b>Medical services (for evaluation only) (ages 0-2 only):</b> Services provided by a licensed physician to determine a child's developmental status and need for early intervention services.	XXX			34 CFR sections 300.34 (c)(3), 300.226
230	<b>Nutrition services (ages 0-2 only):</b> These services include conducting assessments in: nutritional history and dietary intake; anthropometric, biochemical, and clinical variables; feeding skills and feeding problems; and food habits and food preferences.	XXX			34 CFR sections 300.34 (c)(3), 300.226
240	<b>Service coordination (ages 0-2 only)</b>	XXX			34 CFR sections 300.34 (c)(3), 300.226
250	<b>Special instruction (ages 0-2 only):</b> Special instruction includes: the design of learning environments and activities that promote the child's acquisition of skills in a variety of developmental areas, including cognitive processes and social interaction; curriculum planning, including the planned interaction of personnel, materials, and time and space, that leads to achieving the outcomes in the child's individualized family service plan (IFSP); providing families with information, skills, and support related to enhancing the skill development of the child; and working with the child to enhance the child's development.	XXX			34 CFR sections 300.34 (c)(3), 300.226
260	<b>Special education aide in regular development class, childcare center, or family childcare home (ages 0-2 only)</b>	XXX			34 CFR sections 300.34 (c)(3), 300.226

Services will be provided in the school of attendance unless otherwise determined by the individualized education program (IEP) team.

Code	Special Education Service Category Descriptions	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement*)
270	<b>Respite care services (ages 0–2 only):</b> Through the IFSP process, short-term care given in-home or out-of-home, which temporarily relieves families of the ongoing responsibility for specialized care for child with a disability. (Note: only for infants and toddlers from birth through 2, but under 3.)	XXX			34 CFR sections 300.34 (c)(3), 300.226
330	<b>Specialized academic instruction:</b> Adapting, as appropriate to the needs of the child with a disability, the content, methodology, or delivery of instruction to ensure access of the child to the general curriculum, so that he or she can meet the educational standards within the jurisdiction of the public agency that apply to all children.	XXX			34 CFR Section 300.39(b)(3)
340	<b>Intensive individual instruction:</b> IEP Team determination that student requires additional support for all or part of the day to meet his or her IEP goals.	XXX			30 California Education Code (EC) Section 56364
350	<b>Individual and small group instruction:</b> Instruction delivered one-to-one or in a small group as specified in an IEP enabling the individual(s) to participate effectively in the total school program.	XXX			5 California Code of Regulations (CCR) Section 3051; 30 EC Section 56441.2
415	<b>Language and speech:</b> Language and speech services provide remedial intervention for eligible individuals with difficulty understanding or using spoken language. The difficulty may result from problems with articulation (excluding abnormal swallowing patterns, if that is the sole assessed disability); abnormal voice quality, pitch, or loudness; fluency; hearing loss; or the acquisition, comprehension, or expression of spoken language. Language deficits or speech patterns resulting from unfamiliarity with the English language and from environmental, economic or cultural factors are not included. Services include specialized instruction and services: monitoring, reviewing, and consultation, and may be direct or indirect, including the use of a speech consultant.	XXX			5 CCR Section 3051.1; 30 EC Section 56363; 34 CFR sections 300.34 (c)(15), 300.8 (c)(11)

Services will be provided in the school of attendance unless otherwise determined by the individualized education program (IEP) team.

Code	Special Education Service Category Descriptions	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement*)
425	<b>Adapted physical education:</b> Direct physical education services provided by an adapted physical education specialist to pupils who have needs that cannot be adequately satisfied in other physical education programs as indicated by assessment and evaluation of motor skills performance and other areas of need. It may include individually designed developmental activities, games, sports, and rhythms, for strength development and fitness suited to the capabilities, limitations, and interests of individual students with disabilities who may not safely, successfully, or meaningfully engage in unrestricted participation in the vigorous activities of the general or modified physical education program.	XXX			5 CCR Section 3051.5; 30 EC Section 56363; 34 CFR sections 300.108, 300.39 (b)(2)
435	<b>Health and nursing–specialized physical health care services:</b> Specialized physical health care services means those health services prescribed by the child's licensed physician and surgeon, requiring medically related training of the individual who performs the services and which are necessary during the school day to enable the child to attend school (5 CCR Section 3051.12[b]). Specialized physical health care services include but are not limited to suctioning, oxygen administration, catheterization, nebulizer treatments, insulin administration, and glucose testing.	XXX			5 CCR Section 3051.12; 30 EC sections 56363, 49423.5(d) 34 CFR Section 300.107;
436	<b>Health and nursing–other services:</b> This includes services that are provided to individuals with exceptional needs by a qualified individual pursuant to an IEP when a student has health problems which require nursing intervention beyond basic school health services. Services include managing the health problem, consulting with staff, group and individual counseling, making appropriate referrals, and maintaining communication with agencies and health care providers. These services do not include any physician supervised or specialized health care service. IEP required health and nursing services are expected to supplement the regular health services program.	XXX			5 CCR Section 3051.12; 30 EC Section 56363; 34 CFR Section 300.107

Services will be provided in the school of attendance unless otherwise determined by the individualized education program (IEP) team.

Code	Special Education Service Category Descriptions	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement*)
445	<b>Assistive technology services:</b> Any specialized training or technical support for the incorporation of assistive devices, adapted computer technology, or specialized media with the educational programs to improve access for students. The term includes a functional analysis of the student's needs for assistive technology; selecting, designing, fitting, customizing, or repairing appropriate devices; coordinating services with assistive technology devices; training or technical assistance for students with a disability, the student's family, individuals providing education or rehabilitation services, and employers.	XXX			5 CCR Section 3051.16; 30 EC Section 56363; 34 CFR sections 300.6, 300.105
450	<b>Occupational therapy:</b> Occupational Therapy (OT) includes services to improve student's educational performance, postural stability, self-help abilities, sensory processing and organization, environmental adaptation and use of assistive devices, motor planning and coordination, visual perception and integration, social and play abilities, and fine motor abilities. Both direct and indirect services may be provided within the classroom, other educational settings, or the home, in groups or individually, and may include therapeutic techniques to develop abilities, adaptations to the student's environment or curriculum, and consultation and collaboration with other staff and parents. Services are provided, pursuant to an IEP, by a qualified occupational therapist registered with the American Occupational Therapy Certification Board.	XXX			5 CCR Section 3051.6; 30 EC Section 56363; 34 CFR Section 300.34 (c)(6)

Services will be provided in the school of attendance unless otherwise determined by the individualized education program (IEP) team.

Code	Special Education Service Category Descriptions	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement*)
460	<b>Physical therapy:</b> These services are provided, pursuant to an IEP, by a registered physical therapist, or physical therapist assistant, when assessment shows a discrepancy between gross motor performance and other educational skills. Physical therapy includes, but is not limited to, motor control and coordination, posture and balance, self-help, functional mobility, accessibility and use of assistive devices. Services may be provided within the classroom, other educational settings or in the home, and may occur in groups or individually. These services may include adaptations to the student's environment and curriculum, selected therapeutic techniques and activities, and consultation and collaborative interventions with staff and parents.	XXX			5 CCR Section 3051.6; 30 EC Section 56363; 34 CFR Section 300.34 (c)(9); California <i>Business and Professions Code</i> (B&PC) Chapter 5.7 sections 2600–2696; <i>Government Code</i> (GC) Interagency Agreement Chapter 26.5 Section 7575(a)(2)
510	<b>Individual counseling:</b> One-to-one counseling, provided by a qualified individual pursuant to an IEP. Counseling may focus on such student aspects as education, career, personal, or be with parents or staff members on learning problems or guidance programs for students. Individual counseling is expected to supplement the regular guidance and counseling program.	XXX			5 CCR Section 3051.9; 34 CFR Section 300.34(c)(2)
515	<b>Counseling and guidance:</b> Counseling in a group setting, provided by a qualified individual pursuant to an IEP. Group counseling is typically social skills development, but may focus on such student aspects as education, career, personal, or be with parents or staff members on learning problems or guidance programs for students. IEP required group counseling is expected to supplement the regular guidance and counseling program. Guidance services include interpersonal, intrapersonal, or family interventions, performed in an individual or group setting by a qualified individual pursuant to an IEP. Specific programs include social skills development, self-esteem building, parent training, and assistance to special education students supervised by staff credentialed to serve special education students. These services are expected to supplement the regular guidance and counseling program.	XXX			34 CFR sections 300.24.(b)(2), 300.306; 5 CCR Section 3051.9

Services will be provided in the school of attendance unless otherwise determined by the individualized education program (IEP) team.



Code	Special Education Service Category Descriptions	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement*)
520	<b>Parent counseling:</b> Individual or group counseling provided by a qualified individual pursuant to an IEP to assist the parent(s) of special education students in better understanding and meeting their child's needs and may include parenting skills or other pertinent issues. IEP required parent counseling is expected to supplement the regular guidance and counseling program.	XXX			5 CCR Section 3051.11; 34 CFR Section 300.34(c)(8)
525	<b>Social work services:</b> Social work services, provided by a qualified individual pursuant to an IEP, include, but are not limited to, preparing a social or developmental history of a child with a disability, group and individual counseling with the child and family, working with those problems in a child's living situation (home, school, and community) that affect the child's adjustment in school, and mobilizing school and community resources to enable the child to learn as effectively as possible in his or her educational program. Social work services are expected to supplement the regular guidance and counseling program.	XXX			5 CCR Section 3051.13; 34 CFR Section 300.34(c)(14)
530	<b>Psychological services:</b> These services, provided by a credentialed or licensed psychologist pursuant to an IEP, include interpreting assessment results for parents and staff in implementing the IEP, obtaining and interpreting information about child behavior and conditions related to learning, and planning programs of individual and group counseling and guidance services for children and parents. These services may include consulting with other staff in planning school programs to meet the special needs of children as indicated in the IEP. IEP required psychological services are expected to supplement the regular guidance and counseling program.	XXX			5 CCR Section 3051.10; 34 CFR Section 300.34 (c)(10)
535	<b>Behavior intervention services:</b> A systematic implementation of procedures designed to promote lasting, positive changes in the student's behavior resulting in greater access to a variety of community settings, social contacts, public events, and placement in the least restrictive environment.	XXX			5 CCR Section 3001(d); 34 CFR Section 300.34 (c)(10)
540	<b>Day treatment services:</b> Structured education, training, and support services to address the student's mental health needs.			XXX	Health & Safety Code, Div.2, Chap.3, Article 1, Section 1502(a)

Services will be provided in the school of attendance unless otherwise determined by the individualized education program (IEP) team.

Code	Special Education Service Category Descriptions	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement*)
545	<b>Residential treatment services:</b> A 24-hour, out-of-home placement that provides intensive therapeutic services to support the educational program.	XXX			Welfare and Institutions Code, Part 2, Chapter 2.5, Art. 1, Section 5671
610	<b>Specialized services for low incidence disabilities:</b> Low incidence services are defined as those provided to the student population who have orthopedic impairment (OI), visual impairment (VI), who are deaf, hard of hearing (HH), or deaf-blind (DB). Typically, services are provided in education settings by an itinerant teacher or an itinerant teacher/specialist. Consultation is provided to the teacher, staff, and parents as needed. These services must be clearly written in the student's IEP, including frequency and duration of the services to the student.	XXX			5 CCR sections 3051.16, 3051.18; 34 CFR Section 300.34
710	<b>Specialized deaf and hard of hearing services:</b> These services include speech therapy, speech reading, auditory training, and/or instruction in the student's mode of communication. Rehabilitative and educational services; adapting curricula, methods, and the learning environment; and special consultation to students, parents, teachers, and other school personnel.	XXX			5 CCR sections 3051.16, 3051.18; 34 CFR Section 300.34
715	<b>Interpreter services:</b> Sign language interpretation of spoken language to individuals, whose communication is normally sign language, by a qualified sign language interpreter. This includes conveying information through the sign system of the student or consumer and tutoring students regarding class content through the sign system of the student.	XXX			5 CCR Section 3051.16; 34 CFR Section 300.34 (c)(4)
720	<b>Audiological services:</b> These services include measurements of acuity, monitoring amplification, and frequency modulation system use. Consultation services with teachers, parents, or speech pathologists must be identified in the IEP as to reason, frequency, and duration of contact; infrequent contact is considered assistance and would not be included.	XXX			5 CCR Section 3051.2; 34 CFR Section 300.34 (c)(1)

Services will be provided in the school of attendance unless otherwise determined by the individualized education program (IEP) team.

Code	Special Education Service Category Descriptions	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement*)
725	<b>Specialized vision services:</b> This is a broad category of services provided to students with visual impairments. It includes assessment of functional vision; curriculum modifications necessary to meet the student's educational needs including Braille, large type, and aural media; instruction in areas of need; concept development and academic skills; communication skills including alternative modes of reading and writing; and social, emotional, career, vocational, and independent living skills. It may include coordination of other personnel providing services to the students such as transcribers, readers, counselors, orientation and mobility specialists, career/vocational staff, and others, and collaboration with the student's classroom teacher.	XXX			5 CCR Section 3030(d); 30 EC Section 56364.1
730	<b>Orientation and mobility:</b> Students with identified visual impairments are trained in body awareness and to understand how to move. Students are trained to develop skills to enable them to travel safely and independently around the school and in the community. It may include consultation services to parents regarding their children requiring such services according to an IEP.	XXX			5 CCR Section 3051.3; 30 EC Section 56363; 34 CFR Section 300.34 (c)(7)
735	<b>Braille transcription:</b> Any transcription services to convert materials from print to Braille. It may include textbooks, tests, worksheets, or anything necessary for instruction. The transcriber should be qualified in English Braille as well as Nemeth Code (mathematics) and be certified by appropriate agency.	XXX			5 CCR Section 3051.16; 30 EC Section 56363; 34 CFR Section 300.8 (c)(13)
740	<b>Specialized orthopedic services:</b> Specially designed instruction related to the unique needs of students with orthopedic disabilities, including specialized materials and equipment.	XXX			5 CCR sections 3030(e), 3051.16; 30 EC Section 56363; 34 CFR Section 300.8 (c)(8)
745	<b>Reading services</b>	XXX			5 CCR Section 3051.16

Services will be provided in the school of attendance unless otherwise determined by the individualized education program (IEP) team.

Code	Special Education Service Category Descriptions	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement*)
750	<b>Note taking services:</b> Any specialized assistance given to the student for the purpose of taking notes when the student is unable to do so independently. This may include, but is not limited to, copies of notes taken by another student or transcription of tape-recorded information from a class or aide designated to take notes. This does not include instruction in the process of learning how to take notes.	XXX			5 CCR Section 3051.16
755	<b>Transcription services:</b> Any transcription service to convert materials from print to a mode of communication suitable for the student. This may also include dictation services as it may pertain to textbooks, tests, worksheets, or anything necessary for instruction.	XXX			5 CCR Section 3051.16
760	<b>Recreation services, includes therapeutic recreation:</b> Therapeutic recreation and specialized instructional programs designed to assist pupils to become as independent as possible in leisure activities, and when possible and appropriate, facilitate the pupil's integration into general recreation programs.	XXX			5 CCR Section 3051.15; 34 CFR Section 300.34 (c)(11)
820	<b>College awareness:</b> College awareness is the result of acts that promote and increase student learning about higher education opportunities, information, and options that are available including, but not limited to, career planning, course prerequisites, admission eligibility, and financial aid.	XXX			34 CFR sections 300.39 (b)(5), 300.43
830	<b>Vocational assessment, counseling, guidance, and career assessment:</b> Organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment, and may include provision for work experience, job coaching, development and/or placement, and situational assessment. This includes career counseling to assist a student in assessing his/her aptitudes, abilities, and interests in order to make realistic career decisions.	XXX			5 CCR Section 3051.14; 34 CFR sections 300.39 (b)(5), 300.43
840	<b>Career awareness:</b> Transition services include a provision for self-advocacy, career planning, and career guidance. This also emphasizes the need for coordination between these provisions and the Perkins Act to ensure that students with disabilities in middle schools will be able to access vocational education funds.	XXX			5 CCR Section 3051.14; 34 CFR sections 300.39 (b)(5), 300.43

Services will be provided in the school of attendance unless otherwise determined by the individualized education program (IEP) team.

Code	Special Education Service Category Descriptions	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement*)
850	<b>Work experience education:</b> Work experience education means organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career requiring other than a baccalaureate or advanced degree.	XXX			5 CCR Section 3051.14; 34 CFR sections 300.39 (b)(5), 300.43
855	<b>Job Coaching:</b> Job coaching is a service that provides assistance and guidance to an employee who may be experiencing difficulty with one or more aspects of the daily job tasks and functions. The service is provided by a job coach who is highly successful, skilled and trained on the job who can determine how the employee that is experiencing difficulty learns best and formulate a training plan to improve job performance.	XXX			5 CCR Section 3051.14; 34 CFR sections 300.39 (b)(5), 300.43
860	<b>Mentoring:</b> Mentoring is a sustained coaching relationship between a student and teacher through ongoing involvement. The mentor offers support, guidance, encouragement and assistance as the learner encounters challenges with respect to a particular area such as acquisition of job skills. Mentoring can be either formal, as in planned, structured instruction, or informal that occurs naturally through friendship, counseling, and collegiality in a casual, unplanned way.	XXX			5 CCR Section 3051.14; 34 CFR sections 300.39 (b)(5), 300.43
865	<b>Agency linkages (referral and placement):</b> Service coordination and case management that facilitates the linkage of individualized education programs under this part and individualized family service plans under part C with individualized service plans under multiple Federal and State programs, such as title I of the Rehabilitation Act of 1973 (vocational rehabilitation), title XIX of the Social Security Act (Medicaid), and title XVI of the Social Security Act (supplemental security income).	XXX			30 EC Section 56341.5 (f); 34 CFR Section 300.344 (3)(b)
870	<b>Travel training (includes mobility training)</b>	XXX			5 CCR Section 3051.3; 34 CFR sections 300.39 (c)(7)
890	<b>Other transition services:</b> These services may include program coordination, case management and meetings, and crafting linkages between schools and between schools and postsecondary agencies.	XXX			
900**	<b>Other special education/related services:</b> Any other specialized service required for a student with a disability to receive educational benefit.	XXX			

Services will be provided in the school of attendance unless otherwise determined by the individualized education program (IEP) team.

Code	Special Education Service Category Descriptions	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement*)
* <i>B&amp;PC–Business and Professional Codes</i>	<i>CCR–California Code of Regulations</i>				
	<i>CFR–Code of Federal Regulations</i>				
	<i>EC–Education Code</i>				
	<i>GC–Government Code</i>				
	<b>** Use of CASEMIS Code 900 necessitates further explanation. Please list the other special education/related services to be provided as Code 900 on the form ASP-01b: Customized Service Descriptions.</b>				

Services will be provided in the school of attendance unless otherwise determined by the individualized education program (IEP) team.

## Customized Service Descriptions

Special Education Local Plan Area:

California Department of Education Form ASP-01b (rev Feb 2017)		Special Education Division			
CASEMIS Code	Special Education Service Category Descriptions  Birth-21 Years	Compliance Standard (Legal Requirement)	For CDE Use Only		
			Compliance	Meets Compliance	
Yes	No				
900	<i>Behavior Consultation and Supervision</i>		<p>Has the Special Education Local Plan Area (SELPA) included:</p> <ul style="list-style-type: none"> <li>- Name of service?</li> <li>- Description of service?</li> <li>- How service provided?</li> </ul>		

**Certification of Annual Budget Plan  
 Fiscal Year 2019-2020**

<b>1. Check one, as applicable:</b> <input type="checkbox"/> Single District <input type="checkbox"/> Multiple District <input type="checkbox"/> District/County		
Special Education Local Plan Area (SELPA) Code 3412	SELPA Name Sacramento City Unified School District	Application Date June 30, 2019
SELPA Address 5735 47 <sup>th</sup> Ave.	SELPA City Sacramento, CA	SELPA Zip code 95824
Name SELPA Director (Print) Becky Bryant		SELPA Director's Telephone Number ( 916 )643-9163
<b>2. Certification by Designated Administrative And Fiscal Agency for This Program          (Responsible Local Agency/Administrative Unit [RLA/AU])</b>		
RLA/AU Name Sacramento Unified School District	Name/Title of RLA/AU Superintendent Jorge Aguilar	RLA/AU Telephone Number ( 916 )643-7000
RLA/AU Street Address 5735 47 <sup>th</sup> Ave.	RLA/AU City Sacramento, CA	RLA/AU Zip code 95824
Date of Governing Board Approval June 20, 2019		

**Certification of Approval of Annual Budget Plan Pursuant to California *Education Code*  
 Section 56205(b)**

I certify that the Annual Budget Plan was developed according to the SELPA's local plan governance and policy making process. Notice of this public hearing was posted in each school within the SELPA at least 15 days prior to the hearing.

The **Annual Budget Plan** was presented for public hearing on June 6, 2019.

Adopted this 20th day of June, 2019.

Signed: \_\_\_\_\_  
                     RLA/AU Superintendent



**Annual Budget Plan  
 Fiscal Year 2019-2020**

The Annual Budget Plan shall identify expected expenditures for all items required by this part as listed below. The Standardized Account Code Structure (SACS) codes provide source information from the local educational agency (LEA) reporting.

	<b>Reference/Label</b>	<b>Instructions</b>	<b>Estimated Totals</b>
A	Funds received in accordance with Chapter 7.2 (commencing with California <i>Education Code</i> [EC] Section 56836) (Special Education Program Funding)	SACS Resource Code 6500 (State), 3300–3499 (Federal) 6512–6535 (General Fund)	\$115,293,389
B	Administrative costs of the plan	SACS Goal Code 5001 Function 2100	\$ 1,932,963
C	Special Education services to pupils with: (1) <b>severe disabilities</b> , and (2) <b>low-incidence disabilities</b>	SACS Goal Code 5710	0
		SACS Goal Code 5730	\$ 2,969,106
		SACS Goal Code 5750	\$ 62,658,681
D	Special education services to pupils with <b>non-severe disabilities</b>	SACS Goal Code 5770	\$ 39,436,338
E	Supplemental aids and services to meet the individual needs of pupils placed in <b>regular education classrooms</b> and environments	Any SACS Goal Code with SACS Function Code 1130 <sup>1</sup>	\$ 3,069,619
F	Regionalized operations and services, and direct instructional support <b>by program specialists</b> in accordance with Article 6 (commencing with Section 56836.23) of Chapter 7.2 (SELPA Program Specialists Funding)	SACS Goal Code 5050	\$ 2,622,761
		SACS Goal Code 5060	\$ 2,603,921
G	The use of <b>property taxes</b> allocated to the special education local plan area pursuant to EC Section 2572	Statement is included in Local Plan	

<sup>1</sup> Function Activity Classification can be found <http://www.cde.ca.gov/be/ag/ag/yr08/mar08item24a6.doc>

For California Department of Education Use Only

Received by the State Superintendent of Public Instruction: Date: \_\_\_\_\_ By: \_\_\_\_\_

**Certification of Annual Service Plan  
 Fiscal Year 2017-18**

<b>1. Check one, as applicable:</b> <input type="checkbox"/> Single District <input type="checkbox"/> Multiple District <input type="checkbox"/> District/County		
Special Education Local Plan Area (SELPA) Code 3412	SELPA Name Sacramento City Unified School District	Application Date June 30, 2019
SELPA Address 5735 47 <sup>th</sup> Ave.	SELPA City Sacramento, CA	SELPA Zip code 95824
Name SELPA Director (Print) Becky Bryant		SELPA Director's Telephone Number ( 916 )643-9163
<b>2. Certification by Designated Administrative And Fiscal Agency for This Program          (Responsible Local Agency [RLA] or Administrative Unit [AU])</b>		
RLA/AU Name Sacramento City Unified School District	Name/Title of RLA/AU Superintendent (Type) Jorge Aguilar	RLA/AU Telephone Number ( 916 ) 643-7000
RLA/AU Street Address 5735 47 <sup>th</sup> Ave.	RLA/AU City Sacramento, CA	RLA/AU Zip code 95824
Date of Governing Board Approval June 20, 2019		

**Certification of Approval of Annual Service Plan Pursuant to California *Education Code*  
 Section 56205(b)**

I certify that the Annual Service Plan was developed according to the SELPA's local plan governance and policy making process. Notice of this public hearing was posted in each district within the SELPA at least 15 days prior to the hearing.

The **Annual Service Plan** was presented for public hearing on June 6, 2019.

Adopted this 20<sup>th</sup> day of June, 2019.

Signed: \_\_\_\_\_  
                     RLA/AU Superintendent

For California Department of Education Use Only

Received by the State Superintendent of Public Instruction: Date: \_\_\_\_\_ By: \_\_\_\_\_



# SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 10.1

**Meeting Date:** June 6, 2019

**Subject:** Approve Middle School (6-8th) and High School (9-12th) Science Pathways

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

**Division:** Academic Office / Curriculum and Instruction

**Recommendation:** We recommend that the board adopt the CA Preferred Science Integrated Pathway for 6-8th and the Earth Science Integrated Pathway for High School.

**Background/Rationale:** In 2016, the State Board of Education approved the new California Science Framework which outlined the ways and means in which LEAs and classrooms can transition to the NGSS. In middle school (6-8th) and high school (9-12th), the state did not dictate to LEAs how the standards should be organized into courses - the state allows LEAs to make that decision. SCUSD engaged in a decision making process that involved classroom teachers to issue a recommendation to the board.

**Financial Considerations:** None

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

**Documents Attached:**

1. Executive Summary

**Estimated Time of Presentation:** 10 minutes

**Submitted by:** Dr. Iris Taylor, Chief Academic Officer

Matt Turkie, Assistant Superintendent, Curriculum and Instruction

Aaron Pecho, Science Coordinator

**Approved by:** Jorge A. Aguilar, Superintendent

# Board of Education Executive Summary

## Academic Office / Curriculum and Instruction

Approve Middle School (6-8th) and High School (9-12th) Science Pathways  
June 6, 2019



### I. Overview/History of Department or Program

In 2013, the California State Board of Education joined other states in adopting the Next Generation Science Standards, an internationally benchmarked and research-based set of curriculum standards. The standards were developed by broad-based teams from 26 states including educators, academics and other experts in the fields of science and science education. The standards outline rigorous learning expectations for science content and a core set of engineering practices. This integration of rigorous content and application reflects how science and engineering is practiced in the real world.

In 2016, the State Board of Education approved the new California Science Framework which outlined the ways and means in which local education agencies LEAs and classrooms can transition to the NGSS. In middle school (6-8th) and high school (9-12th), the state did not dictate to LEAs how the standards should be organized into courses - the state allows LEAs to make that decision.

The proposed models in the CA Science Framework were designed in partnership with the framework authors and a Science Expert Panel (SEP) composed of science educators and practitioners. The general consensus from the SEP was to highlight the interconnected nature of science by proposing viable integrated models to facilitate instruction. In an integrated science model, students receive instruction from multiple domains of science (life, physical and earth) each year. This compares to a discipline specific approach where students receive instruction primarily from one discipline each year. The decision to favor integrated science instruction was largely based on data from other countries that produce scientists and engineers. The SEP noted that the United States is responsible for hiring most of the best minds in the fields of science and engineering, but not educating them. The SEP examined the international educational system that produced these individuals and found that they primarily experience integrated science instruction. The state of California recognized the work of the SEP and, in an attempt to reconcile the complex and variable structures of LEAs, concluded that integrated instruction should not be the only option for LEAs to choose. As such, the SEP also designed a domain or discipline specific pathway for each segment at the secondary level. The SEP felt strongly that integrated instruction should occur at least through 8<sup>th</sup> grade, thus the 6-8<sup>th</sup> integrated model is named the CA *Preferred* Integrated Model.

### II. Driving Governance:

The California Science Framework outlines several possible models for LEAs to consider for high school (9<sup>th</sup>-12<sup>th</sup>) including: a discipline specific (4-course) model, an earth integrated (3-course) model and the national fully integrated (3-course) model. For middle school (6<sup>th</sup>-8<sup>th</sup>), the state provides 2 options: CA Preferred Integrated and Discipline Specific. Districts must decide an

## Board of Education Executive Summary

### Academic Office / Curriculum and Instruction

Approve Middle School (6-8th) and High School (9-12th) Science Pathways  
June 6, 2019



instructional pathway in both middle and high school that is in the best interest of students prior to engaging in an adoption of instructional materials for science.

#### "All Standards, All Students"

It is the vision of the CA NGSS that all students have access to all of the NGSS. At the middle school level, this could look like an instructional flow that makes sense to students as they navigate real world phenomena and problems. At the high school level, this could look like a course structure that moves from traditionally "advanced" science courses being considered electives to institutionalizing them as part of the core program. Students that successfully navigate the core instructional program per the CA NGSS vision would have at least three if not four years of a laboratory science. This notion directly connects to the Equity, Access, and Social Justice Guiding Principle: all students will be given the opportunity to graduate with the greatest number of post-secondary choices from the widest array of options. Students that have the opportunity to access three or four years of a laboratory science will have more access to advanced placement coursework, specialized science electives and competitive post-secondary institutions.

#### **III. Budget:**

Expected budget for 6th-12th grade adoption is \$6 million

Spending on secondary (6th-12th) pathways committees was \$10,000

#### **IV. Goals, Objectives and Measures:**

The goal of the recommended science pathway is to ensure the state's goal for the NGSS of "all standards for all students". As a part of the NGSS implementation, the district will monitor student performance on the CA Science Test and students' science course taking patterns at the high school level.

#### **V. Major Initiatives:**

##### Science Pathways Committees

The Science Pathways Committees were formed in an effort to engage educators in conversation to inform the instructional pathway recommendation to the board for approval. The committees met over a series of convenings and were open to all science teachers (or 6<sup>th</sup> grade teachers) within the segment. In these meetings, participants were made aware of the decision to be made as well as engaged in data gathering and open conversation regarding the merits of each model. The high school science pathways committee met in the 2016-2017 school year. At the conclusion of the convenings, the committee had narrowed the choices down to two: The 3-course Earth Integrated Model where the earth and space science standards are integrated amongst the Biology, Chemistry and Physics standards in three separate courses *and* the 4-course Discipline Specific Model where each content area (Biology,

## Board of Education Executive Summary

### Academic Office / Curriculum and Instruction

Approve Middle School (6-8th) and High School (9-12th) Science Pathways

June 6, 2019



Chemistry, Physics, Earth Science) gets its own year-long course. The committee, however, could not come to consensus on either model for a clear recommendation to the board. The middle school pathways committee met in March 2019. At the conclusion of the meetings, the committee had discussed the merits of the two instructional models posed in the framework: The CA Preferred Integrated (every science, every year) Model and the Discipline Specific Model. Like the high school committee, the group could not come to consensus on either model for a clear recommendation to the board.

#### Science Pathways Voting

As a result of the committees not coming to consensus on any one instructional model, the decision was made to census all impacted teachers in the form of an online, non-anonymous vote. At the high school level, this was facilitated by science department heads during collaborative time. Department heads were asked to lead conversation around the pros/cons discussed by the high school science pathways committee and then vote at the end of the meeting once all voices had been solicited for comments and questions. Voting for high school closed on March 31<sup>st</sup>, 2019. At the middle school level, this was facilitated via an online form that engaged the group in passive learning before voting. Due to the number of teachers impacted and structural differences in collaborative time at the elementary level, this was not done in the same fashion as high school. All teachers in 6<sup>th</sup> grade and all 7<sup>th</sup>/8<sup>th</sup> grade science teachers were sent the link to access the voting form and relevant pros/cons that had been discussed by the middle school science pathways committee. Voting for middle school closed on April 30<sup>th</sup>, 2019.

The high school voting resulted in the selection of the *Earth Integrated Model* (75%) and the middle school voting resulted in the selection of the *CA Preferred Integrated Model* (59.7%). Upon Board approval, the district will engage stakeholders in the selection of NGSS aligned instructional materials aligned to the two pathways.

#### Science Curriculum Materials Adoption

SCUSD will utilize the Toolkit for Instructional Materials Evaluation (TIME) process to guide instructional materials adoption for science. The TIME process was adapted from the national process designed by Achieve (the authors of the NGSS), K-12 alliance, WestEd, and BSCS Science Learning. The TIME process involves three distinct phases to narrow down curriculum options and determine the instructional materials that are in the best interest of students within a LEA.

##### *Phase 1: Prescreen of Instructional Materials*

The prescreen of instructional materials is designed to be a short preview of materials to rank and eliminate programs across a broad, standardized rubric. As part of the prescreen process, LEAs are asked to work with their community to develop a district lens. This lens

## Board of Education Executive Summary

### Academic Office / Curriculum and Instruction

Approve Middle School (6-8th) and High School (9-12th) Science Pathways

June 6, 2019



would be included in the rubric as part of the initial review. For SCUSD, our district lens included considerations for: English Language Development, Universal Design for Learning, and Equity/Access and Social Justice including cultural relevance and responsiveness. Programs that rank high enough in the prescreen process are considered when moving forward with a deeper, unit-level screening. Programs that aren't ranked high enough or programs that do not have enough evidence to indicate alignment to the rubric are eliminated from the adoption process. For SCUSD, this process will conclude in June 2019 for both high and middle school instructional materials.

#### *Phase 2: Paper Screen of Instructional Materials*

The paper screen of instructional materials involves a deeper look at the materials that made it through the prescreen. The committee examines a full instructional unit within a set of materials across 5 individual rubrics: Foundations, Student Work, Monitoring Student Progress, Teacher Support, Program Evaluation (optional). At the end of each rubric, consensus on scores is recorded and the program is either pushed forward to the next rubric or eliminated. After all materials are reviewed, the committee decides on two instructional materials to move forward to final pilot phase. For SCUSD, this process will conclude on August 2<sup>nd</sup>, 2019 for high and middle school instructional materials.

#### Phase 3: Piloting of Instructional Materials

The piloting of instructional materials involves an 8-week classroom trial run of both sets of instructional materials. Prior to piloting, piloting teachers and school sites are engaged in publisher training to use the materials effectively. During the piloting phase, teachers collect data systematically via digital journals and student work analysis in ongoing regular meetings. During this process, parent/community feedback and input will be garnered at school sites including but not limited to easy access to materials, back-to-school night presentations and parent advisory presentations. In addition, community forums for feedback and recommendation will be held at Parent-Information-Exchange (PIE) meetings and other district-wide committees. Piloting of materials and all pilot events will conclude January 2020. At the conclusion of the piloting process, the instructional community and community at large will issue a recommendation to the board for adoption and implementation during the 2020-2021 school year.

### **VI. Results:**

The results from the high school and middle school voting are outlined below:

# Board of Education Executive Summary

## Academic Office / Curriculum and Instruction

Approve Middle School (6-8th) and High School (9-12th) Science Pathways

June 6, 2019



### High School Census Voting (n = 52)

Earth Integrated Model	Discipline Specific Model
39 (75%)	13 (25%)

### Middle School (6-8th) Census Voting (n = 67)

CA Preferred Integrated Model	Discipline Specific Model
40 (59.7%)	27 (40.3%)

### VII. Lessons Learned/Next Steps:

- Once the pathway has been adopted by the board, the respective committees of teachers will continue to pursue the adoption of aligned secondary curriculum materials.
- The science team will work in collaboration with the Communications Office to develop informational resources to explain the new science pathway options to parents/guardians, and students.





# SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 11.1a

**Meeting Date:** June 6, 2019

**Subject:** Approval of Grants, Entitlements, and Other Income Agreements  
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):** Safe, Emotionally Healthy, Engaged Students; Operational Excellence

**Documents Attached:**

1. Grants, Entitlements, and Other Income Agreements
2. Expenditure and Other Agreements
3. Approval of Declared Surplus Materials and Equipment
4. Recommended Bid Awards – Facilities Projects
5. Notices of Completion – Facilities Projects

**Estimated Time of Presentation:** N/A

**Submitted by:** Amari Watkins, Director, Accounting Services

Jessica Sulli, Contract Specialist

**Approved by:** Jorge A. Aguilar, Superintendent

## **GRANTS, ENTITLEMENTS AND OTHER INCOME AGREEMENTS – REVENUE**

<u>Contractor</u>	<u>New Grant</u>	<u>Amount</u>
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### **HUMAN RESOURCE SERVICES**

Commission on Teacher Credentialing A19-00089	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	\$160,000 100% Match
<p>3/8/19 – 6/30/23: Teacher Residency grant funding will support District to develop a teacher residency pathway with an Institution of Higher Education that has a Commission-approved teacher preparation program to prepare special education, STEM, and/or bilingual residents.</p>		

Commission on Teacher Credentialing A19-00090	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	\$100,000 100% Match
<p>12/14/18 – 6/30/23: Local Solutions to the Shortage of Special Education Teachers grant funding will support District in implementing local solutions to recruit, prepare, develop support systems for, and retain special education teachers.</p>		

## **EXPENDITURE AND OTHER AGREEMENTS**

<u>Contractor</u>	<u>Description</u>	<u>Amount</u>
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### **ASSISTANT SUPERINTENDENT OF STUDENT SUPPORT SERVICES**

City Year SA20-00017	<p>7/1/19 – 6/30/20: Third year of a three-year commitment to continue implementation of City Year’s Whole School, Whole Child Model at Leataata Floyd, Fr. Keith B. Kenny, Oak Ridge, Rosa Parks and Fern Bacon schools. Program focuses on outcomes in three key areas: attendance, behavior, and course performance in English and Math. City Year will place fifty three (53) AmeriCorps members, ages 17-24, to serve in these schools throughout the school day (before, during and after school).</p>	\$662,500 Title I Funds
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### **FACILITIES SUPPORT SERVICES**

AT&T R18-06741	<p>7/1/18 – Completion of Services: The District will purchase digital audio, cameras, monitors, cabling and production switches and components using a piggyback of FOCUS Contract # 2101516 – Cooperative Purchasing Agreement between AT&amp;T Corp., Inc. and Merced County. First increase is for sales tax.</p>	Original Amount: \$459,484  Increase: \$32,679  New Total: \$492,163 Building Funds
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### **HEALTH SERVICES**

Maxim Healthcare Services, Inc. SA20-00029	<p>7/1/19 - 6/30/20: First increase to contract for supplemental licensed health care providers (e.g., LPNs, LVNs, RNs, CNAs) as needed for coverage of students with diabetes and other medical plans pursuant to Section 504 of The Rehabilitation Act of 1973.</p>	\$300,000 Medi-Cal Billing Option Funds
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Rx Healthcare Services SA20-00030	7/1/19 - 6/30/20: First increase to contract for supplemental licensed health care providers (e.g., LPNs, LVNs, RNs, CNAs) as needed for coverage of students with diabetes and other medical plans pursuant to Section 504 of The Rehabilitation Act of 1973.	\$150,000 Medi-Cal Billing Option Funds
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**LEGAL SERVICES**

Lozano Smith LLP SA19-00053	7/1/18 – 6/30/19: General counsel services and other legal services as needed.	Original Amount: \$1,000,000  Increase: \$1,000,000  New Total: \$2,000,000 General Funds
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**APPROVAL OF DECLARED SURPLUS MATERIALS AND EQUIPMENT**

ITEM	SITE/DEPARTMENT	TOTAL VALUE	DISPOSAL METHOD
Monitors, Printers, Projectors	Health Professions	\$0.00	Salvage

**RECOMMENDED BID AWARDS – FACILITIES PROJECTS**

**Bid No:** 0108-418, Ethel I. Baker Asphalt Replacement  
**Bids received:** May 24, 2019  
**Recommendation:** Award to Martin General Engineering, Inc.  
**Amount/Funding:** \$679,750; Measure Q Funds

BIDDER	BIDDER LOCATION	AMOUNT
Martin General Engineering	Rancho Cordova, CA	\$679,750
McGuire and Hester	Alameda, CA	\$724,190

**RECOMMENDED BID AWARDS – FACILITIES PROJECTS**

**Project:** Lease-Leaseback Agreement for Prop 39 HVAC Replacements, Lighting & Building Automation Control System Upgrades at 20 Sites  
**Recommendation:** Award to Famand, Inc. dba IES/Sitelogiq  
**Amount/Funding:** \$2,942,557; Prop 39 and Measure Q Funds

Recent state legislation (AB2316) made significant changes to K-12 lease-leaseback statutes, Education Code §17400 et seq. AB2316 requires a competitive process in selecting the lease-leaseback contractor, and in some cases, authorizes pre-construction services by the same lease-leaseback contractor.

Per AB2316, staff solicited “Request for Proposals” by advertising and sending notices directly to contractors. Proposals received were evaluated and ranked based on scoring criteria used to determine “best value”.

## **NOTICES OF COMPLETION – FACILITIES PROJECTS**

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

<b>Contractor</b>	<b>Project</b>	<b>Completion Date</b>
Valley Precision Grading	West Campus Field Improvements	5/1/19



## Commission on Teacher Credentialing

1900 Capitol Avenue Sacramento, CA 95811 [www.ctc.ca.gov](http://www.ctc.ca.gov)

April 15, 2019

Tiffany Smith-Simmons  
Sacramento City Unified School District  
5735 47<sup>th</sup> Avenue  
Sacramento, CA 95824

### Notification of Intent to Fund

Teacher Residency Grant No. 42

Year 1 Grant Award Amount: \$ 160,000

Dear Tiffany Smith-Simmons:

The Commission on Teacher Credentialing (Commission) is pleased to notify you that your application for grant award pursuant to the *Request for Proposals Teacher Residency Grant* has been approved for **funding of an initial cohort of residents for the 2019-2020 school year**. You will be expected to implement this grant in accordance with the narrative, related activities, and timeframe described in your grant application.

The funding for Teacher Residency Grants is provided for a cohort of residents for the 2019-2020 school year, and is **potentially renewable** for additional cohorts in subsequent years contingent upon availability of state funding and adequate yearly progress in program implementation. The grant funds are intended to cover expenses incurred for this program as described in your approved grant application. The grant funds must be administered and expended in accordance with all provisions of state and local laws, regulations, and policies relating to the administration, use and accounting for public school funds, including, but not limited to, the Education Code of the State of California.

As a recipient of Teacher Residency state grant funding, you agree to abide by all of the applicable provisions of the authorizing legislation *Section 39: Article 16 Teacher Recruitment, Retention, and Support* (attached Appendix A: Authorizing Legislation). The Commission would like to highlight the responsibility of the grantee with respect to ensuring that residents who are assisted by these grant funds understand and fulfill their statutory obligations. These obligations, as stated in the authorizing legislation, include but are not limited to (a) ensuring that residents sign an agreement with the LEA committing to work, upon receipt of the preliminary credential, in the grantee LEA for a period of four years, and (b) tracking each program participant over time to ensure the fulfillment of this obligation. The grantee will also be responsible for reporting to the Commission in the event a resident assisted by this grant program fails to earn a preliminary credential or meet the commitment to teaching, so that the Commission can confirm with the grantee the amount to be recovered from the resident. Grantees will also be responsible for accounting for and reporting on both the grant funds expenditures and the matching funds expenditures **by teacher resident assisted by this grant program**, as indicated in the approved budgets. Confirmation

that residency program has begun operation and names of Year 1 residency cohort members being served by the grantee's teacher residency program **will be due in October 2019**.

If you accept this grant award and agree to abide by the grant award conditions as indicated by this letter and reiterated in the attached Grant Award Terms and Conditions document, please review the Grant Award Certificate (GAC) and return three (3) copies with original signatures **as soon as possible** to the address provided on the attached GAC form. In addition, please also fill out and submit to [contracts@ctc.ca.gov](mailto:contracts@ctc.ca.gov) the attached W-9 form or the STD 204 form, as applicable to your institution type. Please note that the Commission cannot release funds to your agency without having the appropriate W-9 or STD 204 form on file. If you have any questions, please email [contracts@ctc.ca.gov](mailto:contracts@ctc.ca.gov).

In order to be eligible for potential renewal of grant funding after 2019-2020, the grantee will be expected to make appropriate yearly progress in implementing the residency model, resulting in an increase of teacher residents recruited and served by the program according to the operational plan provided in the funded application. Applicants should note that as a further condition of receipt of this grant, the LEA grantee must agree to report outcome data as specified in the RFP, including but not limited to: the total financial support provided to each participating teacher resident from grant funding and from match/in kind funding; effectiveness in recruiting and retaining special education, bilingual education, and STEM teachers as applicable to the funded program design; teacher retention rates for program graduates; and best practices and lessons learned.

Funds will be distributed in two payments. The first payment will be 90 percent (90%) of the annual budget amount, and 10 percent (10%) of the annual budget will be held back, pending receipt of the required data report. The project period for the funds allocated for this grant is up to four years, from 2019 through June 30, 2023.

We look forward to working with you on this important effort to promote recruit and retain teachers. Your efforts will help provide additional qualified teachers for California public schools to address the teacher shortage.

Yours truly,

A handwritten signature in black ink, appearing to read "Mary Vixie Sandy". The signature is written in a cursive, flowing style.

Mary Vixie Sandy  
Executive Director



<b>PROGRAM INFORMATION</b>	
Program Name	Grant Number
Program Director	Phone
Program Address	Fax
	Email
	County
PROGRAM DIRECTOR SIGNATURE <span style="float: right;">SIGN HERE DATE</span>	

<b>AWARD INFORMATION</b>			
TERM OF GRANT AGREEMENT	TOTAL GRANT	Payment 1 (90%)	Payment 2 (10%)
PROGRAM CATEGORY (CODE & TITLE)		RESOURCE CODE 0000	REVENUE ACCOUNT 4524000
ITEM 63602010-0001	AUTHORIZING STATUTE Education Code §44415		FISCAL YEAR 2018-2019
COMMISSION PROGRAM CONSULTANT	PHONE NUMBER	EMAIL ADDRESS	
I certify upon my own personal knowledge that the budgeted funds for the current budget year are available for the period and purpose of the expenditure stated within this section.			
Commission on Teacher Credentialing Signature			DATE

<b>FISCAL AGENT INFORMATION</b>	
Fiscal Agent	Title
Organization Name/Mailing Address	Email
	Phone
	Fax
Contact person for daily operations	Phone
	Email
Signature below indicates acceptance of the grant award and an agreement to abide by the grant award conditions as described in the Grant Award Terms and Conditions Document. Throughout the duration of this grant term, questions can be directed to <a href="mailto:TeacherResGrants@ctc.ca.gov">TeacherResGrants@ctc.ca.gov</a> .	
FISCAL AGENT SIGNATURE _____	Date _____

**Return 3 completed forms with 3 original signatures to:**

**MAIL TO:**

Funded Programs, Fiscal and Business Services  
Commission on Teacher Credentialing  
1900 Capitol Avenue  
Sacramento, CA 95811-4213

**Commission on Teacher Credentialing**  
Teacher Residency Grant Program  
**Special Terms and Conditions**  
March 2019

1. The Grantee must carry out its plan as indicated in the proposal and budget and as approved by the Commission on Teacher Credentialing (Commission). Commission staff will monitor evidence of progress in accordance with the funded proposal.
2. Grantee agrees to abide by the authorizing legislation (attached *Appendix A: Authorizing Legislation*) including, but not limited to, ensuring that teacher residents sign an agreement with the Local Education Agency (LEA) committing to work, upon receipt of the preliminary credential, in the grantee LEA for a period of four years, consistent with the requirements of the attached authorizing legislation. In the event a teacher resident fails to earn a preliminary credential or meet the commitment to teaching, the Commission shall confirm with the grantee the amount to be recovered from the resident.
3. Project funds are for the amount indicated under the “Award Information” listed on the Grant Award Certificate (GAC). All expenditures must be related to the activities in the approved proposal and budget. Any variation in budget category expenditures that exceeds ten percent (10%) of the total amount of the funded yearly program state budget requires prior approval from the Commission.
4. All approved funds for this grant must be legally obligated or expended by June 30, 2023. All funds not legally obligated or expended by June 30, 2023 must be returned to the Commission at the address below no later than September 30, 2023.
5. The Grantee agrees to submit reports and other data as required by the Commission. Further instructions regarding data collection and reporting will be provided by the Commission.
6. Expenditure reports will be used to account for and monitor funds expended within the program. A final expenditure report must be submitted as soon as all grant funds have been expended, but is due no later than September 30, 2023 to:  
Commission on Teacher Credentialing  
Fiscal and Business Services  
Attn: Contracts  
1900 Capitol Avenue  
Sacramento, CA 95811-4213
7. Expenditures shall comply with all applicable provisions of federal, state, and local rules, regulations and policies related to the administration, use, and accounting for public school funds, including but not limited to, the Education Code of the State of California.
8. The Grantee shall comply with the Drug-Free Workplace Act of 1990 (Government Code section 8350 et seq.), Government Code sections 12990(a-f) and CCR, Title 2, Section 8103 (nondiscrimination for non-public entities, and Public Contract Code section 10295.3 (domestic partners).
9. The Grantee agrees to be subject to examination and audit by the State Auditor General for a period of three years after final payment under this agreement or until audited by the State, whichever occurs first, and all records shall be available for inspection or audit upon reasonable notice by the State Auditor General. The Grantee shall furnish detailed itemization of, and retain all records relating to, direct expenses paid to the Grantee hereunder and which are incurred during the performance of this grant agreement. Such records shall be maintained for a period of three years after final payment



of this agreement or until audited by the state, whichever occurs first, and shall be available for inspection or audit upon reasonable notice by the State Auditor General.

10. The Grantee must sign three (3) originals of the Grant Award Certificate (GAC) and return to the Commission prior to issuance of the first funding allocation. State processing time once the signed copies have been received is about four to six weeks. Send the signed agreement to:

Commission on Teacher Credentialing  
Fiscal and Business Services  
Attn: Contracts  
1900 Capitol Avenue  
Sacramento, CA 95811-4213

11. Ninety (90) percent of the program year grant award fiscal allocation total will be sent within three months following receipt of the three (3) signed original GACs returned to the Commission. The second (final) allocation will consist of ten percent (10%) of the program year grant award fiscal allocation and will be sent following receipt of the grantee's required annual program report as specified by the Commission.
12. Should the Grantee choose to terminate its participation in the program, a thirty (30)-day written notice is required. Final program and expenditure reports are due thirty (30) days after the program cessation. The Grantee agrees to return all unexpended funds upon receipt of the final expenditure report.
13. The Grantee warrants by execution of this Agreement, that no person or selling agency has been employed or retained to solicit or secure this Agreement upon agreement or understanding for a commission, percentage, brokerage, or contingent fee, excepting bona fide employees or bona fide established commercial or selling agencies maintained by the Grantee for the purpose of securing business. For breach or violation of the warranty, the state shall, in addition to other remedies provided by law, have the right to annul this Agreement without liability, paying only for the value of the work actually performed, or otherwise recover the full amount of such commission, percentage, brokerage, or contingent fee.
14. The Grantee certifies that it possesses legal authority to apply for the grant and that the person identified as the official representative of the applicant is authorized to act in connection with the application and to provide such additional information as may be required.
15. Budget Contingency Clause:
  - a. It is mutually agreed that if the Budget Act of the current year and/or any subsequent years covered under this Agreement does not appropriate sufficient funds for the program, this Agreement shall be of no further force and effect. In this event, the state shall have no liability to any funds to the Grantee, furnish any other consideration under this agreement, and the grantee shall not be obligated to perform any provisions of this Agreement.
  - b. If funding for any fiscal year is reduced or deleted by the Budget Act for purposes of this program, the State shall have the option to either cancel this Agreement with no liability occurring to the State or offer an agreement amendment to the Grantee to reflect the changes.



## Commission on Teacher Credentialing

1900 Capitol Avenue Sacramento, CA 95811 [www.ctc.ca.gov](http://www.ctc.ca.gov)

April 4, 2019

Cancy McArn  
Sacramento City Unified School District  
5735 47<sup>th</sup> Avenue  
Sacramento, CA 95834

### Notification of Intent to Fund

Local Solutions Grant No. LS #255

Year 1 Grant Award Amount: \$100,000.00

Dear Cancy McArn:

The Commission on Teacher Credentialing (Commission) is pleased to notify you that your application for a one-time grant award pursuant to the *Request for Proposals for Local Solutions to the Shortage of Special Education Teachers Local Solutions Grants Program* has been approved for funding. You will be expected to implement this grant in accordance with the narrative, related activities, and timeframe described in your grant application.

Funds allocated for this grant must be expended by June 30, 2023. The grant funds are intended to cover expenses incurred for this program as described in your grant application and are non-renewable. Please note that this funding cannot be carried over for use beyond the 2023 school year. The grant funds must be administered in accordance with all provisions of state and local laws, regulations, and policies relating to the administration, use and accounting for public school funds, including, but not limited to, the Education Code of the State of California. The grant funds must be expended in accordance with the proposed budget provided in your grant application. You will be responsible for accounting for both the grant funds expenditures and the matching funds expenditures as indicated in the submitted budgets.

If you accept this grant award and agree to abide by the grant award conditions as indicated in the attached Grant Award Terms and Conditions document, please review the Certification of Acceptance (GAC) form and return three (3) copies with original signatures **as soon as possible** to the address provided on the attached GAC form. In addition, please also fill out and submit to [contracts@ctc.ca.gov](mailto:contracts@ctc.ca.gov) the attached W-9 form or the STD 204 form, as applicable to your institution type. Please note that the Commission cannot release funds to your LEA without having the appropriate W-9 or STD 204 form on file. If you have any questions, please email [contracts@ctc.ca.gov](mailto:contracts@ctc.ca.gov).

The grantee will be expected to make appropriate yearly progress in implementing the program planning process according to the plan provided in the funded application. Funds to grantees will be distributed in two total payments. The first payment will be ninety percent (90%) of the annual budget amount of the operational budget, and the second payment will be ten percent (10%) of the annual budget amount of the operational budget. The second payment will be provided to grantees after the program has submitted its required implementation report.

Please note that if an LEA is working with a partner IHE within the Local Solutions Grant Program, the IHE must have a Commission-approved teacher preparation program in the credential area(s) to be addressed within the grant program.

The report of outcomes of and lessons learned in implementing your Local Solutions Grant will be due to the Commission as soon as you have completed all activities relating to this grant, or by **June 30, 2023**, whichever comes first. Further information on the outcomes reporting process will be provided at a later date.

We look forward to working with you on this important effort to promote recruit and retain special education teachers. Your efforts will help provide additional qualified teachers for California public schools to address the teacher shortage.

Yours truly,

A handwritten signature in cursive script that reads "Mary Vixie Sandy".

Mary Vixie Sandy  
Executive Director



<b>PROGRAM INFORMATION</b>	
Program Name	Grant Number
Program Director	Phone
Program Address	Fax
	Email
	County
PROGRAM DIRECTOR SIGNATURE	DATE

<b>AWARD INFORMATION</b>			
TERM OF GRANT AGREEMENT	TOTAL GRANT	Payment 1 (90%)	Payment 2 (10%)
PROGRAM CATEGORY (CODE & TITLE)		RESOURCE CODE <b>0000</b>	REVENUE ACCOUNT <b>4524000</b>
ITEM <b>63602010-0001</b>	AUTHORIZING STATUTE <b>Education Code §44415</b>		FISCAL YEAR <b>2018-2019</b>
COMMISSION PROGRAM CONSULTANT	PHONE NUMBER	EMAIL ADDRESS	
I certify upon my own personal knowledge that the budgeted funds for the current budget year are available for the period and purpose of the expenditure stated within this section.			
Commission on Teacher Credentialing Signature			DATE

<b>FISCAL AGENT INFORMATION</b>	
Fiscal Agent	Title
Organization Name/Mailing Address	Email
	Phone
	Fax
Contact person for daily operations	Phone
	Email
Signature below indicates acceptance of the grant award and an agreement to abide by the grant award conditions as described in the Grant Award Terms and Conditions Document. Throughout the duration of this grant term, questions can be directed to <a href="mailto:TeacherResGrants@ctc.ca.gov">TeacherResGrants@ctc.ca.gov</a> .	
FISCAL AGENT SIGNATURE _____	Date _____

**Return 3 completed forms with 3 original signatures to:**

**MAIL TO:**

Funded Programs, Fiscal and Business Services  
Commission on Teacher Credentialing  
1900 Capitol Avenue  
Sacramento, CA 95811-4213

**Commission on Teacher Credentialing**  
Local Solutions Grants Program  
**Special Terms and Conditions**  
December 2018

1. The Grantee must carry out its plan as indicated in the proposal and budget and as approved by the Commission (CTC). CTC staff will monitor evidence of progress in accordance with the funded proposal.
2. Project funds are for the amount indicated under the “Award Information” listed on the Grant Award Agreement - Certification of Acceptance Form (GAC). All expenditures must be related to the activities in the approved proposal and budget. Any variation in budget categories that exceeds ten percent (10%) of what was submitted in the proposed budget requires prior approval from CTC.
3. All approved funds for this grant must be legally obligated or expended by June 30, 2023. All funds not legally obligated or expended by June 30, 2023 must be returned to the CTC at the address below no later than September 30, 2023.
4. The Grantee agrees to submit reports and other data as required by CTC. Further instructions regarding data collection and reporting will be provided by the CTC.
5. Expenditure reports will be used to account for and monitor funds expended within the program. A final expenditure report must be submitted as soon as all grant funds have been expended, but is due no later than September 30, 2023 to:  
Commission on Teacher Credentialing  
Fiscal and Business Services  
Attn: Contracts  
1900 Capitol Avenue  
Sacramento, CA 95811-4213
6. Expenditures shall comply with all applicable provisions of federal, state, and local rules, regulations and policies related to the administration, use, and accounting for public school funds, including but not limited to, the Education Code of the State of California.
7. The Grantee shall comply with the Drug-Free Workplace Act of 1990 (Government Code section 8350 et seq.), Government Code sections 12990(a-f) and CCR, Title 2, Section 8103 (nondiscrimination for non-public entities, and Public Contract Code section 10295.3 (domestic partners).
8. The Grantee agrees to be subject to examination and audit by the State Auditor General for a period of three years after final payment under this agreement or until audited by the State, whichever occurs first, and all records shall be available for inspection or audit upon reasonable notice by the State Auditor General. The Grantee shall furnish detailed itemization of, and retain all records relating to, direct expenses paid to the Grantee hereunder and which are incurred during the performance of this grant agreement. Such records shall be maintained for a period of three years after final payment of this agreement or until audited by the state, whichever occurs first, and shall be available for inspection or audit upon reasonable notice by the State Auditor General.

9. The Grantee must sign three (3) originals of the Grant Award Agreement and Certification of Acceptance (GAC) and return to the CTC prior to issuance of the first funding allocation. State processing time is about four to six weeks. Send the signed agreement to:
  - Commission on Teacher Credentialing
  - Fiscal and Business Services
  - Attn: Contracts
  - 1900 Capitol Avenue
  - Sacramento, CA 95811-4213
10. Ninety (90) percent of the grant award fiscal allocation total will be sent within three months following receipt of the three (3) signed original GACs returned to the CTC. The second (final) allocation will consist of ten percent (10%) of the grant award fiscal allocation and will be sent following receipt of the grantee's report of program outcomes.
11. Should the Grantee choose to terminate its participation in the program, a thirty (30)-day written notice is required. Final program and expenditure reports are due thirty (30) days after the program cessation. The Grantee agrees to return all unexpended funds upon receipt of the final expenditure report.
12. The Grantee warrants by execution of this Agreement, that no person or selling agency has been employed or retained to solicit or secure this Agreement upon agreement or understanding for a commission, percentage, brokerage, or contingent fee, excepting bona fide employees or bona fide established commercial or selling agencies maintained by the Grantee for the purpose of securing business. For breach or violation of the warranty, the state shall, in addition to other remedies provided by law, have the right to annul this Agreement without liability, paying only for the value of the work actually performed, or otherwise recover the full amount of such commission, percentage, brokerage, or contingent fee.
13. The Grantee certifies that it possesses legal authority to apply for the grant and that the person identified as the official representative of the applicant is authorized to act in connection with the application and to provide such additional information as may be required.
14. Budget Contingency Clause:
  - a. It is mutually agreed that if the Budget Act of the current year and/or any subsequent years covered under this Agreement does not appropriate sufficient funds for the program, this Agreement shall be of no further force and effect. In this event, the state shall have no liability to any funds to the Grantee, furnish any other consideration under this agreement, and the grantee shall not be obligated to perform any provisions of this Agreement.
  - b. If funding for any fiscal year is reduced or deleted by the Budget Act for purposes of this program, the State shall have the option to either cancel this Agreement with no liability occurring to the State or offer an agreement amendment to the Grantee to reflect the changes.

**SERVICES AGREEMENT**

**Date:** June 6, 2019 **Place:** Sacramento, California

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

**Recitals:**

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

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

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

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

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

**ARTICLE 1. SERVICES.**

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

Provide a scalable, centrally managed "Whole School Whole Child" model that delivers a holistic set of whole-school and focused supports to ensure students stay in school and on track to graduate, by deploying 53 AmeriCorps Members ("Members") to five schools as follows:

Father K.B. Kenny K-8 = 8; Fern Bacon Middle = 12; Leataata Floyd Elementary = 8, Oak Ridge Elementary = 9; and Rosa Parks K-8 = 16.

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

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

#### **ARTICLE 2. TERM.**

This Agreement shall commence on July 1, 2019, and continue through June 30, 2020, unless sooner terminated, as set forth in Article 10 of this Agreement, provided all services under this Agreement are performed in a manner that satisfies both the needs and reasonable expectations of the District. The determination of a satisfactory performance shall be in the sole judgment and discretion of the District in light of applicable industry standards, if applicable. The term may be extended by mutual consent of the parties on the same terms and conditions by a mutually executed addendum.

#### **ARTICLE 3. PAYMENT.**

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

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

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

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

#### **ARTICLE 4. EQUIPMENT AND FACILITIES.**

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

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

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



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

#### **ARTICLE 6. INDEPENDENT CONTRACTOR.**

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

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

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

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

#### **ARTICLE 7. FINGERPRINTING REQUIREMENTS.**

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

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

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

#### **ARTICLE 8. MUTUAL INDEMNIFICATION.**

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

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

#### **ARTICLE 9. INSURANCE.**

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

#### **ARTICLE 10. TERMINATION.**

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

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

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

**ARTICLE 11. ASSIGNMENT.**

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

**ARTICLE 12. NOTICES.**

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

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

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

With a copy to:

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

**ARTICLE 13. ENTIRE AGREEMENT.**

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

**ARTICLE 14. CONFLICT OF INTEREST.**

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

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

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

#### **ARTICLE 15. NONDISCRIMINATION.**

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

#### **ARTICLE 16. SEVERABILITY.**

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

#### **ARTICLE 17. RULES AND REGULATIONS.**

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

#### **ARTICLE 18. APPLICABLE LAW/VENUE.**

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

#### **ARTICLE 19. RATIFICATION BY BOARD OF EDUCATION.**

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

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



# Sacramento City Unified School District

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**SACRAMENTO CITY  
UNIFIED SCHOOL DISTRICT**

**CITY YEAR, INC.**

By: \_\_\_\_\_

Jorge A. Aguilar  
Superintendent

By:

\_\_\_\_\_  
Jessica Greenfield  
Executive Vice President & Chief Financial  
and Administrative Officer

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

**Appendix A: Statement of Partnership**

**Appendix B: AmeriCorps Prohibited Activities**

**Prohibited Activities** (See 45 CFR § 2520.65)

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

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

AmeriCorps members may not engage in the above activities directly or indirectly by recruiting, training, or managing others for the primary purpose of engaging in one of the activities listed above. Individuals may exercise their rights as private citizens and may participate in the activities listed above on their initiative, on non-AmeriCorps time, and using non-CNCS funds. Individuals should not wear the AmeriCorps logo while doing so.

**Nonduplication and Nondisplacement** (See 45 CFR §§ 2540.100)

1. Nonduplication.
  - i. Corporation assistance may not be used to duplicate an activity that is already available in the locality of a program. And, unless the requirements of paragraph of this section are met, Corporation assistance will not be provided to a private nonprofit entity to conduct activities that are the same or substantially equivalent to activities provided by a State or local government agency in which such entity resides.
  
2. Nondisplacement.
  - i. An employer may not displace an employee or position, including partial displacement such as reduction in hours, wages, or employment benefits, as a result of the use by such employer of a participant in a program receiving Corporation assistance.
  - ii. An organization may not displace a volunteer by using a participant in a program receiving Corporation assistance.
  - iii. A service opportunity will not be created under this chapter that will infringe in any manner on the promotional opportunity of an employed individual.
  - iv. A participant in a program receiving Corporation assistance may not perform any services or duties or engage in activities that would otherwise be performed by an employee as part of the assigned duties of such employee.
  - v. A participant in any program receiving assistance under this chapter may not perform any services or duties, or engage in activities, that—
    1. Will supplant the hiring of employed workers; or
    2. Are services, duties, or activities with respect to which an individual has recall rights pursuant to a collective bargaining agreement or applicable personnel procedures.
  - vi. A participant in any program receiving assistance under this chapter may not perform services or duties that have been performed by or were assigned to any—
    1. Presently employed worker;
    2. Employee who recently resigned or was discharged;
    3. Employee who is subject to a reduction in force or who has recall rights pursuant to a collective bargaining agreement or applicable personnel procedures;
    4. Employee who is on leave (terminal, temporary, vacation, emergency, or sick); or
    5. Employee who is on strike or who is being locked out.

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

AmeriCorps members may raise resources directly in support of your program's service activities.

- i.) Examples of fundraising activities AmeriCorps members may perform include, but are not limited to, the following:
  - 1) Seeking donations of books from companies and individuals for a program in which volunteers teach children to read;



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

**Appendix C: Data Sharing Agreement**

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

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

- **Use of Data.** City Year uses student-level performance data in partnership with district and school personnel to:
  - determine the scope and types of whole-school, in-class, and targeted student services it will provide;
  - set goals with school administration, teachers, and students regarding school, classroom, and student outcomes;
  - monitor the progress and evaluate the efficacy of its suite of services, from individual students up to whole-school impacts;
  - identify students who are in need of intensive support, monitor their progress, plan and track their interventions throughout the year;
  - report on performance metrics to the school and the school district; and
  - inform and refine our WSWC model design and improve overall quality of service.
  -
1. **Obligations of City Year.** To ensure appropriate whole school and targeted interventions are provided, City Year agrees to:
    - periodically review student progress in coordination with representatives from each school partner's student support team (or reasonable proxy) and make decisions regarding student participation in the partnership's targeted interventions;
    - complete periodic reports on behalf of the partnership to City Year's stakeholders, including the school district and AmeriCorps;
    - share evaluation reports from evaluations commissioned by City Year; and
    - track key output data related to City Year's core services.
  2. **Obligations of the District.** To ensure appropriate whole school and targeted interventions are provided, the District agrees to:
    - provide a primary data collection liaison/data coordinator to ensure that the school and/or the school district provide all necessary student-level data in a timely basis, in accordance with district policies and procedures;
    - help facilitate the completion of surveys and report outcome data in a timely manner to help facilitate internal or external reporting on City Year's impact; and
    - facilitate and/or support the collection of student-level data as outlined below.

3. **Data Access, Acquisition, and Requirements.** From the District, City Year will receive the following identifiable, student-level information for all students in the schools it will serve as part of this Agreement:

- attendance data (e.g. daily absence or tardiness, number of absences/tardies over a specified time period, days attended and missed, average daily attendance);
- behavior/discipline data (e.g. number of detentions, suspensions, office referrals);
- ELA and math assessment data (e.g. teacher-produced, district interim and benchmark, district and state standardized tests);
- ELA and math marking period grades and end-of-course grades;
- ELA and math course assignments and grades (if available);
- student identification and demographic data (e.g. name, district ID, date of birth, race/ethnicity, gender); and
- class, class enrollment, teacher, and school identification data (e.g. name of ELA and math class and teacher, class rosters, school and class schedules).

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

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

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

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

The District will assign a team representing technical and academic expertise (hereinafter, “District team”) to work with City Year to establish the automated data transfer. The project timeline, services provided by City Year, and tasks required of the District team will be finalized in a Data Transfer Protocol Statement of Work provided by City Year and agreed upon by the District. City Year will work with the District team to map their data system(s) to City Year's data feed specification. At that point, City Year will work with the District team to establish scheduled, automatic data transfers between the District student data system(s) and a secure file transfer protocol (SFTP) site hosted by City Year. Every time new data is published to the SFTP, City Year will validate the data, load the successful records into the City Year data system (“cyschoolhouse”), and send an email to the District team notifying them of potential errors.

City Year reserves the right to make changes to the Data Transfer Protocol Statement of Work in order to improve data transfer security, quality, and efficiency. Any changes will require City Year to notify the District and no changes will be made without review and

approval from [DISTRICT DESIGNEE] or, in the case of staff turnover or reassignment, a jointly agreed upon District representative.

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

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

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

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

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

City Year, the District, and each school partner will maintain the confidentiality of any and all student data exchanged as part of this Agreement. Confidentiality requirements will survive the termination or expiration of this agreement. To ensure the continued confidentiality and security of student data, City Year and school security plans will be followed.

Confidential Information of either party (and any derivative works thereof or modifications thereto) is and will remain the exclusive property of that party or its licensors, as applicable. Neither party shall possess nor assert any lien or other right against or to Confidential

Information of the other party. No Confidential Information of either party, or any part thereof (including, without limitation, any School Information,) will be sold, assigned, leased, or otherwise disposed of to third parties by the other party or commercially exploited by or on behalf of City Year, its employees or agents.

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

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

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

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

- 6. Entire Agreement.** This Data Sharing Agreement constitutes the entire agreement between the parties with respect to the subject matter hereof, and supersedes and replaces any and all prior or contemporaneous discussions, negotiations, understandings and agreements, written or oral, regarding such subject matter and may not be modified or amended except by a written agreement specifically referring to this Data Sharing Agreement signed each party hereto.

**Appendix D: Whole School, Whole Child Services**

**Whole School, Whole Child Services**

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

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

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

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

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

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



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

## Services

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

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

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

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



**Appendix E: City Year Staffing and Leadership**

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

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

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

City Year uses a research-based experiential learning model to prepare AmeriCorps members to lead our educational interventions in schools, incorporating direct training, in-service observation and coaching, guided reflection, and frequent performance assessment and review. AmeriCorps members are trained by City Year staff, school staff, district professional development partners, and external

experts. These trainings start before the beginning of the school year and continue throughout the year. A sample training calendar for AmeriCorps members is provided below (note: specific dates and duration of training activities for your AmeriCorps members may vary).

**July:** One Week National Staff Training

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

**September – January:** Ongoing Professional Development

**February:** Three Day Advanced Training Academy

**February – June:** Ongoing Professional Development

Training topics include:

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

### **Appendix G: Corporate Support for City Year**

City Year partners with district leaders, school leaders, and teachers to provide students in low performing, high needs schools with the support they need to succeed. In doing so, our model is designed to provide additional human capital to support students as they progress from elementary through high school in order to continue to build the nation's urban graduation pipeline. As part of its

service in schools, City Year works with a variety of external partners including, the Corporation for National and Community Service (AmeriCorps) and other federal entities, national and local philanthropies, corporate partners, and individual donors to bring additional resources into the schools where we work.

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

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

#### **Use of corporate volunteers to supplement City Year service**

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

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

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

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

#### **Appendix H: Extended Learning and After School Program Activities**

1. The District and City Year agree that for each of the schools covered by this Agreement whose Statement of Partnership includes After School Program activities, authorized representatives from each of the relevant schools and City Year shall meet to ensure safety protocols are agreed to, including, without limitation, student attendance and absence plans, arrival, headcount and

dismissal procedures, student medical plans, emergency protocols and a requirement that each child participating in the After School Program, provide to City Year a waiver signed by the parent or guardian of such child acknowledging, among other things:

- risks associated with extended learning in out-of-home settings, including the After School Program
- that the child might be exposed to physical hazards, emotional demands, communicable diseases, weather conditions or other unanticipated events, none of which are the responsibility of City Year
- authorizing the child to participate in the educational, athletic, and recreational programs of the After School Program
- releasing and agreeing to hold harmless City Year, its employees, agents, officers, directors and all volunteers from any and all liability, loss or damage, actions, claims and demands which now have or which may hereafter arise from the child's participation in the routine activities of the After School Program
- certifying that the child is in normal health, and is capable of participating safely in the educational, athletic and recreational programs of the After School Program, and
- agreeing that should any injury occur to the child during participation in said After School Program, City Year is authorized to arrange for or to provide emergency medical treatment and to arrange for or provide transportation to the nearest qualified medical facility.

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

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

**Supplemental 504 Accommodation Nursing Staff Service Agreement**

**AGREEMENT BETWEEN**

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT'S HEALTH SERVICES DEPARTMENT

**AND**

MAXIM HEALTHCARE SERVICES, INC. DBA MAXIM STAFFING SOLUTIONS

This Agreement is entered into on this 29th day of May 2019, by and between SACRAMENTO CITY UNIFIED SCHOOL DISTRICT'S HEALTH SERVICES DEPARTMENT located at 5735 47th Avenue, Box 764, Sacramento, CA 95824, hereinafter referred to as **DISTRICT**, and MAXIM HEALTHCARE SERVICES, INC. DBA MAXIM STAFFING SOLUTIONS, A MARYLAND CORPORATION INCLUDING ITS AFFILIATES AND SUBSIDIARIES, with an office located at 1050 Fulton Avenue Suite 235, Sacramento, CA 95825, hereinafter referred to as **PROVIDER**.

**Recitals**

**WHEREAS**, DISTRICT operates schools, as defined by State Law located in California and wishes to engage PROVIDER to provide licensed, certified, and/or credentialed healthcare PERSONNEL to supplement DISTRICT staff for 504 Accommodation Nursing needs and:

**WHEREAS**, PROVIDER operates a supplemental staffing agency and employs licensed health care PERSONNEL to provide health care services to DISTRICT.

**NOW, THEREFORE**, in consideration of the premises, the covenants, and agreements set out below, PROVIDER and DISTRICT agree as follows:

**1. Term of Agreement**

- 1.1 **Term.** This is a one (1) year agreement for July 1, 2019 through June 30, 2020 with the option to renew annually for up to two (2) additional years, at the sole discretion of DISTRICT. No services are to be rendered until PROVIDER has received a signed, valid Purchase Order from DISTRICT.
- 1.2 **Termination.** This Agreement may be terminated at any time by either party, with or without cause, by giving 30 days' written notice of such termination. Such termination will have no effect upon the rights and obligations resulting from any transactions occurring prior to the effective date of the termination.

In the event of a termination for cause, DISTRICT may secure the required services from another PROVIDER. If the cost to DISTRICT exceeds the cost of providing the service pursuant to this Agreement, PROVIDER shall pay the additional cost.

## 2. Responsibility of PROVIDER

- 2.1 **Compliance with Laws, Statutes, Regulations.** During the term of this Agreement, unless otherwise agreed, PROVIDER shall comply with all applicable Federal, state, and local statutes, laws, ordinances, rules, policies, and regulations. PROVIDER shall also comply with all applicable DISTRICT policies and procedures unless PROVIDER and DISTRICT specifically agree, in writing, that a policy or policies, or a portion of a policy, does/do not reasonably apply to PROVIDER. PROVIDER hereby acknowledges and agrees that it accepts all risks and responsibilities for its failure to comply with DISTRICT policies and shall indemnify DISTRICT under the provisions of Section 6.3 of this Agreement for all liability, loss, damage and expense (including reasonable attorneys' fees) resulting from or arising out of PROVIDER'S failure to comply with applicable DISTRICT policies (e.g., those policies relating to the provision of 504 Accommodations and/or related services, facilities for individuals with exceptional needs, DISTRICT student enrollment and transfer, DISTRICT student inactive status, corporal punishment, student discipline, and positive behavior interventions).
- 2.2 **Services.** PROVIDER will, upon request of DISTRICT, provide one or more appropriately licensed or certified healthcare professionals (i.e. Medical Assistants, LVNs, RNs, and other various health and related services staff, hereinafter referred to as PERSONNEL) as specified by DISTRICT to supplement DISTRICT staff for 504 Accommodation Nursing needs, subject to availability of qualified PERSONNEL. Subject to the terms of Section 6.8 of this Agreement, to the extent that PROVIDER is unable to provide the type of healthcare provider requested by DISTRICT, PROVIDER will supply DISTRICT with a higher skilled healthcare provider. PROVIDER must, however, bill that higher skilled provider at that provider's hourly rate as defined in this Agreement.

Assignment of Students is at the sole discretion of DISTRICT, and DISTRICT reserves the right to assign a student to another contracted agency at any time for any reason.

- 2.3 **Scope of Work.** PROVIDER will:
- A) Adhere to all guidelines outlined in DISTRICT's "*AGENCY HEALTHCARE PROFESSIONAL EXPECTATIONS*" document (EXHIBIT A).
  - B) Provide direct healthcare services as prescribed by a "licensed authorized healthcare provider" (hereinafter referred to as HCP) to DISTRICT students with 504 Accommodation(s) who require such services at student's school of attendance, or in certain circumstances, at agreed field trip locations..
  - C) Coordinate with the School Nurse assigned to the school site regarding all direct care services being provided to the student with 504 Accommodation(s). School Nurse will function as the case manager and facilitate all communications with HCP, parent/guardian, teachers, and DISTRICT.
  - D) Immediately route all forms received by PERSONNEL to DISTRICT. Upon request, assist DISTRICT with obtaining necessary signatures from parent/guardian when DISTRICT receives incomplete form.
  - E) Follow the most recent signed written orders from HCP after verifying presence of signed authorization from the parent or guardian of the student, indicating consent for the student to receive the HCP-prescribed direct care services at school.

- F) Minimize classroom disruptions in providing care per the written orders.
- G) Review current HCP orders and recent direct care logs; maintain daily documentation records in accordance with the requirements of confidentiality of student records. Records including HCP orders and parent requests, are to be considered mandatory interim student records that must remain on campus.
- H) Provide for the safety and direct care services for the student with 504 Accommodation(s), assuring personal privacy and dignity of the student.
- I) Assume responsibility for following emergency procedures, according to DISTRICT policy, should the need arise.

2.4 **Amendment of Scope of Work.** Scope of Work as defined in section 2.3 may be amended with written approval of both PROVIDER and DISTRICT.

2.5 **PERSONNEL.** PROVIDER will supply DISTRICT with PERSONNEL who meet the following criteria and will provide evidence of any or all of the following to DISTRICT upon written request:

A) **Professional Licenses.** Possess current state license(s), certification(s) and/or credential(s), as applicable and appropriate for the services provided to DISTRICT, including cardiopulmonary resuscitation certification, all documentation of which will be kept in the PROVIDER employee file. PROVIDER shall monitor the status of licenses, credentials, certifications, permits and/or other documents for all individuals employed, contracted, and/or otherwise hired by PROVIDER.

B) **Clearances.** Completed state-specific background checks and health assessment requirements, as defined by California education code, including but not limited to obtaining clearances from both the California Department of Justice (CDOJ) and clearance from the Federal Bureau of Investigation (FBI) and Tuberculosis clearances.

C) **Transportation.** Possess a valid California driver's license and have access to a reliable vehicle.

D) **Compliance Training.** Complete annual training within the past 12 months for current Cal-OSHA, HIPAA, FERPA, California Minor Consent and Confidentiality, Child Abuse Mandated Reporter, and medication administration and basic first aid laws and regulations to be approved by DISTRICT and provided by PROVIDER.

E) **Procedural Training and Skills Check.** Complete training within the past 12 months on all standard and individualized care procedures applicable and appropriate for the services provided to DISTRICT (such as counting carbohydrates, administering insulin, administering Diastat, proper body mechanics for transfers, and replacing a G-Tube), to be provided by PROVIDER, and passed competency skills checks for those procedures, to be administered by a PROVIDER supervising clinician.

F) **Acknowledgement of Expectations.** Sign an acknowledgement of understanding and commitment to adhere to all guidelines outlined in DISTRICT's "*AGENCY HEALTHCARE PROFESSIONAL EXPECTATIONS*" document (EXHIBIT A).



2.6 **PERSONNEL Absences.** When PROVIDER PERSONNEL are unable to provide services for their scheduled shift due to illness, transportation challenges, or any other reason, PROVIDER will make every effort to send alternate qualified PERSONNEL to cover the shift.

In the event that PROVIDER is able to fill the shift with alternate PERSONNEL, PROVIDER will notify DISTRICT via email by end of day documenting the alternate coverage.

In the event that PROVIDER is **unable** to fill the shift, PROVIDER will contact DISTRICT in the sequence and manner outlined in DISTRICT's "COMMUNICATION TREE FOR PROVIDER PERSONNEL ABSENCES" document (EXHIBIT B).

2.7 **Student Absences.**

A) **Single Student Caseload.** When PERSONNEL's caseload includes services for only a single student and PROVIDER receives at least 2 hours advance notification of the student's absence from DISTRICT or student's guardian, PERSONNEL is not expected to report for shift.

B) **Multiple Student Caseload.** When PERSONNEL's caseload includes services for multiple students and PROVIDER receives at least 2 hours advance notification of a student's absence from DISTRICT or student's guardian, PERSONNEL will still report to provide services for the remaining student(s) on caseload, at the level and duration ordered for the remaining student(s), not to be less than 4 hours.

Sometimes PERSONNEL's caseload contains students receiving services under their IEP and ordered by SCUSD's Special Education department as well as students receiving services under their 504 Accommodations and ordered by DISTRICT. In this situation, services rendered at that school site are billed to SCUSD's Special Education department because the student requiring the largest duration or complexity of services at that school site receives those services under their IEP. In the event that the absent student receives services ordered by SCUSD's Special Education department, and the remaining student(s) receive services ordered by DISTRICT, PROVIDER will bill DISTRICT for services provided on that day.

2.8 **Field Trip Coverage.**

A) **Single Student Caseload.** When PERSONNEL's caseload includes services for only a single student and that student has a scheduled field trip, PROVIDER will provide services for the duration of time needed, not to be less than 4 hours.

B) **Multiple Student Caseload.** When PERSONNEL's caseload includes services for multiple students and one of them have a scheduled field trip, original PERSONNEL will attend the field trip with the student leaving campus and provide services for the duration of time needed, not to be less than 4 hours. PROVIDER will supply additional PERSONNEL to provide services for the remaining student(s) on caseload, at the level and duration ordered for the remaining student(s), not to be less than 4 hours.

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

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

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

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

B) Business Auto Liability Insurance for all owned scheduled, non-owned or hired automobiles with a \$1 million combined single limit.

If no owned automobiles, then only hired and non-owned is required.

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

C) Workers' Compensation and Employers Liability Insurance in a form and amount covering PROVIDER's full liability under the California Workers' Compensation Insurance and Safety Act and in accordance with applicable state and Federal laws.

- Part A – Statutory Limits
- Part B – \$1,000,000/\$1,000,000/\$1,000,000 Employers Liability

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

- \$1,000,000 per occurrence
- \$2,000,000 general aggregate

E) PROVIDER, upon execution of this Agreement and periodically thereafter upon request, shall furnish the DISTRICT with certificates of insurance evidencing such coverage. The certificate of insurance shall include a ten (10) day non-renewal notice provision. The Commercial General Liability and Automobile Liability policy shall name the DISTRICT as additional insured and shall be endorsed on all policies. Certificate of Insurance, additional insured endorsement and declaration of insurance coverages shall be provided to DISTRICT. All premiums on all insurance policies shall be paid by PROVIDER and shall be deemed included in PROVIDER's obligations under this contract at no additional charge.

F) Any deductibles or self-insured retentions above \$100,000 must be disclosed to and approved by the DISTRICT. At its option, DISTRICT may require the PROVIDER, at the PROVIDER's sole cost, to: (a) cause its insurer to reduce to levels specified by the DISTRICT or eliminate such deductibles or self-insured retentions with respect to the DISTRICT, its officials and employees, or (b) procure a bond guaranteeing payment of losses and related investigation.

G) For any claims related to the services contracted for under this Agreement, the PROVIDER's insurance coverage shall be primary insurance as respects to the DISTRICT, its subsidiaries, officials and employees. Any insurance or self-insurance maintained by the DISTRICT, its subsidiaries, officials and employees shall be excess of the PROVIDER's insurance and shall not contribute with it.

H) All Certificates of Insurance may reference the contract number, name of the school or agency submitting the certificate, and the location of the school or agency submitting the certificate on the certificate.

- 2.10 **Data Reporting.** PROVIDER agrees to provide to DISTRICT, all data (including billing information) related to students who are served by the PROVIDER. PROVIDER agrees to provide all data related to or referenced in any and all sections of this Agreement if requested by DISTRICT. PROVIDER agrees to provide all requested information in the format required by DISTRICT.

DISTRICT shall provide PROVIDER with approved forms and/or format for such data, including but not limited to Diabetes Medical Management Plans, Medication Authorization forms, and care logs. DISTRICT may approve use of PROVIDER-provided forms at its discretion.

- 2.11 **Use of Independent Contractors and Subcontractor.** PERSONNEL provided to DISTRICT are employees of PROVIDER and are subject to PROVIDER's standard screening process, as well as additional qualifications as required in this Agreement. If PROVIDER deems it necessary to obtain the services of a subcontractor to fulfill its requirements under this Agreement, PROVIDER will notify DISTRICT in writing of its intent to use subcontractors and will obtain written approval from DISTRICT. PROVIDER will ensure that any subcontractor will comply with all applicable terms of this Agreement. PROVIDER will provide written notification to DISTRICT if it becomes necessary for PROVIDER to utilize independent contractors to fulfill its staffing obligations to DISTRICT. Any PERSONNEL provided to DISTRICT by and independent contractor will be subject to the same qualifications as PROVIDER employees.
- 2.12 **Employment and Taxes.** PROVIDER will follow its standard employment policies and procedures to verify that all PERSONNEL meet applicable licensing requirements. PROVIDER, or its subcontractor if applicable, will maintain direct responsibility as employer for the payment of wages and other compensation, and for any applicable mandatory withholdings and contributions such as federal, state, and local income taxes, social security taxes, worker's compensation, and unemployment insurance. DISTRICT shall be responsible for any sales tax, gross receipts tax, excise tax, or other state taxes applicable to the Services provided by PROVIDER.
- 2.13 **Incident Reports.** PROVIDER shall report to DISTRICT any unexpected incident known to involve any PERSONNEL (such as PERSONNEL errors, unanticipated deaths or other unanticipated student-related events or injuries known to be attributable to PERSONNEL, and any safety hazards known to be related to the services provided by PERSONNEL) if the incident may have an adverse impact on the DISTRICT and/or PROVIDER in order to comply with DISTRICT'S incident tracking program. An Incident Report on the DISTRICT form shall

be promptly completed and provided to both DISTRICT and the school site administrator, along with any witness statements.

### **3. Responsibility of DISTRICT**

- 3.1 **Orientation.** DISTRICT will promptly provide PROVIDER PERSONNEL with an adequate and timely orientation to DISTRICT. DISTRICT shall review instructions regarding confidentiality (including student and employee), and orient PROVIDER PERSONNEL to the specific Exposure Control Plan of the DISTRICT as it pertains to OSHA requirements for bloodborne pathogens, as well as any of the DISTRICT's specific policies and procedures provided to PROVIDER for such purpose.
- 3.2 **Requests for PERSONNEL.** DISTRICT will use its best efforts to request PERSONNEL at least twenty-four (24) hours prior to reporting time in order to assure prompt arrival of assigned PERSONNEL. All information regarding reporting time, location, duration of approved hours and additional assignment details will be provided by DISTRICT at the time of the initial call. Those authorized to request PERSONNEL on behalf of DISTRICT, and/or authorize hours beyond the original quantity ordered, are as follows:
- A) Director III, Student Support & Health Services (Victoria Flores)
  - B) Coordinator II, Health Services (Tami Cisneros)
  - C) Lead School Nurse (Paula Kuhlman)
- 3.3 **Short-Notice Requests.** PROVIDER will bill DISTRICT for the entire shift if an order for staff is made less than two (2) hour(s) prior to the start of the shift, as long as PERSONNEL report for work within a reasonable prompt period of time under existing conditions after receiving notice of the assignment.
- 3.4 **Staff Order Cancellation.** If DISTRICT changes or cancels an order less than two (2) hours prior to the start of a shift, PROVIDER will bill DISTRICT for two (2) hours at the established fee for each scheduled PERSONNEL. PROVIDER will be responsible for contacting PROVIDER PERSONNEL prior to reporting time.
- 3.5 **Responsibility for Student Care.** DISTRICT retains full authority and responsibility for professional and medical management of care for each of its students, for developing and providing Individualized Healthcare Plans (IHP's) for its students, and for ensuring that services provided be PROVIDER PERSONNEL under this agreement are furnished in a safe and effective manner and in accordance with applicable standards.
- 3.6 **Placement Fee.** For a period of twelve (12) months following that date on which PROVIDER PERSONNEL last worked a shift at DISTRICT, DISTRICT agrees that it will take no steps to recruit, hire or employ as its own employees or as a contractor those PERSONNEL provided by PROVIDER during the term of this Agreement. DISTRICT understands and agrees that PROVIDER is not an employment agency and that PERSONNEL are assigned to the DISTRICT to render temporary service(s) and are not assigned to become employed by the DISTRICT. The DISTRICT further acknowledges and agrees that there is a substantial investment in business related costs incurred by PROVIDER in recruiting, training and employing PERSONNEL, to include advertisement, recruitment, interviewing, evaluation, reference checks, training, and supervising PERSONNEL. In the event that DISTRICT, or any affiliate, subsidiary, department, or division of DISTRICT hires, employs or solicits PROVIDER PERSONNEL, DISTRICT will be in breach of this Agreement. DISTRICT agrees to give PROVIDER either (a) one hundred and eighty (180) days prior written notice of its intent to hire, or employ, continuing to staff PERSONNEL through PROVIDER for a minimum of thirty-six (36) hours per week through

the one hundred and eighty (180) days notice period; OR (b) to pay PROVIDER a placement fee equal to the greater of: five thousand dollars (\$5,000) or the sum of thirty percent (20%) of such PERSONNEL's annualized salary (calculated as Weekday Hourly Bill Rate x 2080 Hours x 20%) unless PROVIDER extends documentation to DISTRICT waiving this right for the individual in question.

- 3.7 **Per Diem or Short Term Staff Non-Performance.** If DISTRICT concludes, in its sole discretion, that any PERSONNEL provided by PROVIDER have engaged in misconduct, or have been negligent, DISTRICT may require the PERSONNEL to leave the premises and will notify PROVIDER immediately, providing in reasonable detail the reason(s) for such dismissal. DISTRICT'S obligation to compensate PROVIDER for such PERSONNEL services will be limited to the number of hours actually worked. PROVIDER will not reassign the individual to DISTRICT without prior approval of the DISTRICT.
- 3.8 **Insurance.** DISTRICT will maintain at its sole expense valid policies of general and professional liability insurance with minimum limits of \$1,000,000 per occurrence and \$3,000,000 annual aggregate covering the acts or omissions of its employees, contractors and agents which may give rise to liability in connection with the Services under this Agreement. DISTRICT will provide prompt written notice of any material change in DISTRICT coverage.
- 3.9 **Incident Reports.** DISTRICT shall report to PROVIDER any unexpected incident known to involve any PERSONNEL (such as PERSONNEL errors, unanticipated deaths or other unanticipated student-related events or injuries known to be attributable to PERSONNEL, and any safety hazards known to be related to the services provided by PERSONNEL) if the incident may have an adverse impact on the DISTRICT and/or PROVIDER in order to comply with PROVIDER'S incident tracking program. Complaints and grievances regarding PROVIDER PERSONNEL may be reported to the local PROVIDER representative at any time.

#### **4. Compensation**

- 4.1 **Invoicing.** PROVIDER will supply PERSONNEL under this Agreement at the rates listed in the Attachment(s).
- A) **Billing Cycle.** Monthly - PROVIDER will submit invoices to DISTRICT every month for PERSONNEL provided to DISTRICT during the preceding month.
- B) **Contents.** Invoices will include the following:
- o Name(s) of PERSONNEL
  - o Name(s) of School Site(s)
  - o Name of Student(s) served by PERSONNEL
  - o Individual Service Dates
  - o Hours of Service provided (separated by School Site if serving at Multiple School Sites on the same day)
  - o Charges (subtotaled by School Site whenever possible)
- C) **Submission.** Invoices shall be submitted to the following address:

Sacramento City Unified School District  
ATTN: Rebecca Wall  
Health Services - Box 764  
5735 47th Avenue  
Sacramento, CA 95824  
*or*  
Rebecca-Wall@SCUSD.edu

- 4.2 **Payment.** The DISTRICT agrees to pay to the PROVIDER the hourly sum itemized in SCHEDULE A for services performed, billed by PROVIDER'S employees during the term of the Agreement. PROVIDER agrees that said sum shall be full compensation for all services in performing this Agreement. Compensation will be in accordance with all applicable laws.

Compensation is based on the student(s) school day hours as ordered by a DISTRICT as outlined in section 3.2 and, if previously approved by a DISTRICT as outlined in section 3.2 and required, before and/or after school programs, and/or field trips. Extended time reimbursement is allowed only for recognized school activities authorized by a DISTRICT approver as outlined in section 3.2 or emergencies which have been reported and documented according to the guidelines in DISTRICT's "*AGENCY HEALTHCARE PROFESSIONAL EXPECTATIONS*" document (EXHIBIT A) and in accordance with section 2.13 Incident Reports.

PROVIDER shall submit invoices to the DISTRICT on a monthly basis. All amounts due to PROVIDER are due and payable within thirty (30) days from date of invoice. DISTRICT will send all payments to the address set forth on the invoice.

- 4.3 **Right to Withhold Payment.** DISTRICT may withhold payment to PROVIDER when: (a) PROVIDER has failed to perform, in whole or in part, under the terms of this Contract; (b) PROVIDER has billed for services rendered on days other than billable days of attendance or for days when student was not in attendance and/or did not receive services; (c) PROVIDER was overpaid by DISTRICT as determined by inspection, review, and/or audit of its program, work, and/or records; (d) PROVIDER has failed to provide supporting documentation with an invoice; (e) services are provided to DISTRICT students by PERSONNEL who are not appropriately credentialed, licensed, or otherwise qualified; (g) PROVIDER receives payment from Medi-Cal or from any other agency or funding source for a service provided to a DISTRICT student; or (h) PROVIDER fails to provide the required liability/insurance documentation as outlined in Section 2.5 of this Agreement. It is understood that no payments shall be made for any invoices that are not received by three (3) months following the close of the prior fiscal year, for services provided in that year.
- 4.4 **Rate Change.** PROVIDER will provide DISTRICT at least thirty (30) days advance written notice of any change in rates.

## **5. General Terms**

- 5.1 **Non-discrimination.** Neither PROVIDER nor DISTRICT will discriminate on the basis of age, race, color, national origin, religion, sex, disability, being a qualified disabled veteran, being a qualified veteran of the Vietnam era, or any other category protected by law.

- 5.2 **Independent Contractors.** PROVIDER and DISTRICT are independent legal entities. Nothing in this Agreement shall be construed to create the relationship of employer and employee, or principal and agent, or any relationship other than that of independent parties contracting with each other solely for the purpose of carrying out the terms of this Agreement. Neither PROVIDER nor DISTRICT nor any of their respective agents or employees shall control or have any right to control the activities of the other party in carrying out the terms of this Agreement. All services rendered by PROVIDER shall be rendered in a competent, efficient, and satisfactory manner and in strict accordance with the currently approved methods and practices in the Consultant's professional specialty.
- 5.3 **Assignment.** Neither party may assign this Agreement without the prior written consent of the other party, and such consent will not be unreasonably withheld. No such consent will be required for assignment to an entity owned by or under common control with assignor or in connection with any acquisition of all of the assets or capital stock of a party; provided however, the assigning party will provide notice of such transaction to the other party and remain fully responsible for compliance with all of the terms of this Agreement.
- 5.4 **Indemnification.** PROVIDER agrees to indemnify and hold harmless DISTRICT, and its directors, officers, and agents from and against any and all claims, actions, or liabilities which may be asserted against them by third parties in connection with the sole negligent performance of PROVIDER, its directors, officers, employees or agents under this Agreement only. DISTRICT agrees to indemnify and hold harmless PROVIDER, its directors, officers, shareholders, employees and agents from and against any and all claims, actions, or liabilities which may be asserted against them by third parties in connection with the negligent performance of DISTRICT, its directors, officers, employees, contractors or agents under this Agreement.
- 5.5 **Attorneys' Fees.** In the event either party is required to obtain legal assistance (including in-house counsel) to enforce its rights under this Agreement, or to collect any monies due to such party for services provided, the prevailing party shall be entitled to receive from the other party, in addition to all other sums due, reasonable attorney's fees, court costs and expenses, if any, incurred enforcing its rights and/or collecting its monies.
- 5.6 **Notices.** Any notice or demand required under this Agreement will be in writing; will be personally served or sent by certified mail, return receipt requested, postage prepaid, or by a recognized overnight carrier which provides proof of receipt; and will be sent to the addresses below. Either party may change the address to which notices are sent by sending written notice of such change of address to the other party.

Sacramento City Unified School District  
Health Services - Box 764  
5735 47th Avenue  
Sacramento, CA 95824

Maxim Staffing Solutions  
1050 Fulton Avenue, Suite 235  
Sacramento, CA 95825

- 5.7 **Headings.** The headings of sections and subsections of this Agreement are for reference only and will not affect in any way the meaning or interpretation of this Agreement.
- 5.8 **Entire Contract; Counterparts.** This Agreement constitutes the entire contract between DISTRICT and PROVIDER regarding the services to be provided hereunder. Any agreements, promises, negotiations, or representations not expressly set forth in this Agreement are of no force or effect. This Agreement may be

executed simultaneously in one or more counterparts, each of which shall be deemed an original but all of which together shall constitute one and the same instrument. Facsimile and electronic signatures shall also constitute original signatures for the purpose of this Agreement. No amendments to this Agreement will be effective unless made in writing and signed by duly authorized representatives of both parties except as provided in Section 6.9.

- 5.9 **Availability of PERSONNEL.** The parties agree that PROVIDER's duty to supply PERSONNEL on request of DISTRICT is subject to the availability of qualified PROVIDER PERSONNEL. The failure of PROVIDER to provide PERSONNEL or the failure of DISTRICT to request PERSONNEL shall result in no penalty to DISTRICT or any party claiming by or through it and shall not constitute a breach of this Agreement. In instances where PROVIDER is providing individual care for a student(s), PROVIDER will make commercially reasonable efforts to ensure that student(s) care remain consistent.
- 5.10 **Compliance with Laws.** PROVIDER agrees that all services provided pursuant to this Agreement shall be performed in compliance with all applicable federal, state, and/or local rules and regulations. In the event that applicable federal, state or local laws and regulations or applicable accrediting body standards are modified, PROVIDER reserves the right to notify DISTRICT in writing of any modifications to the Agreement in order to remain in compliance with such law, rule or regulation.
- 5.11 **Severability.** In the event that one or more provision(s) of this Agreement is deemed invalid, unlawful and/or unenforceable, then only that provision will be omitted, and will not affect the validity or enforceability of any other provision; the remaining provisions will be deemed to continue in full force and effect.
- 5.12 **Governing Law, Jurisdiction.** This Agreement will be governed by and construed in accordance with the laws of the State of California, without regard to its principles of conflict of laws. Any dispute or claim from this Agreement shall be resolved exclusively in the federal and state courts of the State of California and the parties hereby irrevocably submit to the personal jurisdiction of said courts and waive all defenses thereto.
- 5.13 **Limitation on Liability.** Neither PROVIDER nor DISTRICT will be responsible for special, indirect, incidental, consequential, or other similar damages, including but not limited to lost profits, that the other party may incur or experience in connection with this Agreement or the services provided, however caused, even if such party has been advised of the possibility of such damages.
- 5.14 **Conflict of Interest.** By entering into this Agreement, the Parties agree that all conflicts of interest shall be disclosed to the other Party for review in accordance with that Party's policies and procedures. A conflict of interest occurs when an employee or Contractor has professional or personal interests that compete with his/her services to or on behalf of PROVIDER or the DISTRICT, or the best interests of students. Such competing interests may make it difficult for an employee or Contractor to fulfill his or her duties impartially.

## **6. Confidentiality of Protected Health Information**

### **6.1 Confidentiality.**

- A) **Student/Customer Information:** Neither party nor its employees shall disclose any financial or medical information regarding students/customers treated hereunder to any third-party, except where permitted or required by law or where such disclosure is expressly approved by DISTRICT, PROVIDER and



student/customer in writing. Further, each party and its employees shall comply with the other party's rules, regulations and policies regarding the confidentiality of such information as well as all federal and state laws and regulations including, without limitation, the Health Insurance Portability and Accountability Act of 1996 ("HIPAA") and the Health Information Technology for Economic and Clinical Health Act ("HITECH").

**B) Permanence.** The obligations set forth in this Section shall survive the termination of this Agreement.

**6.2 HIPAA/HITECH Obligations.** Each party and its respective staff shall comply with all federal and state laws and regulations, and all rules, regulations, and policies of the other party, regarding the confidentiality of student information, to include, without limitation, HIPAA, HITECH and FERPA. In addition, if necessary, the parties agree to resist any effort to obtain access to such records or information in judicial proceedings, except such access as is expressly permitted by federal/state regulations.

To the extent that DISTRICT may be a "Covered Entity" as defined by HIPAA, and would therefore be subject to applicable requirements, including, but not limited to, requirements to enter into certain contracts with their "business associates," by HIPAA, the parties acknowledge that a business associate agreement is not needed due to the nature of services provided by PROVIDER. Specifically, the parties acknowledge that under HIPAA, PERSONNEL provided hereunder are considered part of DISTRICT's workforce and to that end, all Protected Health Information ("PHI") is created, viewed, used, maintained and otherwise stored and safeguarded in DISTRICT's work environment. The parties further acknowledge that PHI is not exchanged between the parties in order for PROVIDER to provide PERSONNEL as part of DISTRICT's temporary workforce.

Notwithstanding the foregoing, PROVIDER and all staff provided to DISTRICT hereunder shall comply with confidentiality, medical records and/or other applicable laws and regulations with regard to any and all information directly or indirectly accessed or used by PROVIDER and their PERSONNEL, including without limitation HIPAA, HITECH and FERPA.

DISTRICT and PROVIDER have acknowledged their understanding of and agreement to the mutual promises written above by executing and delivering this Agreement as of the date set forth above.

SACRAMENTO CITY UNIFIED SCHOOL  
DISTRICT:

MAXIM HEALTHCARE SERVICES, INC.  
DBA MAXIM STAFFING SOLUTIONS:

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Printed Name & Title

\_\_\_\_\_  
Printed Name & Title

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

**ADDENDUM A**

**Sacramento City Unified School District**

**Addendum to Technology Services Related Agreements for Education Code  
Section 49073.1 Compliance**

This Addendum ("Addendum") is entered into between Sacramento City Unified School District ("LEA") and Maxim Healthcare Services, Inc. dba Maxim Staffing Solutions ("Service Provider") on 7/1/2019 ("Effective Date")

**WHEREAS**, the LEA and the Service Provider entered into an agreement titled Supplemental 504 Accommodation Nursing Staff Service Agreement ("Technology Services Agreement") on 5/29/2019 and any addenda on 5/29/2019;

**WHEREAS**, pursuant to the Technology Services Agreement, the Service Provider agreed to provide the LEA the following services: licensed, certified, and/or credentialed healthcare PERSONNEL to supplement DISTRICT staff for 504 Accommodation Nursing needs ("Services");

**WHEREAS**, the LEA is a California public entity subject to all state and federal laws governing education, including but not limited to California Assembly Bill 1584 ("AB 1584", currently found in Education Code section 49073.1), the California Education Code, the Children's Online Privacy and Protection Act ("COPPA"), and the Family Educational Rights and Privacy Act ("FERPA");

**WHEREAS**, Education Code Section 49073.1 requires, in part, that any agreement entered into, renewed or amended after January 1, 2015 between a local education agency and a third-party service provider must include certain terms; and

**WHEREAS**, the LEA and the Service Provider desire to have the Technology Services Agreement and the services comply with Education Code Section 49073.1;

**NOW, THEREFORE**, for good and valuable consideration, the Parties agree as follows:

1. Service Provider shall not use any information in a Pupil Record for any purpose other than those required or specifically permitted by the Technology Services Agreement. For the purposes of this Addendum, a "Pupil Record" or "Pupil Records" include any information directly related to a pupil that is maintained by the LEA or acquired directly from the pupil through the use of instructional software or applications assigned to the pupil by a teacher or other LEA employees. Pupil Records does not include de-identified information (information that, on its own or in aggregate, cannot be used to identify an individual pupil) used by the third party (1) to improve educational products for adaptive learning purposes and for customized pupil learning; (2) to demonstrate the effectiveness of the operator's products in the marketing of those products; or (3) for the development and improvement of educational sites, services, or applications.
2. All Pupil Records obtained by Service Provider from LEA continue to be the property of and under control of the LEA. The LEA retains exclusive control over student and staff data, including determining who may access data and how it may be used for legitimate authorized purposes.

3. Service Provider shall provide a means by which its employees, when so authorized, can search and export Pupil Records through reasonable procedures such that the LEA can respond to a parent, legal guardian or eligible student who seeks to review personally identifiable information on the pupil's records or correct erroneous information. Service Provider shall provide procedures for the transfer of pupil-generated content to an account, format or medium designated by the LEA.
4. Service Provider may not distribute Pupil Records to any third party without LEA's express written consent or as permitted by the Agreement, unless required by law. Unless permitted by the Agreement, use of subcontractors and subcontractor access to Pupil Records must be approved in writing by the LEA. Service Provider will ensure that approved subcontractors adhere to all provisions of the Technical Services Agreement and this Addendum. Provider ensures that any subcontractor or subprocessor that it engages to process, store or access Pupil Records has adequate technical security and organizational measures in place to keep Pupil Records secure and to comply with the terms of the Technical Services Agreement and this Addendum.
5. Service Provider shall take actions to ensure the security and confidentiality of Pupil Records, including but not limited to designating and training responsible individuals on ensuring the security and confidentiality of Pupil Records.

5.1 Service Provider shall maintain all data obtained or generated pursuant to the Agreement in a secure computer environment and not copy, reproduce or transmit data obtained pursuant to the Agreement except as necessary to fulfill the purpose of the original request. Service Provider shall warrant that security measures are in place to help protect against loss, misuse and alteration of the data under Service Provider's control. When the Service or data are accessed using a supported web browser, Secure Socket Layer ("SSL") or equivalent technology protects information, using both server authentication and data encryption to help ensure that data are safe, secure and available to only authorized users. Service Provider shall host content pursuant to the Service in a secure server environment that uses firewalls and other advanced technology to prevent interference or access from outside intruders. Where applicable, the Service will require unique account identifiers, usernames and passwords that must be entered each time a client or user signs on.

6. Notwithstanding section 6.1 below, Service Provider certifies that Pupil Records shall not be retained or available to the Service Provider or any such third party that the Service Provider has contracted with for the purpose of providing the Service following the completion of the terms of the Technology Services Agreement. Service Provider shall destroy or return to the LEA all Pupil Records obtained pursuant to the Technology Services Agreement when such Pupil Records are no longer required for the Service, or within a reasonable period of time. Nothing in this Addendum authorizes the Service Provider to maintain personally identifiable data beyond the time period reasonably needed to complete the disposal of Pupil Records following the Service.

6.1 Service Provider may retain a specific pupil's records in the event that that pupil chooses to establish or maintain an account with the Service Provider for the purpose of storing pupil-generated content, either by retaining possession and control of their own pupil-generated content or by transferring pupil-generated content to a personal account.

7. Upon becoming aware of any unlawful or unauthorized access to Pupil Records stored on equipment used by Service Provider or in facilities used by Service Provider, Service Provider will take the following measures:
  - 7.1 Promptly notify the LEA of the suspected or actual incident. This typically will occur within 24 hours of confirmation of the incident;
  - 7.2 Promptly investigate the incident and provide LEA with detailed information regarding the incident, including the identity of affected Pupil Records and Users; and
  - 7.3 Assist the LEA in notifying affected users, affected parents, and legal guardians of the unauthorized access to Pupil Records and of commercially reasonable steps to mitigate the effects and to minimize any damage resulting from the incident. Service Provider shall be responsible for all costs associated with providing said notifications and the costs of commercially reasonable remedies in response to a data breach or unauthorized access to Pupil Records stored on equipment used by Service Provider or in facilities used by Service Provider. Service Provider shall have obtained a sufficient cyber-liability insurance policy that provides for a number of potential remedies, such as credit monitoring for affected parties, fraud coverage, crisis management communications coverage, business interruption coverage, and data restoration coverage, among others.
8. The terms and conditions of the Technology Services Agreement and any addenda are incorporated herein by reference. This Addendum shall govern the treatment of student records in order to comply with the privacy protections, including those found in FERPA and Education Code Section 49073.1. In the event there is a conflict between the terms of this Addendum and the Technology Services Agreement or any other agreement or contract document(s) pertaining to the Technology Services Agreement, the terms of this Addendum shall apply. Notwithstanding the above statement, all other provisions of the Technology Services Agreement shall remain unaffected.
9. The term of this Addendum shall expire on the termination date stated in the Technology Services Agreement or in any addenda to such Technology Services Agreement, whichever controls.
10. Neither LEA nor Service Provider may modify or amend the terms of this Addendum without mutual written consent.

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

\_\_\_\_\_

\_\_\_\_\_

Elliot Lopez  
Chief Information Officer

\_\_\_\_\_

Date

\_\_\_\_\_

Date

## SCHEDULE A

### Pricing

The cost Maxim is proposing is all inclusive and includes the cost of onboarding, background checks, credentialing upkeep, healthcare benefits and state/federal fees, as well as indirect costs which directly benefit Sacramento City's program from an administrative and programmatic resources standpoint—factors which we deem as soft costs realized for the District. Additionally, our staffing services are discounted based on volume. The following charts outline the hourly costs per modality as well as a discounted cost schedule based on amount of staff utilized.

Position	Hourly Rate
LVN/RN	\$50
School Credentialed/or Preliminary Nurse RN/BSN	\$70
Health Assessment/ Hearing/ Vision Screening	\$80
Medical Assistant (MA)	\$40
SLPA/COTA/PTA	\$65
School Psychologists (LSSP)	\$100
Physical Therapists (PT)	\$85-\$100
Occupational Therapists (OT)	\$85-\$100
Board Certified Behavior Analyst (BCBA)	\$125
Behavioral Tech (BT)	\$50
Behavioral Mid-Level Supervisor	\$80
Special Education Teacher	\$70
Speech and Language Pathologists (SLP)	\$80-90
School Field Trips	\$2,000 (4 Nights)

### Volume Discount Schedule

#### RN/LVN

<u>Number of Contracted Nursing (working at least 20 hours/week)</u>	<u>Discount Percentage</u>
0-9 Nurses	0% Discount
10-14 Nurses	5% Discount
15-29 Nurses	10% Discount
30-59 Nurses	15% Discount
60+ Nurses	20% Discount

#### Behavior Technician (BT)

<u>Number of Contracted Behavior Technicians (working at least 20 hours/week)</u>	<u>Discount Percentage</u>
0-9 BTs	0% Discount
10-14 BTs	5% Discount
15-29 BTs	10% Discount
30-59 BTs	15% Discount
60+ BTs	20% Discount

## EXHIBIT A

### **Sacramento City Unified School District - Health Services Department AGENCY HEALTHCARE PROFESSIONAL EXPECTATIONS**

Agency healthcare professionals are expected to:

- Arrive at assigned SCUSD site on time *-typically, 15 minutes before the scheduled shift*
  - Sign in at the front office upon arrival, noting the agency name and arrival time.
  - Read student's Plan of Care and Emergency Care Plan (ECP) promptly
- Depart at end of shift.
  - Sign out at the front office upon departure, noting departure time.
  - Do not allow hours to exceed those hours previously approved without prior authorization from your agency or SCUSD Health Services Department (the only approvers are Lead School Nurse, Coordinator, or Director). The only exception to this would be for medical emergencies. If a situation like this occurs, this needs to be reported to Health Services immediately at (916) 643-9412, and appropriately documented in the student's chart and on your time card.
- Always wear an agency identification badge with photo. This should be worn in a clearly visible location above the waist. Maintain a list of your emergency contact information behind your badge. Please share these details with the front office staff the first time you visit a new school site.
- Communicate promptly with your agency clinical supervisor and SCUSD Health Services Department staff regarding any changes to your scheduled shift such as being late or absent.
- Coordinate with the School Nurse assigned to the school site regarding all direct care services being provided to the student. School Nurse will function as the case manager and facilitate all communications with doctors, parent/guardian, teachers, and Health Services.
- Document ALL nursing care including first aid, on district-approved forms.
- Immediately route all forms received from families to the school nurse assigned to the site. Upon request, assist the school nurse with obtaining necessary signatures from parent/guardian when we receive incomplete form.
- Follow the most recent signed written orders from licensed authorized healthcare provider (HCP) after verifying presence of signed authorization from the parent or guardian of the student, indicating consent for the student to receive the HCP-prescribed direct care services at school.

*Our vision is to serve all students with compassion and care, ensuring families have equitable access to systems of support that promote hope, resilience, empowerment, physical and mental wellness, and educational success.*

## EXHIBIT A

### Sacramento City Unified School District - Health Services Department AGENCY HEALTHCARE PROFESSIONAL EXPECTATIONS

- Provide for the safety and direct care services per the written orders of the student. Assure personal privacy and dignity of the student, while minimizing classroom disruptions.
- Review current HCP orders and recent direct care logs; maintain daily documentation records in accordance with the requirements of confidentiality of student records. Such records including HCP orders and parent requests, are to be considered mandatory interim student records that must remain on campus.
- Assume responsibility for following emergency procedures, according to SCUSD policy, should the need arise.
- Communicate effectively and professionally during all encounters, including encounters with students, parents, regular and substitute teachers, school office staff, campus monitors, security, custodial, and nutrition services staff.
  - Report any negative interactions to your agency **and** SCUSD Health Services Department as soon as time and safety allow.
  - ALWAYS remain POLITE, OBJECTIVE, and HELPFUL.
- **CELL PHONE USE** - When not in use for Appropriate items below, phones should be silent and out of sight.
  - **Appropriate** uses include tracking student medical devices and the following calls or texts:
    - Emergencies (911)
    - Urgent student situations
    - Medication reference guide apps
    - Contacting agency clinical supervisor or SCUSD Health Services Department
    - Accepting an urgent call from home and/or child's school or daycare
  - **Inappropriate** uses include:
    - Social calls
    - Social media
    - Internet searches
    - Texting unrelated to shift assignment
- The full duration of your shift should be spent **actively engaged** in supporting the health and learning of your assigned student(s). Personal tasks such as grooming, reading a book, and listening to music are not acceptable.

*Our vision is to serve all students with compassion and care, ensuring families have equitable access to systems of support that promote hope, resilience, empowerment, physical and mental wellness, and educational success.*

**EXHIBIT B**

**Sacramento City Unified School District - Health Services Department  
COMMUNICATION TREE FOR PROVIDER PERSONNEL  
ABSENCES**

- 1. Call Lead School Nurse on work cell (916) 320-1538**
  - a. If reached in person, relay the situation and follow up with an email by end of day to document the interaction. Stop Here.
  - b. If no answer, DO NOT leave a voicemail. Proceed to next step.
  
- 2. Call Lead School Nurse on desk line (916) 643-9150**
  - a. If reached in person, relay the situation and follow up with an email by end of day to document the interaction. Stop Here.
  - b. If no answer, DO NOT leave a voicemail. Proceed to next step.
  
- 3. Call Health Services Technician on desk line (916) 643-7963**
  - a. If reached in person, relay the situation and follow up with an email by end of day to document the interaction. Stop Here.
  - b. If no answer, DO NOT leave a voicemail. Proceed to next step.
  
- 4. Call Health Services Coordinator on work cell (916) 368-6544**
  - a. If reached in person, relay the situation and follow up with an email by end of day to document the interaction. Stop Here.
  - b. If no answer, DO NOT leave a voicemail. Proceed to next step.
  
- 5. Call Health Services Coordinator on desk line (916) 643-9152**
  - a. If reached in person, relay the situation and follow up with an email by end of day to document the interaction. Stop Here.
  - b. If no answer, DO NOT leave a voicemail. Proceed to next step.
  
- 6. Call Health Services Department on main line (916) 643-9412**
  - a. If reached in person, relay the situation and follow up with an email by end of day to document the interaction. Stop Here.
  - b. If no answer, leave a detailed voicemail relaying the situation *and* proceed to next step.
  
- 7. Call Lead School Nurse on work cell (916) 320-1538**
  - a. If reached in person, relay the situation and follow up with an email by end of day to document the interaction. Stop Here.
  - b. If no answer, leave a detailed voicemail relaying the situation, and follow up with an email by end of day to document the interaction. Stop Here.



# SA20-00030 (RX)

## Supplemental 504 Accommodation Nursing Staff Service Agreement

### AGREEMENT BETWEEN

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT'S HEALTH SERVICES DEPARTMENT

AND

RX HEALTHCARE SERVICES

This Agreement is entered into on this 24th day of May 2019, by and between SACRAMENTO CITY UNIFIED SCHOOL DISTRICT'S HEALTH SERVICES DEPARTMENT located at 5735 47th Avenue, Box 764, Sacramento, CA 95824, hereinafter referred to as **DISTRICT**, and RX HEALTHCARE SERVICES located at 4640 Marconi Ave, Sacramento, CA 95821, hereinafter referred to as **PROVIDER**.

### Recitals

**WHEREAS**, DISTRICT operates schools, as defined by State Law located in California and wishes to engage PROVIDER to provide licensed, certified, and/or credentialed healthcare PERSONNEL to supplement DISTRICT staff for 504 Accommodation Nursing needs and:

**WHEREAS**, PROVIDER operates a supplemental staffing agency and employs licensed health care PERSONNEL to provide health care services to DISTRICT.

**NOW, THEREFORE**, in consideration of the premises, the covenants, and agreements set out below, PROVIDER and DISTRICT agree as follows:

### 1. Term of Agreement

- 1.1 **Term.** This is a one (1) year agreement for July 1, 2019 through June 30, 2020 with the option to renew annually for up to two (2) additional years, at the sole discretion of DISTRICT. No services are to be rendered until PROVIDER has received a signed, valid Purchase Order from DISTRICT.
- 1.2 **Termination.** This Agreement may be terminated at any time by either party, with or without cause, by giving 30 days' written notice of such termination. Such termination will have no effect upon the rights and obligations resulting from any transactions occurring prior to the effective date of the termination.

In the event of a termination for cause, DISTRICT may secure the required services from another PROVIDER. If the cost to DISTRICT exceeds the cost of providing the service pursuant to this Agreement, PROVIDER shall pay the additional cost.

## 2. Responsibility of PROVIDER

2.1 **Compliance with Laws, Statutes, Regulations.** During the term of this Agreement, unless otherwise agreed, PROVIDER shall comply with all applicable Federal, state, and local statutes, laws, ordinances, rules, policies, and regulations. PROVIDER shall also comply with all applicable DISTRICT policies and procedures unless PROVIDER and DISTRICT specifically agree, in writing, that a policy or policies, or a portion of a policy, does/do not reasonably apply to PROVIDER. PROVIDER hereby acknowledges and agrees that it accepts all risks and responsibilities for its failure to comply with DISTRICT policies and shall indemnify DISTRICT under the provisions of Section 6.3 of this Agreement for all liability, loss, damage and expense (including reasonable attorneys' fees) resulting from or arising out of PROVIDER'S failure to comply with applicable DISTRICT policies (e.g., those policies relating to the provision of 504 Accommodations and/or related services, facilities for individuals with exceptional needs, DISTRICT student enrollment and transfer, DISTRICT student inactive status, corporal punishment, student discipline, and positive behavior interventions).

2.2 **Services.** PROVIDER will, upon request of DISTRICT, provide one or more appropriately licensed or certified healthcare professionals (i.e. Medical Assistants, LVNs, RNs, and other various health and related services staff, hereinafter referred to as PERSONNEL) as specified by DISTRICT to supplement DISTRICT staff for 504 Accommodation Nursing needs, subject to availability of qualified PERSONNEL. Subject to the terms of Section 6.8 of this Agreement, to the extent that PROVIDER is unable to provide the type of healthcare provider requested by DISTRICT, PROVIDER will supply DISTRICT with a higher skilled healthcare provider. PROVIDER must, however, bill that higher skilled provider at that provider's hourly rate as defined in this Agreement.

Assignment of Students is at the sole discretion of DISTRICT, and DISTRICT reserves the right to assign a student to another contracted agency at any time for any reason.

2.3 **Scope of Work.** PROVIDER will:

- A) Adhere to all guidelines outlined in DISTRICT's "*AGENCY HEALTHCARE PROFESSIONAL EXPECTATIONS*" document (EXHIBIT A).
- B) Provide direct healthcare services as prescribed by a "licensed authorized healthcare provider" (hereinafter referred to as HCP) to DISTRICT students with 504 Accommodation(s) who require such services at student's school of attendance, or in certain circumstances, at agreed field trip locations..
- C) Coordinate with the School Nurse assigned to the school site regarding all direct care services being provided to the student with 504 Accommodation(s). School Nurse will function as the case manager and facilitate all communications with HCP, parent/guardian, teachers, and DISTRICT.
- D) Immediately route all forms received by PERSONNEL to DISTRICT. Upon request, assist DISTRICT with obtaining necessary signatures from parent/guardian when DISTRICT receives incomplete form.
- E) Follow the most recent signed written orders from HCP after verifying presence of signed authorization from the parent or guardian of the student, indicating consent for the student to receive the HCP-prescribed direct care services at school.

- F) Minimize classroom disruptions in providing care per the written orders.
- G) Review current HCP orders and recent direct care logs; maintain daily documentation records in accordance with the requirements of confidentiality of student records. Records including HCP orders and parent requests, are to be considered mandatory interim student records that must remain on campus.
- H) Provide for the safety and direct care services for the student with 504 Accommodation(s), assuring personal privacy and dignity of the student.
- I) Assume responsibility for following emergency procedures, according to DISTRICT policy, should the need arise.

2.4 **Amendment of Scope of Work.** Scope of Work as defined in section 2.3 may be amended with written approval of both PROVIDER and DISTRICT.

2.5 **PERSONNEL.** PROVIDER will supply DISTRICT with PERSONNEL who meet the following criteria and will provide evidence of any or all of the following to DISTRICT upon written request:

A) **Professional Licenses.** Possess current state license(s), certification(s) and/or credential(s), as applicable and appropriate for the services provided to DISTRICT, including cardiopulmonary resuscitation certification, all documentation of which will be kept in the PROVIDER employee file. PROVIDER shall monitor the status of licenses, credentials, certifications, permits and/or other documents for all individuals employed, contracted, and/or otherwise hired by PROVIDER.

B) **Clearances.** Completed state-specific background checks and health assessment requirements, as defined by California education code, including but not limited to obtaining clearances from both the California Department of Justice (CDOJ) and clearance from the Federal Bureau of Investigation (FBI) and Tuberculosis clearances.

C) **Transportation.** Possess a valid California driver's license and have access to a reliable vehicle.

D) **Compliance Training.** Complete annual training within the past 12 months for current Cal-OSHA, HIPAA, FERPA, California Minor Consent and Confidentiality, Child Abuse Mandated Reporter, and medication administration and basic first aid laws and regulations to be approved by DISTRICT and provided by PROVIDER.

E) **Procedural Training and Skills Check.** Complete training within the past 12 months on all standard and individualized care procedures applicable and appropriate for the services provided to DISTRICT (such as counting carbohydrates, administering insulin, administering Diastat, proper body mechanics for transfers, and replacing a G-Tube), to be provided by PROVIDER, and passed competency skills checks for those procedures, to be administered by a PROVIDER supervising clinician.

F) **Acknowledgement of Expectations.** Sign an acknowledgement of understanding and commitment to adhere to all guidelines outlined in DISTRICT's "*AGENCY HEALTHCARE PROFESSIONAL EXPECTATIONS*" document (EXHIBIT A).

2.6 **PERSONNEL Absences.** When PROVIDER PERSONNEL are unable to provide services for their scheduled shift due to illness, transportation challenges, or any other reason, PROVIDER will make every effort to send alternate qualified PERSONNEL to cover the shift.

In the event that PROVIDER is able to fill the shift with alternate PERSONNEL, PROVIDER will notify DISTRICT via email by end of day documenting the alternate coverage.

In the event that PROVIDER is **unable** to fill the shift, PROVIDER will contact DISTRICT in the sequence and manner outlined in DISTRICT's "COMMUNICATION TREE FOR PROVIDER PERSONNEL ABSENCES" document (EXHIBIT B).

2.7 **Student Absences.**

A) **Single Student Caseload.** When PERSONNEL's caseload includes services for only a single student and PROVIDER receives at least 2 hours advance notification of the student's absence from DISTRICT or student's guardian, PERSONNEL is not expected to report for shift.

B) **Multiple Student Caseload.** When PERSONNEL's caseload includes services for multiple students and PROVIDER receives at least 2 hours advance notification of a student's absence from DISTRICT or student's guardian, PERSONNEL will still report to provide services for the remaining student(s) on caseload, at the level and duration ordered for the remaining student(s), not to be less than 4 hours.

Sometimes PERSONNEL's caseload contains students receiving services under their IEP and ordered by SCUSD's Special Education department as well as students receiving services under their 504 Accommodations and ordered by DISTRICT. In this situation, services rendered at that school site are billed to SCUSD's Special Education department because the student requiring the largest duration or complexity of services at that school site receives those services under their IEP. In the event that the absent student receives services ordered by SCUSD's Special Education department, and the remaining student(s) receive services ordered by DISTRICT, PROVIDER will bill DISTRICT for services provided on that day.

2.8 **Field Trip Coverage.**

A) **Single Student Caseload.** When PERSONNEL's caseload includes services for only a single student and that student has a scheduled field trip, PROVIDER will provide services for the duration of time needed, not to be less than 4 hours.

B) **Multiple Student Caseload.** When PERSONNEL's caseload includes services for multiple students and one of them have a scheduled field trip, original PERSONNEL will attend the field trip with the student leaving campus and provide services for the duration of time needed, not to be less than 4 hours. PROVIDER will supply additional PERSONNEL to provide services for the remaining student(s) on caseload, at the level and duration ordered for the remaining student(s), not to be less than 4 hours.

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

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

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

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

B) Business Auto Liability Insurance for all owned scheduled, non-owned or hired automobiles with a \$1 million combined single limit.

If no owned automobiles, then only hired and non-owned is required.

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

C) Workers' Compensation and Employers Liability Insurance in a form and amount covering PROVIDER's full liability under the California Workers' Compensation Insurance and Safety Act and in accordance with applicable state and Federal laws.

Part A – Statutory Limits

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

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

- \$1,000,000 per occurrence
- \$2,000,000 general aggregate

E) PROVIDER, upon execution of this Agreement and periodically thereafter upon request, shall furnish the DISTRICT with certificates of insurance evidencing such coverage. The certificate of insurance shall include a ten (10) day non-renewal notice provision. The Commercial General Liability and Automobile Liability policy shall name the DISTRICT as additional insured and shall be endorsed on all policies. Certificate of Insurance, additional insured endorsement and declaration of insurance coverages shall be provided to DISTRICT. All premiums on all insurance policies shall be paid by PROVIDER and shall be deemed included in PROVIDER's obligations under this contract at no additional charge.

F) Any deductibles or self-insured retentions above \$100,000 must be disclosed to and approved by the DISTRICT. At its option, DISTRICT may require the PROVIDER, at the PROVIDER's sole cost, to: (a) cause its insurer to reduce to levels specified by the DISTRICT or eliminate such deductibles or self-insured retentions with respect to the DISTRICT, its officials and employees, or (b) procure a bond guaranteeing payment of losses and related investigation.

G) For any claims related to the services contracted for under this Agreement, the PROVIDER's insurance coverage shall be primary insurance as respects to the DISTRICT, its subsidiaries, officials and employees. Any insurance or self-insurance maintained by the DISTRICT, its subsidiaries, officials and employees shall be excess of the PROVIDER's insurance and shall not contribute with it.

H) All Certificates of Insurance may reference the contract number, name of the school or agency submitting the certificate, and the location of the school or agency submitting the certificate on the certificate.

- 2.10 **Data Reporting.** PROVIDER agrees to provide to DISTRICT, all data (including billing information) related to students who are served by the PROVIDER. PROVIDER agrees to provide all data related to or referenced in any and all sections of this Agreement if requested by DISTRICT. PROVIDER agrees to provide all requested information in the format required by DISTRICT.

DISTRICT shall provide PROVIDER with approved forms and/or format for such data, including but not limited to Diabetes Medical Management Plans, Medication Authorization forms, and care logs. DISTRICT may approve use of PROVIDER-provided forms at its discretion.

- 2.11 **Use of Independent Contractors and Subcontractor.** PERSONNEL provided to DISTRICT are employees of PROVIDER and are subject to PROVIDER's standard screening process, as well as additional qualifications as required in this Agreement. If PROVIDER deems it necessary to obtain the services of a subcontractor to fulfill its requirements under this Agreement, PROVIDER will notify DISTRICT in writing of its intent to use subcontractors and will obtain written approval from DISTRICT. PROVIDER will ensure that any subcontractor will comply with all applicable terms of this Agreement. PROVIDER will provide written notification to DISTRICT if it becomes necessary for PROVIDER to utilize independent contractors to fulfill its staffing obligations to DISTRICT. Any PERSONNEL provided to DISTRICT by and independent contractor will be subject to the same qualifications as PROVIDER employees.
- 2.12 **Employment and Taxes.** PROVIDER will follow its standard employment policies and procedures to verify that all PERSONNEL meet applicable licensing requirements. PROVIDER, or its subcontractor if applicable, will maintain direct responsibility as employer for the payment of wages and other compensation, and for any applicable mandatory withholdings and contributions such as federal, state, and local income taxes, social security taxes, worker's compensation, and unemployment insurance. DISTRICT shall be responsible for any sales tax, gross receipts tax, excise tax, or other state taxes applicable to the Services provided by PROVIDER.
- 2.13 **Incident Reports.** PROVIDER shall report to DISTRICT any unexpected incident known to involve any PERSONNEL (such as PERSONNEL errors, unanticipated deaths or other unanticipated student-related events or injuries known to be attributable to PERSONNEL, and any safety hazards known to be related to the services provided by PERSONNEL) if the incident may have an adverse impact on the DISTRICT and/or PROVIDER in order to comply with DISTRICT'S incident tracking program. An Incident Report on the DISTRICT form shall

be promptly completed and provided to both DISTRICT and the school site administrator, along with any witness statements.

### **3. Responsibility of DISTRICT**

- 3.1 **Orientation.** DISTRICT will promptly provide PROVIDER PERSONNEL with an adequate and timely orientation to DISTRICT. DISTRICT shall review instructions regarding confidentiality (including student and employee), and orient PROVIDER PERSONNEL to the specific Exposure Control Plan of the DISTRICT as it pertains to OSHA requirements for bloodborne pathogens, as well as any of the DISTRICT's specific policies and procedures provided to PROVIDER for such purpose.
- 3.2 **Requests for PERSONNEL.** DISTRICT will use its best efforts to request PERSONNEL at least twenty-four (24) hours prior to reporting time in order to assure prompt arrival of assigned PERSONNEL. All information regarding reporting time, location, duration of approved hours and additional assignment details will be provided by DISTRICT at the time of the initial call. Those authorized to request PERSONNEL on behalf of DISTRICT, and/or authorize hours beyond the original quantity ordered, are as follows:
- A) Director III, Student Support & Health Services (Victoria Flores)
  - B) Coordinator II, Health Services (Tami Cisneros)
  - C) Lead School Nurse (Paula Kuhlman)
- 3.3 **Short-Notice Requests.** PROVIDER will bill DISTRICT for the entire shift if an order for staff is made less than two (2) hour(s) prior to the start of the shift, as long as PERSONNEL report for work within a reasonable prompt period of time under existing conditions after receiving notice of the assignment.
- 3.4 **Staff Order Cancellation.** If DISTRICT changes or cancels an order less than two (2) hours prior to the start of a shift, PROVIDER will bill DISTRICT for two (2) hours at the established fee for each scheduled PERSONNEL. PROVIDER will be responsible for contacting PROVIDER PERSONNEL prior to reporting time.
- 3.5 **Responsibility for Student Care.** DISTRICT retains full authority and responsibility for professional and medical management of care for each of its students, for developing and providing Individualized Healthcare Plans (IHP's) for its students, and for ensuring that services provided by PROVIDER PERSONNEL under this agreement are furnished in a safe and effective manner and in accordance with applicable standards.
- 3.6 **Placement Fee.** For a period of twelve (12) months following that date on which PROVIDER PERSONNEL last worked a shift at DISTRICT, DISTRICT agrees that it will take no steps to recruit, hire or employ as its own employees or as a contractor those PERSONNEL provided by PROVIDER during the term of this Agreement. DISTRICT understands and agrees that PROVIDER is not an employment agency and that PERSONNEL are assigned to the DISTRICT to render temporary service(s) and are not assigned to become employed by the DISTRICT. The DISTRICT further acknowledges and agrees that there is a substantial investment in business related costs incurred by PROVIDER in recruiting, training and employing PERSONNEL, to include advertisement, recruitment, interviewing, evaluation, reference checks, training, and supervising PERSONNEL. In the event that DISTRICT, or any affiliate, subsidiary, department, or division of DISTRICT hires, employs or solicits PROVIDER PERSONNEL, DISTRICT will be in breach of this Agreement. DISTRICT agrees to give PROVIDER either (a) one hundred and eighty (180) days prior written notice of its intent to hire, or employ, continuing to staff PERSONNEL through PROVIDER for a minimum of thirty-six (36) hours per week through

the one hundred and eighty (180) days notice period; OR (b) to pay PROVIDER a placement fee equal to the greater of: five thousand dollars (\$5,000) or the sum of thirty percent (20%) of such PERSONNEL's annualized salary (calculated as Weekday Hourly Bill Rate x 2080 Hours x 20%) unless PROVIDER extends documentation to DISTRICT waiving this right for the individual in question.

- 3.7 **Per Diem or Short Term Staff Non-Performance.** If DISTRICT concludes, in its sole discretion, that any PERSONNEL provided by PROVIDER have engaged in misconduct, or have been negligent, DISTRICT may require the PERSONNEL to leave the premises and will notify PROVIDER immediately, providing in reasonable detail the reason(s) for such dismissal. DISTRICT'S obligation to compensate PROVIDER for such PERSONNEL services will be limited to the number of hours actually worked. PROVIDER will not reassign the individual to DISTRICT without prior approval of the DISTRICT.
- 3.8 **Insurance.** DISTRICT will maintain at its sole expense valid policies of general and professional liability insurance with minimum limits of \$1,000,000 per occurrence and \$3,000,000 annual aggregate covering the acts or omissions of its employees, contractors and agents which may give rise to liability in connection with the Services under this Agreement. DISTRICT will provide prompt written notice of any material change in DISTRICT coverage.
- 3.9 **Incident Reports.** DISTRICT shall report to PROVIDER any unexpected incident known to involve any PERSONNEL (such as PERSONNEL errors, unanticipated deaths or other unanticipated student-related events or injuries known to be attributable to PERSONNEL, and any safety hazards known to be related to the services provided by PERSONNEL) if the incident may have an adverse impact on the DISTRICT and/or PROVIDER in order to comply with PROVIDER'S incident tracking program. Complaints and grievances regarding PROVIDER PERSONNEL may be reported to the local PROVIDER representative at any time.

#### 4. Compensation

- 4.1 **Invoicing.** PROVIDER will supply PERSONNEL under this Agreement at the rates listed in the Attachment(s).
- A) **Billing Cycle.** Monthly - PROVIDER will submit invoices to DISTRICT every month for PERSONNEL provided to DISTRICT during the preceding month.
- B) **Contents.** Invoices will include the following:
- Name(s) of PERSONNEL
  - Name(s) of School Site(s)
  - Name of Student(s) served by PERSONNEL
  - Individual Service Dates
  - Hours of Service provided (separated by School Site if serving at Multiple School Sites on the same day)
  - Charges (subtotaled by School Site whenever possible)
- C) **Submission.** Invoices shall be submitted to the following address:



Sacramento City Unified School District  
ATTN: Rebecca Wall  
Health Services - Box 764  
5735 47th Avenue  
Sacramento, CA 95824  
*or*  
Rebecca-Wall@SCUSD.edu

- 4.2 **Payment.** The DISTRICT agrees to pay to the PROVIDER the hourly sum itemized in SCHEDULE A for services performed, billed by PROVIDER'S employees during the term of the Agreement. PROVIDER agrees that said sum shall be full compensation for all services in performing this Agreement. Compensation will be in accordance with all applicable laws.

Compensation is based on the student(s) school day hours as ordered by a DISTRICT as outlined in section 3.2 and, if previously approved by a DISTRICT as outlined in section 3.2 and required, before and/or after school programs, and/or field trips. Extended time reimbursement is allowed only for recognized school activities authorized by a DISTRICT approver as outlined in section 3.2 or emergencies which have been reported and documented according to the guidelines in DISTRICT's "*AGENCY HEALTHCARE PROFESSIONAL EXPECTATIONS*" document (EXHIBIT A) and in accordance with section 2.13 Incident Reports.

PROVIDER shall submit invoices to the DISTRICT on a monthly basis. All amounts due to PROVIDER are due and payable within thirty (30) days from date of invoice. DISTRICT will send all payments to the address set forth on the invoice.

- 4.3 **Right to Withhold Payment.** DISTRICT may withhold payment to PROVIDER when: (a) PROVIDER has failed to perform, in whole or in part, under the terms of this Contract; (b) PROVIDER has billed for services rendered on days other than billable days of attendance or for days when student was not in attendance and/or did not receive services; (c) PROVIDER was overpaid by DISTRICT as determined by inspection, review, and/or audit of its program, work, and/or records; (d) PROVIDER has failed to provide supporting documentation with an invoice; (e) services are provided to DISTRICT students by PERSONNEL who are not appropriately credentialed, licensed, or otherwise qualified; (g) PROVIDER receives payment from Medi-Cal or from any other agency or funding source for a service provided to a DISTRICT student; or (h) PROVIDER fails to provide the required liability/insurance documentation as outlined in Section 2.5 of this Agreement. It is understood that no payments shall be made for any invoices that are not received by three (3) months following the close of the prior fiscal year, for services provided in that year.
- 4.4 **Rate Change.** PROVIDER will provide DISTRICT at least thirty (30) days advance written notice of any change in rates.

## 5. General Terms

- 5.1 **Non-discrimination.** Neither PROVIDER nor DISTRICT will discriminate on the basis of age, race, color, national origin, religion, sex, disability, being a qualified disabled veteran, being a qualified veteran of the Vietnam era, or any other category protected by law.

- 5.2 **Independent Contractors.** PROVIDER and DISTRICT are independent legal entities. Nothing in this Agreement shall be construed to create the relationship of employer and employee, or principal and agent, or any relationship other than that of independent parties contracting with each other solely for the purpose of carrying out the terms of this Agreement. Neither PROVIDER nor DISTRICT nor any of their respective agents or employees shall control or have any right to control the activities of the other party in carrying out the terms of this Agreement. All services rendered by PROVIDER shall be rendered in a competent, efficient, and satisfactory manner and in strict accordance with the currently approved methods and practices in the Consultant's professional specialty.
- 5.3 **Assignment.** Neither party may assign this Agreement without the prior written consent of the other party, and such consent will not be unreasonably withheld. No such consent will be required for assignment to an entity owned by or under common control with assignor or in connection with any acquisition of all of the assets or capital stock of a party; provided however, the assigning party will provide notice of such transaction to the other party and remain fully responsible for compliance with all of the terms of this Agreement.
- 5.4 **Indemnification.** PROVIDER agrees to indemnify and hold harmless DISTRICT, and its directors, officers, and agents from and against any and all claims, actions, or liabilities which may be asserted against them by third parties in connection with the sole negligent performance of PROVIDER, its directors, officers, employees or agents under this Agreement only. DISTRICT agrees to indemnify and hold harmless PROVIDER, its directors, officers, shareholders, employees and agents from and against any and all claims, actions, or liabilities which may be asserted against them by third parties in connection with the negligent performance of DISTRICT, its directors, officers, employees, contractors or agents under this Agreement.
- 5.5 **Attorneys' Fees.** In the event either party is required to obtain legal assistance (including in-house counsel) to enforce its rights under this Agreement, or to collect any monies due to such party for services provided, the prevailing party shall be entitled to receive from the other party, in addition to all other sums due, reasonable attorney's fees, court costs and expenses, if any, incurred enforcing its rights and/or collecting its monies.
- 5.6 **Notices.** Any notice or demand required under this Agreement will be in writing; will be personally served or sent by certified mail, return receipt requested, postage prepaid, or by a recognized overnight carrier which provides proof of receipt; and will be sent to the addresses below. Either party may change the address to which notices are sent by sending written notice of such change of address to the other party.

Sacramento City Unified School District  
 Health Services - Box 764  
 5735 47th Avenue  
 Sacramento, CA 95824

Rx Healthcare Services  
 4640 Marconi Ave  
 Sacramento, CA 95821

- 5.7 **Headings.** The headings of sections and subsections of this Agreement are for reference only and will not affect in any way the meaning or interpretation of this Agreement.
- 5.8 **Entire Contract; Counterparts.** This Agreement constitutes the entire contract between DISTRICT and PROVIDER regarding the services to be provided hereunder. Any agreements, promises, negotiations, or representations not expressly set forth in this Agreement are of no force or effect. This Agreement may be

executed simultaneously in one or more counterparts, each of which shall be deemed an original but all of which together shall constitute one and the same instrument. Facsimile and electronic signatures shall also constitute original signatures for the purpose of this Agreement. No amendments to this Agreement will be effective unless made in writing and signed by duly authorized representatives of both parties except as provided in Section 6.9.

- 5.9 **Availability of PERSONNEL.** The parties agree that PROVIDER's duty to supply PERSONNEL on request of DISTRICT is subject to the availability of qualified PROVIDER PERSONNEL. The failure of PROVIDER to provide PERSONNEL or the failure of DISTRICT to request PERSONNEL shall result in no penalty to DISTRICT or any party claiming by or through it and shall not constitute a breach of this Agreement. In instances where PROVIDER is providing individual care for a student(s), PROVIDER will make commercially reasonable efforts to ensure that student(s) care remain consistent.
- 5.10 **Compliance with Laws.** PROVIDER agrees that all services provided pursuant to this Agreement shall be performed in compliance with all applicable federal, state, and/or local rules and regulations. In the event that applicable federal, state or local laws and regulations or applicable accrediting body standards are modified, PROVIDER reserves the right to notify DISTRICT in writing of any modifications to the Agreement in order to remain in compliance with such law, rule or regulation.
- 5.11 **Severability.** In the event that one or more provision(s) of this Agreement is deemed invalid, unlawful and/or unenforceable, then only that provision will be omitted, and will not affect the validity or enforceability of any other provision; the remaining provisions will be deemed to continue in full force and effect.
- 5.12 **Governing Law, Jurisdiction.** This Agreement will be governed by and construed in accordance with the laws of the State of California, without regard to its principles of conflict of laws. Any dispute or claim from this Agreement shall be resolved exclusively in the federal and state courts of the State of California and the parties hereby irrevocably submit to the personal jurisdiction of said courts and waive all defenses thereto.
- 5.13 **Limitation on Liability.** Neither PROVIDER nor DISTRICT will be responsible for special, indirect, incidental, consequential, or other similar damages, including but not limited to lost profits, that the other party may incur or experience in connection with this Agreement or the services provided, however caused, even if such party has been advised of the possibility of such damages.
- 5.14 **Conflict of Interest.** By entering into this Agreement, the Parties agree that all conflicts of interest shall be disclosed to the other Party for review in accordance with that Party's policies and procedures. A conflict of interest occurs when an employee or Contractor has professional or personal interests that compete with his/her services to or on behalf of PROVIDER or the DISTRICT, or the best interests of students. Such competing interests may make it difficult for an employee or Contractor to fulfill his or her duties impartially.

## **6. Confidentiality of Protected Health Information**

### **6.1 Confidentiality.**

- A) **Student/Customer Information:** Neither party nor its employees shall disclose any financial or medical information regarding students/customers treated hereunder to any third-party, except where permitted or required by law or where such disclosure is expressly approved by DISTRICT, PROVIDER and

student/customer in writing. Further, each party and its employees shall comply with the other party's rules, regulations and policies regarding the confidentiality of such information as well as all federal and state laws and regulations including, without limitation, the Health Insurance Portability and Accountability Act of 1996 ("HIPAA") and the Health Information Technology for Economic and Clinical Health Act ("HITECH").

B) **Permanence.** The obligations set forth in this Section shall survive the termination of this Agreement.

6.2 **HIPAA/HITECH Obligations.** Each party and its respective staff shall comply with all federal and state laws and regulations, and all rules, regulations, and policies of the other party, regarding the confidentiality of student information, to include, without limitation, HIPAA, HITECH and FERPA. In addition, if necessary, the parties agree to resist any effort to obtain access to such records or information in judicial proceedings, except such access as is expressly permitted by federal/state regulations.

To the extent that DISTRICT may be a "Covered Entity" as defined by HIPAA, and would therefore be subject to applicable requirements, including, but not limited to, requirements to enter into certain contracts with their "business associates," by HIPAA, the parties acknowledge that a business associate agreement is not needed due to the nature of services provided by PROVIDER. Specifically, the parties acknowledge that under HIPAA, PERSONNEL provided hereunder are considered part of DISTRICT's workforce and to that end, all Protected Health Information ("PHI") is created, viewed, used, maintained and otherwise stored and safeguarded in DISTRICT's work environment. The parties further acknowledge that PHI is not exchanged between the parties in order for PROVIDER to provide PERSONNEL as part of DISTRICT's temporary workforce.

Notwithstanding the foregoing, PROVIDER and all staff provided to DISTRICT hereunder shall comply with confidentiality, medical records and/or other applicable laws and regulations with regard to any and all information directly or indirectly accessed or used by PROVIDER and their PERSONNEL, including without limitation HIPAA, HITECH and FERPA.

DISTRICT and PROVIDER have acknowledged their understanding of and agreement to the mutual promises written above by executing and delivering this Agreement as of the date set forth above.

SACRAMENTO CITY UNIFIED SCHOOL  
DISTRICT:

RX HEALTHCARE SERVICES:

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Printed Name & Title

\_\_\_\_\_  
Printed Name & Title

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

**ADDENDUM A**

**Sacramento City Unified School District**

**Addendum to Technology Services Related Agreements for Education Code  
Section 49073.1 Compliance**

This Addendum ("Addendum") is entered into between Sacramento City Unified School District ("LEA") and Rx Healthcare Services ("Service Provider") on 7/1/2019 ("Effective Date")

**WHEREAS**, the LEA and the Service Provider entered into an agreement titled Supplemental 504 Accommodation Nursing Staff Service Agreement ("Technology Services Agreement") on 5/24/2019 and any addenda on 5/24/2019;

**WHEREAS**, pursuant to the Technology Services Agreement, the Service Provider agreed to provide the LEA the following services: licensed, certified, and/or credentialed healthcare PERSONNEL to supplement DISTRICT staff for 504 Accommodation Nursing needs ("Services");

**WHEREAS**, the LEA is a California public entity subject to all state and federal laws governing education, including but not limited to California Assembly Bill 1584 ("AB 1584", currently found in Education Code section 49073.1), the California Education Code, the Children's Online Privacy and Protection Act ("COPPA"), and the Family Educational Rights and Privacy Act ("FERPA");

**WHEREAS**, Education Code Section 49073.1 requires, in part, that any agreement entered into, renewed or amended after January 1, 2015 between a local education agency and a third-party service provider must include certain terms; and

**WHEREAS**, the LEA and the Service Provider desire to have the Technology Services Agreement and the services comply with Education Code Section 49073.1;

**NOW, THEREFORE**, for good and valuable consideration, the Parties agree as follows:

1. Service Provider shall not use any information in a Pupil Record for any purpose other than those required or specifically permitted by the Technology Services Agreement. For the purposes of this Addendum, a "Pupil Record" or "Pupil Records" include any information directly related to a pupil that is maintained by the LEA or acquired directly from the pupil through the use of instructional software or applications assigned to the pupil by a teacher or other LEA employees. Pupil Records does not include de-identified information (information that, on its own or in aggregate, cannot be used to identify an individual pupil) used by the third party (1) to improve educational products for adaptive learning purposes and for customized pupil learning; (2) to demonstrate the effectiveness of the operator's products in the marketing of those products; or (3) for the development and improvement of educational sites, services, or applications.
2. All Pupil Records obtained by Service Provider from LEA continue to be the property of and under control of the LEA. The LEA retains exclusive control over student and staff data, including determining who may access data and how it may be used for legitimate authorized purposes.

3. Service Provider shall provide a means by which its employees, when so authorized, can search and export Pupil Records through reasonable procedures such that the LEA can respond to a parent, legal guardian or eligible student who seeks to review personally identifiable information on the pupil's records or correct erroneous information. Service Provider shall provide procedures for the transfer of pupil-generated content to an account, format or medium designated by the LEA.
4. Service Provider may not distribute Pupil Records to any third party without LEA's express written consent or as permitted by the Agreement, unless required by law. Unless permitted by the Agreement, use of subcontractors and subcontractor access to Pupil Records must be approved in writing by the LEA. Service Provider will ensure that approved subcontractors adhere to all provisions of the Technical Services Agreement and this Addendum. Provider ensures that any subcontractor or subprocessor that it engages to process, store or access Pupil Records has adequate technical security and organizational measures in place to keep Pupil Records secure and to comply with the terms of the Technical Services Agreement and this Addendum.
5. Service Provider shall take actions to ensure the security and confidentiality of Pupil Records, including but not limited to designating and training responsible individuals on ensuring the security and confidentiality of Pupil Records.

5.1 Service Provider shall maintain all data obtained or generated pursuant to the Agreement in a secure computer environment and not copy, reproduce or transmit data obtained pursuant to the Agreement except as necessary to fulfill the purpose of the original request. Service Provider shall warrant that security measures are in place to help protect against loss, misuse and alteration of the data under Service Provider's control. When the Service or data are accessed using a supported web browser, Secure Socket Layer ("SSL") or equivalent technology protects information, using both server authentication and data encryption to help ensure that data are safe, secure and available to only authorized users. Service Provider shall host content pursuant to the Service in a secure server environment that uses firewalls and other advanced technology to prevent interference or access from outside intruders. Where applicable, the Service will require unique account identifiers, usernames and passwords that must be entered each time a client or user signs on.

6. Notwithstanding section 6.1 below, Service Provider certifies that Pupil Records shall not be retained or available to the Service Provider or any such third party that the Service Provider has contracted with for the purpose of providing the Service following the completion of the terms of the Technology Services Agreement. Service Provider shall destroy or return to the LEA all Pupil Records obtained pursuant to the Technology Services Agreement when such Pupil Records are no longer required for the Service, or within a reasonable period of time. Nothing in this Addendum authorizes the Service Provider to maintain personally identifiable data beyond the time period reasonably needed to complete the disposal of Pupil Records following the Service.

6.1 Service Provider may retain a specific pupil's records in the event that that pupil chooses to establish or maintain an account with the Service Provider for the purpose of storing pupil-generated content, either by retaining possession and control of their own pupil-generated content or by transferring pupil-generated content to a personal account.

7. Upon becoming aware of any unlawful or unauthorized access to Pupil Records stored on equipment used by Service Provider or in facilities used by Service Provider, Service Provider will take the following measures:
  - 7.1 Promptly notify the LEA of the suspected or actual incident. This typically will occur within 24 hours of confirmation of the incident;
  - 7.2 Promptly investigate the incident and provide LEA with detailed information regarding the incident, including the identity of affected Pupil Records and Users; and
  - 7.3 Assist the LEA in notifying affected users, affected parents, and legal guardians of the unauthorized access to Pupil Records and of commercially reasonable steps to mitigate the effects and to minimize any damage resulting from the incident. Service Provider shall be responsible for all costs associated with providing said notifications and the costs of commercially reasonable remedies in response to a data breach or unauthorized access to Pupil Records stored on equipment used by Service Provider or in facilities used by Service Provider. Service Provider shall have obtained a sufficient cyber-liability insurance policy that provides for a number of potential remedies, such as credit monitoring for affected parties, fraud coverage, crisis management communications coverage, business interruption coverage, and data restoration coverage, among others.
8. The terms and conditions of the Technology Services Agreement and any addenda are incorporated herein by reference. This Addendum shall govern the treatment of student records in order to comply with the privacy protections, including those found in FERPA and Education Code Section 49073.1. In the event there is a conflict between the terms of this Addendum and the Technology Services Agreement or any other agreement or contract document(s) pertaining to the Technology Services Agreement, the terms of this Addendum shall apply. Notwithstanding the above statement, all other provisions of the Technology Services Agreement shall remain unaffected.
9. The term of this Addendum shall expire on the termination date stated in the Technology Services Agreement or in any addenda to such Technology Services Agreement, whichever controls.
10. Neither LEA nor Service Provider may modify or amend the terms of this Addendum without mutual written consent.

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

\_\_\_\_\_  
Joe Sharpe  
Chief Operating Officer

\_\_\_\_\_  
Elliot Lopez  
Chief Information Officer

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

# SCHEDULE A SA20-00030 (RX)

## *Rx HealthCare Services*

### Schedule A – Fee scale by Worker Category for

Charges will be based on the following hourly rate schedule effective: TBA

Service	Rate
LVN	\$45 per hour
RN	\$60 per hour
Credentialed/Preliminary School Nurse (RN)	\$72 per hour
Medical Assistant/CNA	\$34 per hour
Paraprofessional/Instructional	\$34 per hour
Camp Nurse/Field Trip	\$1000 per day/24 hours

**Mileage:** N/A

**Minimum:** A four (4) hour minimum is required for each shift.

**Orientation Requirement:** A minimum of one (1) hour is required prior to Rx HealthCare Services Healthcare Workers and Caregivers working their first shift to ensure patient and nurse safety. The standard rate listed above will be charged for all the time spent in required Facility orientation.

**Overtime: Time-and-a-half** (rate X 1.5) applies for more than eight (8) hours a day, or more than forty (40) hours in a week (Sunday to Saturday). **Double-time** (rate X 2.0) applies for more than twelve hours a day, or for any hours worked on the seventh consecutive day. The over-time rate will be figured from the highest wage earned during the shift.

**Holiday Pay:** Time-and-a-half (rate X 1.5) rate applies for NEW YEARS EVE (PM and Night shifts only), NEW YEARS DAY, EASTER, MEMORIAL DAY, JULY 4<sup>TH</sup>, LABOR DAY, THANKSGIVING, CHRISTMAS EVE (PM and Night shifts only), and CHRISTMAS DAY. Holiday rates will apply to all shifts that end on the holiday, the night shift preceding the holiday, and the day and evening shifts of the holiday. Overtime rates and holiday rates shall not be cumulative.



## EXHIBIT A

### **Sacramento City Unified School District - Health Services Department AGENCY HEALTHCARE PROFESSIONAL EXPECTATIONS**

Agency healthcare professionals are expected to:

- Arrive at assigned SCUSD site on time *-typically, 15 minutes before the scheduled shift*
  - Sign in at the front office upon arrival, noting the agency name and arrival time.
  - Read student's Plan of Care and Emergency Care Plan (ECP) promptly
- Depart at end of shift.
  - Sign out at the front office upon departure, noting departure time.
  - Do not allow hours to exceed those hours previously approved without prior authorization from your agency or SCUSD Health Services Department (the only approvers are Lead School Nurse, Coordinator, or Director). The only exception to this would be for medical emergencies. If a situation like this occurs, this needs to be reported to Health Services immediately at (916) 643-9412, and appropriately documented in the student's chart and on your time card.
- Always wear an agency identification badge with photo. This should be worn in a clearly visible location above the waist. Maintain a list of your emergency contact information behind your badge. Please share these details with the front office staff the first time you visit a new school site.
- Communicate promptly with your agency clinical supervisor and SCUSD Health Services Department staff regarding any changes to your scheduled shift such as being late or absent.
- Coordinate with the School Nurse assigned to the school site regarding all direct care services being provided to the student. School Nurse will function as the case manager and facilitate all communications with doctors, parent/guardian, teachers, and Health Services.
- Document ALL nursing care including first aid, on district-approved forms.
- Immediately route all forms received from families to the school nurse assigned to the site. Upon request, assist the school nurse with obtaining necessary signatures from parent/guardian when we receive incomplete form.
- Follow the most recent signed written orders from licensed authorized healthcare provider (HCP) after verifying presence of signed authorization from the parent or guardian of the student, indicating consent for the student to receive the HCP-prescribed direct care services at school.

*Our vision is to serve all students with compassion and care, ensuring families have equitable access to systems of support that promote hope, resilience, empowerment, physical and mental wellness, and educational success.*

## EXHIBIT A

### Sacramento City Unified School District - Health Services Department AGENCY HEALTHCARE PROFESSIONAL EXPECTATIONS

- Provide for the safety and direct care services per the written orders of the student. Assure personal privacy and dignity of the student, while minimizing classroom disruptions.
- Review current HCP orders and recent direct care logs; maintain daily documentation records in accordance with the requirements of confidentiality of student records. Such records including HCP orders and parent requests, are to be considered mandatory interim student records that must remain on campus.
- Assume responsibility for following emergency procedures, according to SCUSD policy, should the need arise.
- Communicate effectively and professionally during all encounters, including encounters with students, parents, regular and substitute teachers, school office staff, campus monitors, security, custodial, and nutrition services staff.
  - Report any negative interactions to your agency **and** SCUSD Health Services Department as soon as time and safety allow.
  - ALWAYS remain POLITE, OBJECTIVE, and HELPFUL.
- **CELL PHONE USE** - When not in use for Appropriate items below, phones should be silent and out of sight.
  - **Appropriate** uses include tracking student medical devices and the following calls or texts:
    - Emergencies (911)
    - Urgent student situations
    - Medication reference guide apps
    - Contacting agency clinical supervisor or SCUSD Health Services Department
    - Accepting an urgent call from home and/or child's school or daycare
  - **Inappropriate** uses include:
    - Social calls
    - Social media
    - Internet searches
    - Texting unrelated to shift assignment
- The full duration of your shift should be spent **actively engaged** in supporting the health and learning of your assigned student(s). Personal tasks such as grooming, reading a book, and listening to music are not acceptable.

*Our vision is to serve all students with compassion and care, ensuring families have equitable access to systems of support that promote hope, resilience, empowerment, physical and mental wellness, and educational success.*

**EXHIBIT B**

**Sacramento City Unified School District - Health Services Department  
COMMUNICATION TREE FOR PROVIDER PERSONNEL  
ABSENCES**

- 1. Call Lead School Nurse on work cell (916) 320-1538**
  - a. If reached in person, relay the situation and follow up with an email by end of day to document the interaction. Stop Here.
  - b. If no answer, DO NOT leave a voicemail. Proceed to next step.
  
- 2. Call Lead School Nurse on desk line (916) 643-9150**
  - a. If reached in person, relay the situation and follow up with an email by end of day to document the interaction. Stop Here.
  - b. If no answer, DO NOT leave a voicemail. Proceed to next step.
  
- 3. Call Health Services Technician on desk line (916) 643-7963**
  - a. If reached in person, relay the situation and follow up with an email by end of day to document the interaction. Stop Here.
  - b. If no answer, DO NOT leave a voicemail. Proceed to next step.
  
- 4. Call Health Services Coordinator on work cell (916) 368-6544**
  - a. If reached in person, relay the situation and follow up with an email by end of day to document the interaction. Stop Here.
  - b. If no answer, DO NOT leave a voicemail. Proceed to next step.
  
- 5. Call Health Services Coordinator on desk line (916) 643-9152**
  - a. If reached in person, relay the situation and follow up with an email by end of day to document the interaction. Stop Here.
  - b. If no answer, DO NOT leave a voicemail. Proceed to next step.
  
- 6. Call Health Services Department on main line (916) 643-9412**
  - a. If reached in person, relay the situation and follow up with an email by end of day to document the interaction. Stop Here.
  - b. If no answer, leave a detailed voicemail relaying the situation **and** proceed to next step.
  
- 7. Call Lead School Nurse on work cell (916) 320-1538**
  - a. If reached in person, relay the situation and follow up with an email by end of day to document the interaction. Stop Here.
  - b. If no answer, leave a detailed voicemail relaying the situation, and follow up with an email by end of day to document the interaction. Stop Here.



# SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 11.1b

**Meeting Date:** June 6, 2019

**Subject:** Approve Personnel Transactions – June 6, 2019

- 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:** None

**Financial Considerations:** None

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

**Documents Attached:**

1. Certificated Personnel Transactions Dated June 6, 2019
2. Classified Personnel Transactions Dated June 6, 2019

**Estimated Time of Presentation:** N/A

**Submitted by:** Cancy McArn, Chief Human Resources Officer

**Approved by:** Jorge A. Aguilar, Superintendent

**Attachment 1: CERTIFICATED 6/6/2019**

NameLast	NameFirst	JobPerm	JobClass	PrimeSite	BegDate	EndDate	Comment
<b>LEAVES</b>							
BRANGACCIO	MARLA	B	Teacher, Spec Ed	JOHN MORSE THERAPEUTIC	5/7/2019	6/30/2019	LOA RTN (UNPD) ADMIN, 5/7/19
CHANDLER	JOHN	A	Teacher, K-8	MARTIN L. KING JR ELEMENTARY	5/13/2019	6/30/2019	LOA ADMIN (PD) 5/13-6/30/19
CONKLIN	BETH	A	Teacher, Elementary	GOLDEN EMPIRE ELEMENTARY	5/6/2019	6/30/2019	LOA RTN (PD) FMLA/CFRA/HE 5/6/19
DIXSON	RACHELLE	A	Teacher, Spec Ed	SPECIAL EDUCATION DEPARTMENT	6/15/2019	6/30/2019	LOA RTN (UNPD) PC 6/15/19
FRAME	LEAH	C	Teacher, Elementary	MARK TWAIN ELEMENTARY SCHOOL	6/15/2019	6/30/2019	LOA RTN (UNPD) PARENTAL 6/15/19
HEITZ	MELINDA	A	Teacher, High School	C. K. McCLATCHY HIGH SCHOOL	4/29/2019	6/30/2019	LOA (PD) FMLA /CFRA/HE 4/29-6/30/19
ITO	KAMIE	A	Behav Intrvsn SP Spec Ed Dept	SPECIAL EDUCATION DEPARTMENT	5/3/2019	6/30/2019	LOA (PD) FMLA/CFRA/HE 5/3/19-6/30/19
KAMILOS	AUDREY	A	Counselor, High School	ROSEMONT HIGH SCHOOL	5/2/2019	6/14/2019	LOA (UNPD) FMLA/CFRA, 5/2/19-6/14/19
LEMOS	TIFFANY	A	Teacher, Elementary	ABRAHAM LINCOLN ELEMENTARY	5/27/2019	6/17/2019	LOA (PD) FMLA/CFRA/HE 5/27/19-6/17/19
LEMOS	TIFFANY	A	Teacher, Elementary	ABRAHAM LINCOLN ELEMENTARY	5/26/2019	5/26/2019	LOA EXT (PD) HE/PDL 1/26/19-5/26/19
STEFFEN	DEREK	A	Teacher, Spec Ed	HEALTH PROFESSIONS HIGH SCHOOL	5/10/2019	6/30/2019	LOA ADMIN (PD) 5/10/19-6/30/19
<b>RE-ASSIGN/STATUS CHANGE</b>							
GOWER	LESLEY	C	Teacher, High School	HIRAM W. JOHNSON HIGH SCHOOL	8/1/2018	6/30/2019	STCHG/SAL SCH CHG 8/1/18
<b>SEPARATE / RESIGN / RETIRE</b>							
CAVE-SOSA	RUTH	A	Teacher, High School	ROSEMONT HIGH SCHOOL	7/1/2018	6/14/2019	SEP/RETIRE 6/14/19
CHALLE	KAREN	B	Teacher, Adult Ed, Hourly	NEW SKILLS & BUSINESS ED. CTR	7/1/2018	5/17/2019	SEP/RESIGN 5/17/19
EIERS	CHARLES	A	Teacher, Elementary	EARL WARREN ELEMENTARY SCHOOL	7/1/2018	6/16/2019	SEP/RETIRE 6/16/19
HERINGER	ESTELA	0	Teacher, High School	NEW TECH	2/1/2019	6/7/2019	SEP/RETIRE 6/7/19
LACA	ANITA	A	Teacher, Elementary	PETER BURNETT ELEMENTARY	7/1/2018	6/15/2019	SEP/RETIRE 6/15/19
SHAUGHNESSY	STEPHANIE	A	Principal, K-8 School	JOHN MORSE THERAPEUTIC	7/1/2018	6/30/2019	SEP/RETIRE 6/30/19
WATSON	DEBORAH	A	Teacher, High School	ROSEMONT HIGH SCHOOL	8/30/2018	6/14/2019	SEP/RESIGN 6/14/19
WITTENBORN	ANNE	A	Teacher, Spec Ed	DAVID LUBIN ELEMENTARY SCHOOL	7/1/2018	6/14/2019	SEP/RETIRE 6/14/19
YATES	KAYLA	C	Teacher, Spec Ed	ETHEL PHILLIPS ELEMENTARY	7/1/2018	6/14/2019	SEP/RESIGNED 6/14/19

Attachment 2: CLASSIFIED 6/6/2019

NameLast	NameFirst	JobPerm	JobClass	PrimeSite	BegDate	EndDate	Comment
<b>EMPLOY/RE-EMPLOY</b>							
ANSAY	COURTNEY ANN	B	Inst Aid, Spec Ed	BRET HARTE ELEMENTARY SCHOOL	5/1/2019	6/30/2019	EMPLOY PROB 5/1/19
DAVIS ROSS	CORDAZIA	B	Noon Duty	ISADOR COHEN ELEMENTARY SCHOOL	5/16/2019	6/30/2019	EMPLOY PROB 5/16/19
KUE	NICKI	B	Clerk II	JOHN CABRILLO ELEMENTARY	5/14/2019	6/30/2019	EMPLOY PROB 1 5/14/19
LAL	ALLISON	B	Office Tchncn II	JOHN F. KENNEDY HIGH SCHOOL	5/22/2019	6/30/2019	EMPLOY PROB 1 5/22/19
WATKINS	DEBORAH	B	Job Developer, Employment Svcs	SPECIAL EDUCATION DEPARTMENT	5/20/2019	6/30/2019	EMPLOY PROB 5/20/19
<b>LEAVES</b>							
CRUZ	MONICA	A	Customer Service Specialist	HUMAN RESOURCE SERVICES	6/3/2019	6/30/2019	LOA RTN (UNPD) PA 6/3/19
EVPAK	BARRY	A	Dir III, FcIt Maint & Rsc Mgmt	FACILITIES MAINTENANCE	5/25/2019	6/30/2019	LOA EXT (PD) HE 5/25-6/30/19
MC DONALD	KATHLEEN	A	Clerk II	ISADOR COHEN ELEMENTARY SCHOOL	5/20/2019	6/30/2019	LOA RTN (PD) FMLA/CFRA/HE 5/20/19
MC DONALD	KATHLEEN	A	School Community Liaison	ISADOR COHEN ELEMENTARY SCHOOL	5/20/2019	6/30/2019	LOA RTN (PD) FMLA/CFRA/HE 5/20/19
MC DONALD	KATHLEEN	B	Noon Duty	ISADOR COHEN ELEMENTARY SCHOOL	5/20/2019	6/30/2019	LOA RTN (PD) FMLA/CFRA/HE 5/20/19
STRILETS	SERGEY	A	HVAC Technician	FACILITIES MAINTENANCE	4/22/2019	4/26/2019	CANCEL LOA (PD) FMLA/CFRA/BB 4/22-26/19
WACKER	MELYSSA	A	IEP Desig Inst Para-Sp Ed	OAK RIDGE ELEMENTARY SCHOOL	5/23/2019	6/30/2019	LOA RTN (PD) FMLA/CFRA/BB 5/23/19
<b>RE-ASSIGN/STATUS CHANGE</b>							
LEE	ALICE	A	Bus Attendant	TRANSPORTATION SERVICES	4/29/2019	6/30/2019	STCHG 4/29/19
PATRICK	THUYVAN	B	Office Tchncn II	SPECIAL EDUCATION DEPARTMENT	5/6/2019	6/30/2019	REA FR 'CHILD DEV SPEC,' 5/6/19
SAELEE	NAI	B	School Office Manager III	HIRAM W. JOHNSON HIGH SCHOOL	5/1/2019	6/30/2019	REA/STCHG 5/1/19
<b>SEPARATE / RESIGN / RETIRE</b>							
BAZZELLE	DESTINEY	B	Inst Aid, Spec Ed	JOHN F. KENNEDY HIGH SCHOOL	12/1/2018	4/30/2019	SEP/TERM 4/30/19
CONANT	CYNTHIA	A	School Office Manager I	BOWLING GREEN ELEMENTARY	7/1/2018	6/25/2019	SEP/RETIRE 6/25/19
GASTELUM	REGINA	A	Fd Sv Asst I	NUTRITION SERVICES DEPARTMENT	2/13/2019	5/29/2019	SEP/39 MO 5/29/19
HARPER	ESPERANZA	A	Transportation Scheduler/Disp	TRANSPORTATION SERVICES	7/1/2018	5/15/2019	SEP/RESIGN 5/15/19
KELLY	TOMMIE	B	School Plant Ops Mngr II	BG CHACON ACADEMY	7/1/2018	6/28/2019	SEP/RETIRE 6/28/19
KELLY	TOMMIE	B	School Plant Ops Mngr II	BOWLING GREEN ELEMENTARY	7/1/2018	6/28/2019	SEP/RETIRE 6/28/19
KWONG	ANITA	A	Attendance Tech II	ALBERT EINSTEIN MIDDLE SCHOOL	7/1/2018	6/26/2019	SEP/RETIRE 6/26/19
LU	ZHEN	A	Custodian	C. K. McCLATCHY HIGH SCHOOL	8/30/2018	6/30/2019	SEP/RETIRE 6/30/19
MC GHEE	RHONDA	A	Inst Aid, Spec Ed	ENGINEERING AND SCIENCES HS	7/1/2018	6/13/2019	SEP/RETIRE 6/13/19
MC GHEE	RHONDA	A	Inst Aid, Spec Ed	NICHOLAS ELEMENTARY SCHOOL	7/1/2018	6/13/2019	SEP/RETIRE 6/13/19
MEDINA	JESSE	A	School Plant Ops Mngr II	KIT CARSON INTL ACADEMY	7/1/2018	6/30/2019	SEP/RETIRE 6/30/19
MERAZ	MICHELLE	B	Fd Sv Asst I	NUTRITION SERVICES DEPARTMENT	7/1/2018	5/3/2019	SEP/RESIGN 5/3/19
SAENZ	CASSANDRA	B	Inst Aid, Spec Ed	JOHN BIDWELL ELEMENTARY	7/1/2018	4/2/2019	SEP/RESIGN 4/2/19
SPALDING	JENNIFER	A	Fd Sv Asst I	NUTRITION SERVICES DEPARTMENT	10/23/2018	6/14/2019	SEP/RESIGN 6/14/19
WRIGHT	JODY	A	Library Media Tech Asst	BG CHACON ACADEMY	7/1/2018	5/31/2019	SEP/RETIRE 5/31/19
WRIGHT	JODY	A	Library Media Tech Asst	BOWLING GREEN ELEMENTARY	7/1/2018	5/31/2019	SEP/RETIRE 5/31/19
ZARATE	MARIA	A	Inst Aide Child Dev	CHILD DEVELOPMENT PROGRAMS	7/1/2018	4/30/2019	SEP/RETIRE 4/30/19



# SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 11.1c

**Meeting Date:** June 6, 2019

**Subject:** Approve Resolution No. 3085: Authorization to Enter into a Funding Agreement with the State Water Resources Control Board for the Drinking Water Access Project

- 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. 3085, Authorization to Enter into a Funding Agreement with the State Water Resources Control Board (SWRCB) for the Drinking Water Access Project.

**Background/Rationale:** A.M. Winn Elementary applied for and has been selected to receive SWRCB grant funding to replace five drinking fountains at the site that are outdated and are not ADA compliant.

**Financial Considerations:** The potential grant award will be \$31,919.

**LCAP Goal(s):** Operational Excellence

**Documents Attached:**

1. Resolution No. 3085, Authorization to Enter into a Funding Agreement with the State Water Resources Control Board for the Drinking Water Access Project

**Estimated Time of Presentation:** N/A

**Submitted by:** Amari Watkins, Director, Accounting Services

Jessica Sulli, Contract Specialist

**Approved by:** Jorge A. Aguilar, Superintendent

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

**RESOLUTION NO. 3085**

**Authorization to Enter into a Funding Agreement with the State Water Resources Control Board for the Drinking Water Access Project**

**WHEREAS**, Sacramento City Unified School District has submitted an application to the State Water Resources Control Board for funding for the Drinking Water Access Project (Project); and

**WHEREAS**, prior to the State Water Resources Control Board executing a funding agreement, Sacramento City Unified School District is required to adopt a resolution authorizing an agent, or representative, to sign the funding agreement, amendments, and requests for reimbursement on behalf of the District, and to carry out other necessary Project-related activities;

**NOW, THEREFORE, BE IT RESOLVED** that Sacramento City Unified School District is hereby authorized to carry out the Project, enter into a funding agreement with the State Water Resources Control Board, and accept and expend State funds for the Project; and

Be it further resolved and ordered, that the Superintendent is hereby authorized and designated to sign, for and on behalf of Sacramento City Unified School District, the funding agreement for the Project and any amendments thereto; and

Be it further resolved and ordered, that the Principal of A.M. Winn Elementary School is hereby authorized and designated to represent the Sacramento City Unified School District in carrying out the District's responsibilities under the funding agreement, including approving and signing invoices and requests for reimbursement of Project costs; and

Be it further resolved and ordered, that any and all actions, whether previously or subsequently taken by Sacramento City Unified School District, which are consistent with the intent and purposes of the foregoing resolution, shall be, and hereby are, in all respects, ratified, approved and confirmed.

**PASSED AND ADOPTED** by the Sacramento City Unified School District Board of Education on this 6<sup>th</sup> day of June, 2019, by the following vote:

AYES: \_\_\_\_\_  
NOES: \_\_\_\_\_  
ABSTAIN: \_\_\_\_\_  
ABSENT: \_\_\_\_\_

ATTESTED TO:

\_\_\_\_\_  
Jorge A. Aguilar,  
Secretary of the Board of Education

\_\_\_\_\_  
Jessie Ryan,  
President of the Board of Education





# SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 11.1d

**Meeting Date:** June 6, 2019

**Subject:** Approve Adoption of New Courses of Study

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

**Division:** Academic Office / Curriculum and Instruction

**Recommendation:** The Board of Education adopts the following courses of Study:

- Ethnic Studies
- Forensics
- American Identity: Race, Class and Gender in the United States
- Introduction to Coding
- Visual Literacy in Health: Using DataViz and Infographics in Epidemiology
- ELD III English as a Second Language (ESL) / English Language Development
- Survey of Anglo-American Law and Legal System
- Senior Seminar – Health and Medical Services
- Men’s Leadership Academy
- Women’s Leadership Academy
- Pre-Calculus Honors
- English 10 Honors

**Background/Rationale:** Ethnic Studies is a new graduation requirement adopted by the board in 2015, to be used at all district high schools. It has recently been approved in the History / Social Science (a) category by UC/CSU.

Forensics is an elective science class to be used at CK McClatchy and Hiram Johnson High Schools. It has recently been approved in the Laboratory Science (d) category by UC/CSU.

American Identity: Race, Class and Gender in the United States is an elective social studies course to be used at Kennedy High School. It has recently been approved in the Elective (g) category by UC/CSU.

Introduction to Coding is an elective math course that gives students an introduction to the fundamentals of coding to be used at Kennedy High School. It has recently been approved in the Elective (g) category by UC/CSU.

Visual Literacy in Health: Using DataViz and Infographics in Epidemiology is an English elective course and to be used at Health Professions High School. It has recently been approved in the Elective (g) category by UC/CSU.

ELD III English as a Second Language (ESL) / English Language Development is an ELA course for English Learner students who have an intermediate level of English proficiency. This course is available to be used at all high schools. It has recently been approved in the English (b) category by UC/CSU.

Survey of Anglo-American Law and Legal System is an elective social studies course to be used at CK McClatchy High School. It has recently been approved as an honors level course in the History / Social Science (a) category by UC/CSU.

Senior Seminar - Health and Medical Services is an interdisciplinary elective class to be used at CK McClatchy and Hiram Johnson High Schools. It has recently been approved in the Elective (g) category by UC/CSU.

Men's Leadership Academy is an interdisciplinary elective class available for all schools. It has recently been approved in the Elective (g) category by UC/CSU.

Women's Leadership Academy is an interdisciplinary elective class available for all schools. It has recently been approved in the Elective (g) category by UC/CSU.

Pre-Calculus Honors is a higher level math course available to be used at all high schools. It has recently been approved as an honors level course in the Mathematics (c) category by UC/CSU.

English 10 Honors is an English class available to be used at all high schools. It has recently been approved as an honors level course in the English (b) category by UC/CSU.

**Financial Considerations:** None

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

**Documents Attached:**

1. Courses of Study for:

- Ethnic Studies
- Forensics
- American Identity: Race, Class and Gender in the United States
- Introduction to Coding
- Visual Literacy in Health: Using DataViz and Infographics in Epidemiology
- ELD III English as a Second Language (ESL) / English Language Development
- Survey of Anglo-American Law and Legal System
- Senior Seminar – Health and Medical Services
- Men’s Leadership Academy
- Women’s Leadership Academy
- Pre-Calculus Honors

**Estimated Time of Presentation:** N/A

**Submitted by:** Dr. Iris Taylor, Chief Academic Officer

Matt Turkie, Assistant Superintendent, Curriculum and Instruction

**Approved by:** Jorge A. Aguilar, Superintendent



## **COURSE OF STUDY**

**FOR**

***[Ethnic Studies P]  
[SGF 200]***

Segment: High School

Length of Course: One Semester

Developed by: Ethnic Studies Now-Sacramento Curriculum Committee

First Edition: Fall 2016

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

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BOARD OF EDUCATION APPROVED ON:

**Board of Education**

*Jesse Ryan, President Trustee Area 7*  
*Darrel Woo, Trustee Area 6, Vice President Area 1*  
*Michael Minnick 2<sup>nd</sup> Vice President Trustee Area 4*  
*Jay Hansen, Trustee Area 1*  
*Ellen Cochrane, Trustee Area 2*  
*Christina Pritchett, Trustee Area 3*  
*Mai Vang, Trustee Area 5*  
*Rachel Halbo, Student Board Member*

**Administration**

*Jorge Aguilar, Superintendent*  
*Lisa Allen, Deputy Superintendent*  
*Dr. Iris Taylor, Chief Academic Officer*  
*Dr. John Quinto, Chief Business Officer*  
*Alex Barrios, Chief Communications Officer*  
*Cancy McArn, Chief Human Resources Officer*  
*Elliot Lopez, Chief Information Officer*  
*Cathy Allen, Chief Operations Officer*  
*Vincent Harris, Chief Strategy Officer*

**Committee**

Ethnic Studies Now-Sacramento Curriculum Committee  
Dr. Dale Allender  
Dr. Gregory Yee Mark  
Dr. Mark Carnero  
Ruben Gonzalez  
Maribel Sabado  
Toni Tinker  
Dr. Jesus

2016 ETHS Pilot Teacher Cohort (Keoni Chock LBHS / Dominique Williams CKM /Bridgette Martinez CKM)

“The Sacramento City Unified School District is committed in all of its activities, policies, programs, and procedures to provide equal opportunity for all to avoid discrimination against any person regardless of ethnicity, gender, religion, national origin, disability, marital status, or age.”

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- Unit II Ghosts From the Past
- Unit III Representing Sacramento
- Unit IV Common Goals

# ***Introduction to Ethnic Studies***

## **SECTION ONE — GENERAL INFORMATION**

### **COURSE DESCRIPTION**

Ethnic Studies is an interdisciplinary course that uses a comparative and historical perspective to examine the languages, values, and voices of diverse groups within the United States. Using the skills and knowledge under the Common Core Standards for History/Social Studies students will investigate the practice of naming and being named, the intersection between ethnicity, culture, nationality, race, and gender, and the historic, economic and personal consequences of oppression and resistance. Students will also learn how the social construction of identity is created, contested, and altered by historic and economic processes. Emphasis will be on African-Americans, Asian/Pacific Islanders, Chicanos/Latinos, Native Americans and other ethnic groups in Sacramento and Northern California.

### **RATIONALE**

The purpose of an Ethnic Studies course is to increase academic achievement, promote college and career readiness, and to teach about diverse experiences and histories of different ethnic groups in the United States. This course is aimed to empower students through a culturally relevant curriculum that is aimed at closing the academic achievement gap between students in the district. Students will learn academic literacy skills and knowledge based on the Common Core Standards through an Ethnic Studies framework and content.

### **COURSE GOALS**

- Develop positive self-images among students by exploring their stories, cultures and identities in a formal academic setting.
- Analyze in detail a series of events described in a text to bridge differences, and gain a greater cultural, historic and critical understanding of, and empathy for, a variety of cultures and experiences in the United States.
- Develop an understanding of key concepts including, but not limited to: Identity development, epigenetic inheritance, real estate covenants, and coalition politics.
- Assess the extent to which the reasoning and evidence in a text support the author's claim.
- Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- Evaluate how men and women of color organized and enacted social change through political organization, mobilization, lawsuits and legislation.
- Determine why social justice movements formed and what contributions they made to America analyzing and citing primary sources.

- Evaluate how intersectionality affects the social, economic and political power of individuals within their own ethnic group and in relation to other ethnic groups.

### **COURSE STANDARDS**

This course is focused on teaching the skills and knowledge under the Common Core Reading Standards for History (RH) and the Common Core Writing Standards for Literacy in History/Social Science and Technical Subjects 6-12 (WHST) focusing specifically on grades 9-10 through an Ethnic Studies curriculum organized in four thematic units.

#### RH.9-10.1-10

##### RH.9-10.1

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

##### RH.9-10.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

##### RH.9-10.3

Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

##### RH.9-10.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

##### RH.9-10.5

Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

##### RH.9-10.6

Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

##### RH.9-10.7

Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.



### RH.9-10.8

Assess the extent to which the reasoning and evidence in a text support the author's claims.

### RH.9-10.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

### RH.9-10.10

By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

### WHST.9-10.1-10

#### WHST.9-10.1

Write arguments focused on *discipline-specific content*.

- a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
- c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from or supports the argument presented.

#### WHST.9-10.2

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

- c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

### WHST.9-10.3

(WHST.9-10.3 is listed as not applicable as a separate requirement in the standards document.)

### WHST.9-10.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

### WHST.9-10.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

### WHST.9-10.6

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

### WHST.9-10.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating an understanding of the subject under investigation.

### WHST.9-10.8

Gather relevant information from multiple authoritative print and digital sources (primary and secondary), using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. CA

### WHST.9-10.9

Draw evidence from informational texts to support analysis, reflection, and research.

### WHST.9-10.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline- specific tasks, purposes, and audiences.

### **INSTRUCTIONAL MATERIALS**

*An Introduction to Ethnic Studies (Working Title)* A book edited by Dr. Dale Allender and Dr. Gregory Mark, California State University Sacramento  
To be published by: Kendall Hunt Publishing Company

### **SUPPLEMENTAL RESOURCES**

#### Unit I

- Slavery by Another Name (Film) <http://www.pbs.org/show/slavery-another-name/> a 90-minute documentary that challenges one of Americans' most cherished assumptions: the belief that slavery in this country ended with the Emancipation Proclamation. The film tells how even as chattel slavery came to an end in 1865, thousands of African Americans were pulled back into forced labor with shocking force and brutality.
- Indian Relay <http://www.pbs.org/video/2365111911/> The hope and determination of American Indian life is revealed in this story about what it takes to win one of the most exciting and dangerous forms of horseracing in the world today. This film follows teams from three different communities as they prepare for and compete across a grueling Indian Relay season — all hearts set on the glory and honor of winning this year's National Championships.
- La Bomba Toy Drive <https://vimeo.com/124956754> Short video of Low Rider car show and toy drive.
- One Voice (Film) <http://www.pbs.org/show/one-voice/> Every year in Hawaii, 2,000 high school students compete in the Kamehameha Schools Song Contest, where young leaders direct their peers in singing Hawaiian music in four-part harmony. The contest is a unique cultural celebration that has become a major local event broadcast live on TV and on the radio and streamed on the Internet. One Voice shares the thrill of the competition and celebrates a culture as it has survived and flourished through the power of music and song. The melodies of a cappella choral music performed in harmony by thousands of high school students is a one-of-a-kind presentation of Hawaiian music.

## Unit II

- American Hmong <https://vimeo.com/25476190> This is a one-actor play about Hmong relocation produced by Brown Media Group.
- Homeland: Immigration in America Episode 3: Refugees <http://www.pbs.org/video/2262091142/>
- Zinn's Education Project Resources [www.zinnedproject.org](http://www.zinnedproject.org)

## Unit III

- <http://www.cityofsacramento.org/convention-cultural-services/csh/Resources/gateway-to-history/japanese-american-saga>
- Becoming California <http://www.pbs.org/show/kqed-specials/> 250 million years of environmental change provide clues to a sustainable future.
- [https://www.pbs.org/hueypnewton/actions/actions\\_capitolmarch.html](https://www.pbs.org/hueypnewton/actions/actions_capitolmarch.html)
- The Geography and Dialects of Miwok Indians [http://www.yosemite.ca.us/library/miwok\\_geography\\_1908.pdf](http://www.yosemite.ca.us/library/miwok_geography_1908.pdf)

## UNIT IV

- Seize The Time: The Story of the Black Panther Party Bobby Seale <https://libcom.org/files/STT.pdf>
- Universal Declaration of Human Rights [http://www.ohchr.org/EN/UDHR/Documents/UDHR\\_Translations/eng.pdf](http://www.ohchr.org/EN/UDHR/Documents/UDHR_Translations/eng.pdf)
- What Are the Universal Human Rights by Benedetta Berti <http://ed.ted.com/lessons/what-are-the-universal-human-rights-benedetta-berti>
- Know You're Rights, ACLU <https://www.aclu.org/know-your-rights>
- Declaration of the Rights of the Child <http://www.unicef.org/malaysia/1959-Declaration-of-the-Rights-of-the-Child.pdf>
- Weathering the Storm <https://vimeo.com/119864699> a presentation by performance artist Guillermo Gomez Pena.
- For the Next 7 Generations (film) <https://vimeo.com/79285712> In 2004, thirteen Indigenous Grandmothers from all four corners of the globe, moved by their concern for our planet, came together at a historic gathering, where they decided to form an alliance: The International Council of Thirteen Indigenous Grandmothers. This is their story as they share with us their visions of healing and a call for change now.

### **SUGGESTED AVERAGE TIME FOR COVERING MAJOR UNITS**

The course is organized around the following major units:

- Unit 1: Inventing Images, Representing Otherness (3-4 weeks)
  - Essential Question: Who am I?
- Unit 2: Ghosts From the Past (3-4 weeks)

- Essential Question: Where do I come from?
- Unit 3: Representing Sacramento (3-4 weeks)
  - Essential Question: Where am I?
- Unit 4: Common Goals (3-4 weeks)
  - Essential Question: Where am I going?

#### **TEACHER RESOURCES**

- An Ethnic Studies Community mobilization Model by Greg Kim-Ju and Gregory Yee Mark  
<http://www.csus.edu/ethn/pdfs/Ethnic%20Studies%20Model%20Sobredo%20Kim-Ju%202008.pdf>
- Teaching Tolerance Resources [www.teachingtolerance.org](http://www.teachingtolerance.org)
- Zinn's Education Project Resources [www.zinnedproject.org](http://www.zinnedproject.org)
- Ted Ed <http://ed.ted.com>
- Connecting Dream Networks Across Cultures by Onur Varol and Filippo Menczer  
<http://www.conference.org/proceedings/www2014/companion/p1267.pdf>
- Annenberg Learner [www.learner.org](http://www.learner.org)
- THE MASK MAKING TRADITIONS, FUNCTIONS AND GLOBAL CONNECTIONS AMONG CHINA, AFRICA AND INDIA  
<https://www.ncuscr.org/sites/default/files/Ida-Owens-Final.pdf>

#### **RECOMMENDED STUDENT RESOURCES**

Media That Matters Film Festival

<https://www.youtube.com/user/mediathatmatters>

TEDEd Videos Ted Ed <http://ed.ted.com>

The Atlantic Slave Trade: What Few Textbooks Told You:

Anthony Hazard

<http://ed.ted.com/lessons/the-atlantic-slave-trade-what-your-textbook-never-told-you-anthony-hazard>

Sacramento History Online <http://www.sacramentohistory.org/index.html>

California State Library Digital Collection

<https://archive.org/details/californiastatelibrary>

Center for Sacramento History

<https://www.youtube.com/user/SacramentoHistory/featured>

Mystery Images

<https://www.flickr.com/photos/centerforsacramentohistory/sets/72157621472894425/>



## SECTION TWO — COURSE UNITS

### Unit 1 Description: Introduction to Ethnic Studies

Within this unit students examine the historical context that precipitated the need for an Ethnic Studies curriculum. Students will explore the continued need for ethnic studies by analyzing racial discrepancies within the United States' institutions from integration through examining and interpreting data and graphs. Students will analyze the arguments in favor of and against maintaining ethnic studies programs in our public high schools.

### Standards Addressed

#### RH.9-10.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

#### RH.9-10.3

Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

#### RH.9-10.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

#### RH.9-10.6

Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

#### RH.9-10.7

Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

#### RH.9-10.8

Assess the extent to which the reasoning and evidence in a text support the author's claims.

#### RH.9-10.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

WHST.9-10.2

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

WHST.9-10.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.9-10.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WHST.9-10.6

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

WHST.9-10.9

Draw evidence from informational texts to support analysis, reflection, and research.

WHST.9-10.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline- specific tasks, purposes, and audiences.

**Instructional Objectives**

Students will be able to:

- Identify and share their strengths on a strength map and orally in small groups using terms from western and non-western psychology;
- Express understanding of key Ethnic Studies concepts including, but not limited to ethnic studies, race, ethnicity, identity, double consciousness; shape-shifting in myth; stereotype threat; projection etc. in an art project, such as mask-making, through reading logs and in a written personal narrative
- Analyze the extent to which the reasoning and evidence in a print or media text selected by the student, supports an author's claim to determine how



and why stereotypes are created and used to demean or exploit people, in small group discussion and class presentation.

### **Suggested Activities**

- Group discussions (fish-bowls, peer interviews,
- Reading logs/reflections (dialogic journals,
- Art-based Project such as mask-making, graffiti boards, strength maps
- Read-aloud
- Media analysis (films, music videos, video games, commercials, ads etc.)
- Vocabulary taxonomies
- 1) Students will create a poster and write a paragraph explaining whether or not Ethnic Studies is needed now
  - After reading “We’re going out, are you coming with us?” and viewing documentary footage from the Third World Liberation Strike at SF State and UC Berkeley, students will create a poster backed up by a paragraph citing evidence to support their opinions to address the essential issue: 1) Consider the historical context that necessitated the formation of Ethnic Studies as a means to address the absence and erasure of non-dominant groups in education and curriculum. Do similar conditions exist today that keep Ethnic Studies a necessary course offering? Students will learn about the societal context that helped to shape the emergence of the Ethnic Studies field and how the current state of the U.S. has parallel societal elements that reaffirm the need for the field of study.
- 2) Students will write a three paragraph response determining whether Ethnic Studies is helpful or harmful
  - After reading an excerpt from “The Academic and Social Values of Ethnic Studies”, the article, “Why ethnic studies programs are good for California, and America” and viewing the documentary “Precious Knowledge”, students will write a 3 paragraph response to the essential questions: 1) do you think an ethnic studies program teaches racism, helps lower the dropout rate, or both? Students will learn about the positive effects of ethnic studies on students across the United States.

### **Suggested Assessment**

#### **Formative Assessment**

- Learning Logs
- Informal oral presentations-individual and group
- Think-Pair Shares and whole class discussion
- Exit Activities that include synthesis of learning (e.g., “ticket out “)
- Journal Entries

## **Summative Assessments**

- Writing Projects (Students will research background information for and write about a life-shaping event in a Personal Narrative, write brief reflection papers related to readings and discussion, and write a media analysis paper)
- Oral presentations of Strength Map (Students will explore and discuss their strengths and interests, and why they are important in a strength map graphic organizer)
- Mask exhibit (Student will convey a consistent theme informed by ideas from the unit through a display, mask name, written description)

## **Unit 2 Description: Indigeneity and Self-Identity**

Students will explore the Original Nations within the Greater Sacramento/ Sierras regions including, but not limited to bands of Maidu, Miwok, Nisenan, and the Nevada City Rancheria. Students will explore the origins, religious systems, sociopolitical networks, governments, and interaction with place/ environment with regard to continuity and change through the lenses of colonial displacement and power. Students will draw upon their knowledge of local indigenous groups to explore their own ancestral legacies whether in indigenous or diasporic contexts. Additionally, student will compare and contrast aspects of their identities that are explicit (race, gender, religion, etc.) to aspects that are more subtle (ethnicity, sexuality, beliefs, etc.).

### **Standards**

#### RH.9-10.1-10

##### RH.9-10.1

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

##### RH.9-10.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

##### RH.9-10.3

Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

##### RH.9-10.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

RH.9-10.5

Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

RH.9-10.6

Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

RH.9-10.7

Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

RH.9-10.8

Assess the extent to which the reasoning and evidence in a text support the author's claims.

RH.9-10.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

WHST.9-10

WHST.9-10.1

Write arguments focused on *discipline-specific content*.

WHST.9-10.2

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

WHST.9-10.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.9-10.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

#### WHST.9-10.6

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

#### WHST.9-10.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating an understanding of the subject under investigation.

#### WHST.9-10.8

Gather relevant information from multiple authoritative print and digital sources (primary and secondary), using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. CA

#### WHST.9-10.9

Draw evidence from informational texts to support analysis, reflection, and research.

#### WHST.9-10.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### **Instructional Objectives**

Students will be able to:

- Apply oral history research methods to learn about a place, event, or person/people important for one or more ethnic communities represented in the class; and present their research findings to the class in a PowerPoint presentation involving print, photography, video and or audio recordings.
- Identify and explain the central ideas or information of a primary or secondary source document significant to one or more ethnic communities from the class, in class conversation, writing, presentations and projects.
- Provide an accurate summary of how key events or ideas develop over the course of the text about one or more ethnic communities represented in class.

- Compare and contrast ideas about outcomes of historic events that had great impact on one or ethnic communities represented in class, during a group debate with their peers during class.
- Identify, describe and explain multiple ways in which individuals, and ethnic and racial communities enact cultural and hybrid practices to heal from historic communal trauma with an original or “found” ofrenda for a class altar, and accompanying reflection paper.

### **Suggested Activities**

- Film viewing—The Great Debate
- Museum tours at California Railroad Museum, California History Museum,
- Group discussions
- Reading logs/reflections
- Interviewing Community members or relevant others in person or via skype
- Readers Theater
- Simulations
- Debates

Students will complete the following assignments in order to answer the focus questions: 1) who are you and 2) where do you come from:

1) Students will read “California History: Depth and Breadth from Original American Indian Tribal Nations: Beyond a Mere 250 Years” and write a one paragraph summary of one of the aforementioned aspects of Sacramento-area tribes. Students will examine tribal customs and identity from 1492-1849 in order to complete this assignment. Students will gain a deeper knowledge about the indigenous experience throughout California.

2) Students will read “My Father’s Labor” and create a map or collage of their educational experiences and evaluate the impact these experiences have had on their current academic disposition. Students will understand and determine the extent to which they are “inside” learners.

3) Students will research their own indigenous roots upon our planet through combinations of oral histories, archival study, and family interviews. Students will demonstrate their findings through a family and ancestry illustrated timeline, as well as a one to two page autoethnography, concentrating not only on familial ties but geographical origins. In formal 3 to 5 minute presentations, students will share their timelines with the class. Students will learn about the familial histories of both themselves and their peers.

4) Student will compare photography by Edward Curtis (1900-1930) and Matika Wilbur (2012-present) to explore the concept of agency and examine

stereotypes related to their own intersectional identities. Students will create a collage that demonstrates how they may be viewed by others vs. how they (or their in-group) see themselves. Students will learn about societal stereotypes, the process by which stereotypes are manufactured and maintained, and consequences of stereotypes on the broader society.

### **Suggested Assessment**

#### **Formative Assessment**

- Dialogic Journals
- Constructing graphic organizer to demonstrate sequencing
- Informal oral presentations-individual and group
- Think-Pair Shares and whole class discussion
- Exit Activities that include synthesis of learning (e.g., “ticket out “)

#### **Summative Assessments**

Students will complete the following activities with rubrics aligned to above learning objectives:

- Writing Projects (Students will write summaries, paraphrases, and historical narratives (Oral History Presentation); extended metaphor reflections (Altar Project); and arguments with evidence to support a position (Debate Project))
- Oral History Project PowerPoint Presentation
- Altar project (with extended metaphor reflection paper)
- Debate about a historical event

### **Unit 3 Description: Coloniality and Dehumanization**

The purpose of this unit is for students to evaluate the history and impacts of colonization and imperialism in the United States pertaining to ethnic minorities. Students will analyze how the dehumanization of all groups that were not white, heterosexual, protestant males in the United States was socially constructed through American values, laws, and institutions such as Manifest Destiny (1845), American Exceptionalism (1880 and onward), and various Supreme Court decisions (1892 Plessy v Ferguson, 1943 Hirabayashi v. United States, etc.).

#### **Standards Addressed**

RH.9-10.1-10

RH.9-10.1

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

RH.9-10.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

RH.9-10.3

Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

RH.9-10.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

RH.9-10.5

Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

RH.9-10.6

Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

RH.9-10.7

Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

RH.9-10.8

Assess the extent to which the reasoning and evidence in a text support the author's claims.

RH.9-10.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

WHST.9-10

WHST.9-10.1

Write arguments focused on *discipline-specific content*.

WHST.9-10.2

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

#### WHST.9-10.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

#### WHST.9-10.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

#### WHST.9-10.6

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

#### WHST.9-10.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating an understanding of the subject under investigation.

#### WHST.9-10.8

Gather relevant information from multiple authoritative print and digital sources (primary and secondary), using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. CA

#### WHST.9-10.9

Draw evidence from informational texts to support analysis, reflection, and research.

#### WHST.9-10.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### **Instructional Objectives**

Students will be able to:

- Identify and describe in detail, information about key individuals, stakeholders and institutions in their community orally, digitally and in writing based on research, interviews, and artifacts.



- Listen for and prioritize information to include in the work listed below
- Synthesize the above findings in an essay with an overall theme or controlling metaphor for their community.
- Analyze the above data to determine critical needs for your community
- Create and present a digital story using original photography and audio of the above research and interviews.

### **Suggested Activities**

- Field Trips into the Community, Museums and historical societies.
- Films
- Practice Interviews with school personnel and each other
- Group discussions
- Reading logs/reflections
- Digital photography lessons on framing, composition etc.

Students will complete the following assignments in order to answer the focus questions: 1) In what ways do marginalized groups internalize and perpetuate oppression? 2) To what extent does colonization continue to affect the experiences of all people in the United States?

1) Students will design posters to encourage or discourage parents to enroll their children in Native American boarding schools. Students will learn about the United States role in forced assimilation and ethnic cleansing of native populations through boarding schools

2) Students will explore stereotypes of indigenous Americans in the cartoon film *Pocahontas* and write an evidence-based response on whether the film accurately portrays Native Americans or “imaginary Indians.” Students learn how mass media influences audiences to either challenge or perpetuate stereotypes about racial and ethnic groups.

3) Students will read quotes from Paulo Freire about internalized oppression. They will choose a quote for which they will write an interpretation and a reflective response. They will draw an illustration that conveys the core idea of the quote. Students will learn about the process in which internalized oppression occurs and is maintained.

4) In small groups (3 or less), students will write and perform a “liberation poem” encouraging their audience to free itself from the colonial mindset. Students will learn about how the arts and creative writing can be used as de-colonial strategy for combatting internalized oppression.

5) Students will discuss the roles for people of color in film and television. They will engage in a debate as to whether or not these roles can be seen as a sign of progress or a perpetuation of stereotypes that maintain systems of

oppression. They will conclude with a position statement expressing their opinions about the actors/actresses who play these roles. Students will learn about the power of the mass media institution in manufacturing and maintaining images of people of color.

### **Suggested Assessment**

#### **Formative Assessment**

- Learning Logs
- Informal oral presentations-individual and group
- Think-Pair Shares and whole class discussion
- Exit Activities that include synthesis of learning (e.g., “ticket out “)

#### **Summative Assessments**

- Writing Projects (students will write descriptive and narrative writing (for digital story), research questions, interview questions, and field notes (for Community Survey and Critical Needs Assessment).
- Digital Story Presentations and Online Exhibit.
  - Reflective Content
    - Images
    - Text
  - Stylized features (music, transitions, voice over, etc.)
  - Presentation and Exhibit features
- Community Survey drawing upon individuals, organizations, and research tools to compile and publish a list of local
  - Cultural Resources
  - Assets, and
  - Opportunities
- Critical Needs Assessment drawing upon individuals, organizations, and research tools to compile and publish a list of local
  - Infrastructure needs (street lighting, r
  - Transportation needs (Bus stops, uber or taxi service, road repairs etc.)
  - Safety needs
  - Repair needs
  - Recreational needs
  - Etc.

### **Unit 4 Description: Hegemony**

Students will probe the ways in which the historical experiences of ethnic minorities have been erased, denied, and revised to support the ideas of American exceptionalism, freedom, equality and democracy. Furthermore,

students will question how the white anglo-saxon protestant has been normalized at the expense and erasure of the experiences of other demographics and the role of media and popular culture (1830s Minstrel Era - present). The purpose of this unit is for the students to examine the historical events leading to the creation of systems of oppression, privilege, and power (intersections with race, class, gender, etc).

## **Standards Addressed**

### RH.9-10.1-10

#### RH.9-10.1

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

#### RH.9-10.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

#### RH.9-10.3

Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

#### RH.9-10.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

#### RH.9-10.5

Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

#### RH.9-10.6

Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

#### RH.9-10.7

Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

#### RH.9-10.8

Assess the extent to which the reasoning and evidence in a text support the author's claims.

RH.9-10.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

WHST.9-10

WHST.9-10.1

Write arguments focused on *discipline-specific content*.

WHST.9-10.2

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

WHST.9-10.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.9-10.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WHST.9-10.6

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

WHST.9-10.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating an understanding of the subject under investigation.

WHST.9-10.8

Gather relevant information from multiple authoritative print and digital sources (primary and secondary), using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively

to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. CA

#### WHST.9-10.9

Draw evidence from informational texts to support analysis, reflection, and research.

#### WHST.9-10.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline- specific tasks, purposes, and audiences.

### **Instructional Objectives**

Students will be able to:

- Analyze the relationship between aesthetics and messaging in at least two messages in a popular culture text of their choice (such as a hip hop song, tv show, webisode, magazine).
- Identify and explain in a formal essay three ways that attitudes towards African Americans, Native Americans, Latino/a, or Asian Americans affect economic conditions for these groups.
- Create and present a written advocacy plan to advocate for services or resources for themselves and their community, independently and through advocacy alliances.

### **Suggested Activities**

- Field trip to---
- Classroom Media Analysis
- Guest speakers
- Quick Writes in Class
- Group discussions
- Reading logs/reflections
- Project Based Assessments

Students will complete the following assignments in order to answer the following focus questions: 1) How often and in which ways do you see aspects of your identity reflected in mainstream, american culture? 2) How has mainstream media and education created a historical memory void of authentic representations of the people that make up our country? 3) How has hegemony maintained systems of oppression over time?

1) Students will watch 3-5 current television episodes and explore the tropes that exist in each episode. Students will write a reflection about how the tropes contribute to and perpetuate the normalization of the white, anglo-protestant, heterosexual identity. Students will learn about the processes by which these standards become normalized through various media platforms.

2) Students will write an alternate history theorizing about what experiences would be different if all groups in America were accepted as the “norm.” The alternate history may be presented in a variety of formats, ie, video, dialogue, poetry. Students will learn how their creativity and imaginations could be use to develop a new outcome for the marginalized groups in society.

3) Students will examine sections from a selection of history textbooks and evaluate the content for loaded language and bias. Students will learn how publicly adopted texts may maintain dominant archetypes and hegemonic world views.

4) Students will read “Implicit Bias: Schools Not Prisons”. They will conduct informal observations and create and distribute surveys to investigate the degree to which implicit bias exists on their campus. Students will learn about the ingrained views of their peers and how their perceptions may affected by the socialization process.

### **Suggested Assessment**

#### **Formative Assessment**

- Learning Logs
- Informal oral presentations-individual and group
- Think-Pair Shares and whole class discussion
- Exit Activities that include synthesis of learning (e.g., “ticket out “)
- Journal Entries

#### **Summative Assessments**

- Media analysis project requiring students to
  - Describe images (whether visual, audio, kinesthetic)
  - Explain the context for how the images were put together
  - Analyze the audience experience
  - Conclusion
- Position Paper
  - Identify and explain in a three ways that hegemonic conditioning towards African Americans, Native Americans, Latino/a, Asian Americans, or other ethnic communities living in the Sacramento area affect economic conditions for these groups.
- Advocacy Plan for addressing an economic concern related to cultural ethnic aesthetics or practices that includes a
  - Clear Rationale for the plan

- Logical Sequence for the plan
- Implementation Timeline for the plan
- List of (potential) supporting organizations and individuals and how they might be of assistance.

## **Unit 5 Description: Transformation and Regeneration**

In this unit we will explore the resistance and social movements of various groups seeking power, justice, equity, and self-determination (1942 - present). Students will explore the connection between community based struggles for power and the process for social change. An critical examination of the political struggles of multiple ethnic groups will be discussed throughout the unit to see the parallels and differences between groups.

ELA-LITERACY.SL.9-10.1.Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

ELA-LITERACY.SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA-LITERACY.SL.9-10.1. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

CCSS.ELA-LITERACY.W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

### **Instructional Objectives**

Students will be able to:

- Analyze the relationship between systems of power, societal resistance, and organized social movements
- Create and present a written advocacy plan to advocate for services or resources for themselves and their community, independently and through advocacy alliances.

### **Suggested Activities**

- Field trip to---
- Classroom Media Analysis

- Guest speakers
- Quick Writes in Class
- Group discussions
- Reading logs/reflections
- Project Based Assessments

Students will do the following assignments in order to answer the following focus question: 1) What methods have been used by marginalized groups to seek power and justice? 2) To what extent does the struggle for power and justice continue? 3) How do others with a shared aspect of your identity work toward healing, hope, and empowerment? 4) In what ways can your community work toward anti-racism, anti-sexism, anti-heterosexism, anti-ableism, and anti-ageism?

1) Students will research news articles and stories that chronicle current incidents of injustice towards marginalized groups. They will write a reflective summary of their findings that draws conclusions about the level of injustice towards those groups that continues to exist. Students will learn about the current effects of systemic injustice on various marginalized groups.

2) Students will brainstorm ways in which injustice can be combated, drawing on examples from the past as well as methods used today. They will evaluate those methods to determine their effectiveness in achieving communal healing, love, equity, empowerment, etc. Student will learn about the variety of ways that injustice can be fought against through individual and communal approaches.

3) Students will write a film review on a film that captures resistance/ transformation/ or regeneration of a marginalized group. Students will learn how marginalized groups approach injustice and how they are affected and changed in the process.

4) Students will write a reflection on how they can daily interrogate their being complicit in the oppression of others. Students will learn how common actions and attitudes can unknowingly become tools for the oppression of others

5) Students will use multimedia to create a resistance/ regeneration campaign that will be presented. Students will learn how technology can be used as a method of resistance.

## **Unit 6 Description: Youth Participation Action Research (YPAR)**

In this unit students will become researchers and change agents in or around the school community by determining the community problems, surveying its members, and creating a plan of action to mitigate the problem. Multiple



community oriented research methodologies will be discussed. Students will learn about other YPAR projects launched throughout the region and state to examine the possibilities of youth led action projects.

**Unit Assignment(s):**

Students will select a topic to research. Students will always refer back to the question, how does this topic affect my community? How does the topic affect the future of my community? How will my research serve the community?

Students will develop a survey to conduct with members of the community in question. In partnership with the sociology mentors department at CSUS, students will learn how to create a simple survey via surveymonkey or paper dependent on preference of the community after investigation of population needs.

Students will develop interview and research questions for their research. In partnership with sociology mentors department at CSUS, students will be guided through what makes a valid or reliable research question for survey purposes.

Students will research scholarly, peer-reviewed articles for their research. All supplemental research articles will be open access through school database and CSUS partnership

Students will present their research findings. The goal is present these findings in front of their peers or a public setting if made available by the school administration.

Students will learn about the power that youth have to research, investigate, and evaluate social problems that affect their community. Moreover, youth will learn how their research can shape policy changes that could alter outcomes for marginalized and oppressed groups.



**COURSE OF STUDY**

**FOR**

***Forensics***

**QRS410 and QRS411**

Segment	High School
Length of Course	One Year
Developed by	Adrienne Fong, Maria Tait
First Edition	<i>Fall, 2017</i>

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

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# ***Forensics***

## **SECTION ONE — GENERAL INFORMATION**

### **COURSE DESCRIPTION**

Forensics is a third year of college-prep laboratory science for students that are college bound and/or interested in the field of forensics. This class will introduce students to the fields of forensic science. Students will participate in qualitative and quantitative hands-on labs and simulations that develop the practical and theoretical aspects of forensics while developing proficiency in the eight practices of science and engineering detailed in the Next Generation Science Standards. This class will integrate previous science and math courses and demonstrate to the student the relevance of science education for practical use.

### **RATIONALE**

Forensics is a process oriented science class that requires students to think critically and reason effectively. Students use a range of technologies to gather, record and analyze evidence. Concepts from biology, chemistry, physical and Earth sciences are incorporated, making forensics a truly integrated science course. Forensics requires skills from other subject areas, including language arts, math and social science. By using forensic tools to solve crimes, students see their learning as relevant and important to their communities.

The application of forensic science is frequently front page news and often the forefront of public concern. The forensics curriculum harnesses this natural interest and curiosity as the driving force for student learning. Student use scientific principles as they gather, analyze and interpret evidence. They use a variety of other academic disciplines to evaluate, communicate and apply this evidence. The cross-curricular nature of the class allows students to make numerous cognitive connections between the subject areas, thus strengthening their overall academic and reasoning skills. Since forensics plays an integral role in our legal system, this class is particularly important for students interested Law or Criminal Justice careers. For all students, forensics offers the unique opportunity to solve crimes and real-life mysteries, an intellectual challenge that is intrinsically rewarding.

## **COURSE GOALS**

Upon completion of this course, students will be able to:

- To apply scientific methods to analyze and solve crime simulations
- To utilize scientific knowledge to collect, interpret and analyze evidence
- To practice correct procedures for the proper identification, collection and preservation of evidence
- To appropriately use current crime technology, procedures and equipment
- To explore career opportunities with the field of forensics
- To draw logical conclusions based on data
- To effectively communicate results of investigations

## **COURSE STANDARDS**

Forensic science is an integrated science course. As such, it incorporates the science and engineering practices and crosscutting concepts from the Framework for K-12 Science Education, the foundation for NGSS standards.

The Science and Engineering practices are found in Appendix F and include:

1. Asking questions (for science) and defining problems (for engineering)
2. Developing and using models
3. Planning and carrying out investigations
4. Analyzing and interpreting data
5. Using mathematics and computational thinking
6. Constructing explanations (for science) and designing solutions (for engineering)
7. Engaging in argument from evidence
8. Obtaining, evaluating, and communicating information

The Crosscutting Concepts are found in Appendix G and include:

1. Patterns. Observed patterns of forms and events guide organization and classification, and they prompt questions about relationships and the factors that influence them.
2. Cause and effect: Mechanism and explanation. Events have causes, sometimes simple, sometimes multifaceted. A major activity of science is investigating and explaining causal relationships and the mechanisms by

- which they are mediated. Such mechanisms can then be tested across given contexts and used to predict and explain events in new contexts.
3. Scale, proportion, and quantity. In considering phenomena, it is critical to recognize what is relevant at different measures of size, time, and energy and to recognize how changes in scale, proportion, or quantity affect a system's structure or performance.
  4. Systems and system models. Defining the system under study—specifying its boundaries and making explicit a model of that system—provides tools for understanding and testing ideas that are applicable throughout science and engineering.
  5. Energy and matter: Flows, cycles, and conservation. Tracking fluxes of energy and matter into, out of, and within systems helps one understand the systems' possibilities and limitations.
  6. Structure and function. The way in which an object or living thing is shaped and its substructure determine many of its properties and functions.
  7. Stability and change. For natural and built systems alike, conditions of stability and determinants of rates of change or evolution of a system are critical elements of study.

Disciplinary Core Ideas for science and engineering practices are included throughout the course. These DCI's are listed after the appropriate units.

## **INSTRUCTIONAL MATERIALS**

### **Textbook: Forensics Science - An Introduction**

- Author: Richard Saferstein
- Publisher: Prentice Hall
- Edition: 3rd 2016
- Website: [WWW.MyCrimeKit.com](http://WWW.MyCrimeKit.com)
- Primary: Yes

## **SUPPLEMENTARY MATERIALS:**

### **Lab Manual: Forensics Science - Basic Lab Manual**

- Author: Richard Saferstein
- Publisher: Prentice Hall



**SUGGESTED AVERAGE TIME FOR COVERING MAJOR UNITS**

<b>Unit</b>	<b>Days</b>
<b>Unit I. Ch. 1 Introduction to Forensic Science, Ch. 2 The Crime Scene, and Ch 21 Careers in Forensics</b>	<b>20</b>
<b>Unit II. Ch. 3-Physical Evidence and Ch. 5-Matter and Glass</b>	<b>20</b>
<b>Unit III. Ch. 6- Drugs and Ch. 7- Forensic Toxicology</b>	<b>20</b>
<b>Unit IV. Ch. 9- Forensic Serology and Ch. 10- DNA</b>	<b>20</b>
<b>Unit V. Ch.11- Crime Scene Reconstruction: Bloodstain Pattern Analysis</b>	<b>10</b>
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<b>Unit IX. Ch. 17- Firearms, Toolmarks and Other Impressions</b>	<b>15</b>
<b>Unit X. Ch. 18- Document Examination</b>	<b>10</b>

## **TEACHER RESOURCES**

### **Forensics Science - An Introduction & Basic Lab Manual**

- Author: Richard Saferstein
- Publisher: Prentice Hall
- Edition: 3rd 2016
- Website: [WWW.MyCrimeKit.com](http://WWW.MyCrimeKit.com)
- Primary: Yes

## **RECOMMENDED STUDENT RESOURCES**

Crime Scene University (available on YouTube)

## SECTION TWO — COURSE UNITS

**Assessments:** Assessments are aligned with Common Core State Standards and Next Generation Science Standards and include a variety of formative and summative assessments.

1. Vocabulary and reading quizzes for each chapter- Students access text to determine the meaning of key terms, and other forensic science specific words and phrases.

2. Case study analysis- Students read and analyze case studies of crimes pertaining to unit of study; use of paired reading and summary protocol with whiteboard share out of summaries, or think-pair-share. Cases include Dr. Sam Sheppard in the Bloodstain Pattern Analysis, OJ Simpson in Forensic Serology/DNA unit and Impressions unit, Boston Marathon Bombing and Unabomber in the Explosions unit.

3. Chapter review questions- Students answer selected questions as formative assessments to gauge content understanding and application throughout each unit.

4. Laboratory activities to introduce or reinforce concepts in forensics- Students create an Evidence Log to record laboratory data, the analysis of data, and a report of findings (conclusion). Labs include a reading component to introduce concept(s); evaluation through rubric with self and peer review.

5. Challenge statements to assess student thinking- This writing component requires that students take a position (agree or disagree) and support their position with information from their text, readings done in class, video, or internet sources. Students respond individually, have small group dialogue, then are given an opportunity to rewrite their responses.

6. Unit Exam (1-2 chapters per exam depending on the unit)- Exams include multiple choice, short answer, written response involving crime scene evaluation procedure, evidence collection, or procedures for performing a forensic test. Lab practical component includes testing or analyzing evidence studied in the unit (i.e., Kastle-Meyer reagent test for presence of blood or hair and fiber analysis).

7. Group, Partner or Individual Projects- Include Forensics Timeline Poster and Presentation, Drug Analysis Powerpoint and Poster, Forensic Career Poster and Presentation, [Crime Scene in a Box](#) (students create crime scenes for other students to solve), Innocence Project Assignment or Forensic Science Board Game and Presentation.

8. Final Exam (one per semester) - This summative assessment will demonstrate student understanding through the use of multiple choice, short answer and written responses. Applying forensic science concepts to crime scene evaluation and reconstruction will be a main focus of this exam.

## **UNIT I: Ch. 1 Introduction to Forensic Science, Ch. 2 The Crime Scene, and Ch 21 Careers in Forensics**

**Unit Summary:** Crime scene essentials and forensic careers comprise the major topics in this introductory unit. Crime scene analysis begins with demonstrating basic forensics understanding and skills. Major skills and activities include: engaging in argument from evidence through a crime analysis game, planning and investigating Locard's Exchange Principle, and constructing explanations about the origin of trace evidence. Next the focus shifts to preserving and documenting the crime scene while ensuring crime-scene safety. Students will apply their understanding of crime scene documentation by obtaining, analyzing, evaluating, and communicating information of a mock crime scene.

Careers in forensic science begin with an overview of the field, including the importance of its major sub-disciplines. Students will explore the workings of a typical comprehensive crime laboratory. Finally, students will understand the contributions the forensic pathologist, entomologist, and anthropologist can make to a homicide investigation.

### **Standards Addressed**

HS-ETS1-3. Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics as well as possible social, cultural, and environmental impacts.

Appendix C- College and Career Readiness

### **Essential Questions**

- o How can a crime scene be effectively investigated?
- o How can trace evidence, such as that found on a t-shirt, be transferred from one location to another?
- o What steps are needed to preserve a crime scene?
- o What types of professionals work with crime scene investigators?

## Driving Questions

- What type of reasoning is required to play the game of Clue? How can this reasoning be explained verbally and in writing?
- How can the examination of a t-shirt (worn by the student throughout the day) demonstrate Locard's Exchange Principle?
  - Where and from what source could the trace evidence on the t-shirts have originated?
- What services are provided in a forensic laboratory?
- How can a mock crime scene in the classroom be accurately depicted and documented?
- How can an understanding of human body measurements be used in forensic science?
- Why is chain of custody important and how can it be modeled?
- How can time of death be estimated using entomological and weather factors?
  
- How accurate are the memories of most eye-witnesses?

## Activities

- Personal Identification File: This activity has students create their own information file, including their fingerprints. Students compare and contrast their own fingerprints, describe patterns they observe, and compare and contrast their fingerprints to those of classmates, identifying most common and least common patterns in their group
- Clue Lab: Students play the classic board game "Clue" and identify elements of deductive and inductive reasoning
- Locard's Exchange Principle Lab: After reading about Locard's Exchange Principle (every contact leaves a trace), students wear a new or clean lint free t-shirt for the day before the lab and record all activities for the day. On lab day, students use hand lenses and microscopes to examine, remove, and catalog trace evidence found on the shirt
- Eyewitness Recollections: Students try to remember key details from various pictures, movies or class skits. With partners, they take turns as "interviewees" and "investigators" in order to describe the details of these scenes.
- Crime Scene Sketching: Students practice the appropriate steps to process a crime scene, including surveying an in-class crime scene, taking diligent notes, and creating a sketch of the scene, with accurate dimension measurements as well as location measurements for all pieces of physical evidence
- Chain of Custody Lab: Students collect and tag evidence, record detailed

- accurate description of evidence and where it was found, turn it in to "property room", and check out a new piece of evidence while maintaining the chain of custody
- o CSI- A Case of Deductive Reasoning: Students play the role of a detective using deductive reasoning and analysis of entomological evidence from blowflies, weather information, and other physical evidence to solve a murder.
  
  - o Anthropometric Lab: Students will produce a graph that compares femur length and height. The data for these graphs will be generated by the students as they measure each other. By analyzing the graphs, students will discover that femur length is related to height and can therefore be used as one piece of evidence in identification.

## **Assessment**

Students apply their understanding of this unit to a sample crime scene sketch. They describe how evidence could be tainted by onlookers, suggest types of physical evidence which should be collected, and explain why those items should be collected.

Students evaluate a solution to a real world complex problem by examining the investigation of a crime scene by another CSI unit. Students read the case-study notes of this investigation and suggest changes or improvements based on their current forensics understanding and the constraints of the crime scario.

[1]

## **UNIT II: Ch. 3-Physical Evidence and Ch. 5-Matter and Glass**

**Unit Summary:** In this study of physical evidence, students use their understanding of chemistry (physical and chemical properties) and physics (wave and particle theory of light) to ultimately generate conclusions regarding glass fracture analysis. First, students identify and classify the types of physical evidence. Student analytical skills are further developed by using mathematics and computational thinking skills to explore how the product rule affects evidence in a comparison of individual versus class data. An in-depth study of density is accomplished by creating density columns to determine relative densities of very small glass fragments (flotation method), constructing explanations for differences in precision and accuracy of density measurements, and identifying variables that influence outcomes. Finally, students engage in an argument to match glass from a crime scene using evidence from density measurements and glass fracture analysis to support their claim.

### **Standards Addressed**

HS-PS-4-1. Use mathematical representations to support a claim regarding relationships among the frequency, wavelength, and speed of waves traveling in various media

HS-PS4-3. Evaluate the claims, evidence, and reasoning behind the idea that electromagnetic radiation can be described either by a wave model or a particle model, and that for some situations one model is more useful than the other.

### **Essential Questions**

- o How does individualized evidence compare to class evidence?
- o How can math be used to increase the strength (or probative value) of class evidence?
- o Why is glass such a common and valuable type of physical evidence?
- o How can glass be analyzed in order to yield useful forensic results?

### **Driving Questions**

- o How can we use classroom data and mathematics to determine the probability of finding a student in the entire school with specific clothing characteristics?
- o How can the product rule be used to increase the usefulness of class characteristics?
- o What is the nature of light? How can light be used as a forensic analytic

tools such as the GRIM 3( for determining refractive index) and spectrophotometers?

- o How can density of various irregular and regular objects be determined with mathematics and displacement methods?
- o How relative densities be determined with a density column?
- o How can differences in density measurements be accounted for?
- o How can glass from a crime scene be identified using density and glass fracture analysis?

## Activities

- o [Probability and Class Evidence Activity](#): Students explore the importance of class evidence by collecting class information on clothing items and using the product rule to calculate the likelihood of possible combinations.
- o Density Quick Lab: Students measure the density of regular (sphere, cylinder, and cube) and irregular objects, employing both formula ( $D= M/V$ ; volume formulas used for various shapes) and the water displacement method. (Textbook)
- o [Density of Materials Lab](#): Students analyze densities of metals and glass by using water displacement; they use this technique to identify the specific type of glass found at a crime scene.
- o [Glass Analysis and Reconstruction Lab](#): Students analyze breaking patterns of glass by reconstructing sample pieces, identifying radial and concentric fractures and employing the 3R rule.
- o [Flotation Lab](#): Students explore density determination of glass fragments through the construction and use of a density gradient. Students vary the level of densities in various solutions through the addition of sugar water and alcohol. By using this technique, known as flotation, students can compare glass fragments to those found at a crime scene.
- o [Refraction Phet Activity \(Phet\)](#): Students explore the nature of light and the refraction of light through this on-line simulation. Students compare the angles of incidence to angles of refraction in various mediums.

## Assessment

Students are presented with a hit and run car accident scenario in which the only evidence available is broken glass. The students analyze this glass using the techniques learned in the unit. They then attempt to match this glass to a



suspected vehicle.

Principles of Forensic Glass Analysis Lab: Students will analyze glass properties and behavior by creating a glass density data table and by reconstructing a broken piece of glass. They will determine density using several laboratory methods such as water displacement. The students will then reconstruct a broken piece of glass provided by the teacher. By analyzing the data table and breakage patterns, the students will be able to determine glass type found at a crime scene, match glass samples to suspects and correctly sequence glass breakage events.

## **UNIT III: Ch. 6 - Drugs and Ch. 7- Forensic Toxicology**

**Unit Summary:** In the study of drugs and forensic toxicology students obtain, evaluate, and communicate information pertaining to methods used to identify drugs by their physical and chemical properties. This involves students analyzing and interpreting the results of drug testing in order to engage in an argument from evidence. Other student outcomes will include: understanding of psychological and physical dependence, classifying commonly abused drugs, collecting evidence, constructing explanations for the relationship between alcohol in the bloodstream and alcohol in alveolar breath, creating chromatograms of various inks to identify suspect inks, using mathematics and computational thinking to calculate the Rf factor, analyzing and interpreting of the banding patterns of the inks, and applying the understanding of chromatography and spectrometry to drug analysis and identification.

### **Standards Addressed**

HS-LS1-2. Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.

HS-LS1-3. Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.

### **Essential Questions**

- How can substances be identified as drugs?
- How do alcohol and other drugs affect the body?

### **Driving Questions**

- What methods can be used to identify drugs?
- How can the results of drug tests be analyzed?
- How can chromatograms be used to identify specific inks or chemicals in drugs?
- How does the alcohol content in the bloodstream compare to that in the breath?

### **Activities**

- Drug Analysis Foldable: Students create a graphic organizer by making a foldable to compare and contrast the various analytical procedures to

- o ensure the specific identification of a drug
- o [White Powder Lab](#): Students perform a variety of tests to determine physical and chemical properties of various white powders; they then use those results to identify an unknown white powder.
- o Quick Lab: Chromatography: Students employ liquid chromatography techniques to separate a mixture of chemicals (ink) as a means of identifying them based upon their mass, color and chemical affinities. (Textbook.)
- o Alcohol in the Circulatory System: Students trace the flow of blood through the circulatory system and the respiratory system in order to understand how alcohol is absorbed and eliminated, and how breath testing devices are used to measure the alcohol concentration in blood
- o [Daphnia Heart Rate](#): Students examine how the addition of ethanol affects the heart rate of tiny crustacean (Daphnia); they then classify this substance as being either a depressant or stimulant.

## **Assessment**

Students analyze behavior and physical symptoms of an individual who uses drugs. Based on this evaluation, students suggest the specific drug(s) used and possible illegal activity associated with such use.

Paper Chromatography Lab: Students will create and describe chromatograms of various ink samples. By using liquid chromatography, they will separate the (chemicals) ink with an ethanol solvent, then identify the constituent chemicals based on mass, color and chemical affinities. Students will find each ink sample yields a unique profile as exhibited by its band numbers, colors and R<sub>f</sub> values. These identifying characteristics can then be used to match the inks used by suspects to the inks found on evidence documents.

## UNIT IV: Ch. 9 - Forensic Serology and Ch. 10 - DNA

**Unit Summary:** In this study of serology and DNA students learn the biology underlying blood typing and how it is used in forensics. This involves an understanding of the genetics and testing for different blood type antigens using simulated serum. A picture of blood type inheritance is built using mathematical and computational analysis of Punnett squares. Using real world data, students will also analyze and interpret electropherograms that depict alleles as peaks on a graphs to establish the paternity of a child. A familiarity of the CODIS system will give students a reference for the usefulness of DNA in forensic science. Next, students plan and carry out an investigation to identify blood at a crime scene. They start by using Kastle-Meyer reagent testing to test for the presence of blood. From blood samples collected, students use PCR protocols and enzyme restriction to analyze DNA bands from gel electrophoresis to match crime scene DNA to a suspect. Finally, students present their argument from evidence to support their conclusion for the identification of blood found at a crime scene.

### Standards Addressed

HS-LS3-1. Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.

HS-LS3-3. Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population.

### Essential Questions

- o How can blood typing be used as evidence?
- o How do we know that a stain is blood?
- o How can DNA information be used as evidence?

### Driving Questions

- o How can blood typing be determined using chemical tests?
- o How can stains be identified as blood?
- o How can traits of offspring be predicted from parental genetic information?
- o How can DNA left at a crime scene be used to identify victims and suspects?
- o How can paternity be established using genetic information and electropherograms?

### Activities

- o [Paternity Tests: The Genetics of Blood Type](#): Students will perform

- A/B/O/Rh blood typing using a simulated blood product, and identify the most likely father in a paternity case.
- o [Kastle-Meyer Lab](#): Students will learn how to confirm a sample is blood and how to locate blood samples at a crime scene
  - o [Inheritance of Blood Type/Punnett square](#): Students determine probability of offspring blood type given parental blood types, utilizing monohybrid crosses and exploring concepts of dominance, recessiveness, and codominance, as well as genotype and phenotype
  - o DNA Forensics Lab: Students will perform gel electrophoresis to construct a DNA fingerprint as a means of positively identifying individuals based upon their unique DNA sequences
  - o [STR Analysis](#): Students interpret STR loci profiles (electropherograms) utilizing authentic data to analyze various cases involving genetic information.
  
  - o [Blood Types and Geography](#): Students read about blood type distribution throughout the world and hypothesize as to its significance.

## **Assessment**

Students evaluate the methods used by a criminalist as she collects evidence from sexual assault victim. After examining her protocol, students determine what mistakes, if any, she made. Students suggest how these methods affect the resulting evidence quality.

DNA Database Debate: Students read about the current uses of DNA databases, including ancestry sites and government databases. They choose a side, either for increased use of databases to solve crimes, or decreased use, to promote personal privacy. Using current research, students argue from this evidence in a class structured debate.

## **UNIT V: Ch.11 - Crime Scene Reconstruction: Bloodstain Pattern Analysis**

**Unit Summary:** In this study of crime scene reconstruction, students develop and use models of blood spatter to interpret a crime scene. This model involves establishing the relationships between blood drop height, diameter at impact, angle of impact and position of blood spattering event. Students will employ mathematics and computational thinking to analyze and interpret data to establish the events that took place at the crime scene. Students will also practice documentation skills such as note-taking, sketching, and photography as a way to accurately describe evidence. From their data analysis, students will construct explanations to reconstruct a crime and communicate that information in the form of a detailed written report.

### **Standards Addressed**

HS-PS2-1. Analyze data to support the claim that Newton's second law of motion describes the mathematical relationship among the net force on a macroscopic object, its mass, and its acceleration.

### **Essential Questions**

- What do blood spatters tell investigators about a crime scene?
- How should crime scenes be documented?

### **Driving Questions**

- How can blood spatters from a crime scene be used to reconstruct events from that scene?
- How do blood spatters vary with height and angle of impact?
- How is accurate crime scene reconstruction reliant on note-taking, sketching, and photography?

### **Activities**

- Blood Spatter Labs - [Vertical Drop](#) and [Angle of Impact](#): Students establish the location or origin of bloodshed by determining the directionality of the stain and the angle at which blood came into contact with the landing surface and the area from which the stains emanated

- o [Blood Spatter Tutorial Lab](#): Students learn about the nature of blood and how it behaves when dropped and projected; students will analyze blood spatter and use this information to reconstruct a crime scene.
- o Newton's Laws and Blood: Students read the article, "[Newtonian Physics at the Crime Scene,](#)" about how Newton's Laws affect the movement of blood. They then describe how these forces relate to the patterns seen in blood spatters.

## **Assessment**

Students are shown blood splatter evidence from a murder scene. Based on this, they determine the location and movement of individuals at the scene. Students synthesize these conclusions to describe an overall reconstruction of the event.

Impact Angle and Area of Convergence: Students will produce a summary sheet that analyzes patterns of blood splatters. In the lab, they will produce the blood splatters using simulated blood (made with milk and food coloring) as it is dropped on different surfaces, from different heights and at different angles. Final conclusions will establish the origin of bloodshed and therefore allow a logical reconstruction of the crime scene activity.

## UNIT VI: Ch. 12- Trace Evidence I and Ch. 13- Trace Evidence II

**Unit Summary:** This study of trace evidence involves the biology of hair, biological macromolecules, fiber and soil. Students microscopically examine hair and fiber from various sources, matching these materials to suspects when possible. Students study digestion of polymers and monomers in food, and use this information to analyze stomach contents of victims. Students synthesize this trace evidence to construct explanations for victims' whereabouts before death. Students develop and analyze a model of soil density profiles. They will interpret the results of the soil density profiles and chemical soil tests to match crime scene soil samples to a suspect.

### Standards Addressed

### Essential Questions

- o How can trace evidence be analyzed?
- o How can trace evidence be used to reconstruct a crime scene?

### Driving Questions

- o How can microscopic differences in hairs and fibers be used for identification?
- o What can products of digestion indicate about a deceased person's last meal and, possibly, whereabouts?
- o How can soil characteristics, i.e. density, chemical components, and texture, be used to match crime scene soil samples to a suspect?
- o How can paint chip analysis be used to reconstruct a crime?

### Activities

- o [Forensic Hair Lab](#): Students will differentiate between human hair and nonhuman hair, using the microscope to identify parts of the hair and features that are important for species identification
- o [Fiber Evidence Lab](#): Students microscopically examine the features of various manufactured and natural fibers, then complete a hair and fiber challenge in which students identify unknown hair and fiber samples
- o [Murder and a Meal](#): Students analyze "stomach contents" of a murder victim for common monomers and polymers (starch, glucose, protein and lipids) found in food in order to identify the location of the victim's last meal



- o [Soil Analysis Lab](#): Students will use physical separation of soil (construction and analysis of soil density profiles, observations (odor, hand lens and microscope exam for color texture, presence or absence of plant and animal debris or other non-soil material) and chemical testing of soil (pH and phosphate testing) to uncover evidence.
- o [Paint Chip Analysis](#): Students analyze paint chips from suspects and a crime scene. By examining paint colors and paint layer sequences, students match the most likely culprit to a hit and run crime.
- o **Assessment**

Students are presented with information from a hit and run car accident and a potential suspect vehicle. They describe the best methods to collect and analyze the paint from this vehicle in order to determine its involvement in the accident. In their descriptions, students must identify the tools and protocols needed to prevent contamination.

Hair Evidence Lab: Students will produce a report summarizing the micro and macroscopic differences between different hair types. Using various techniques to prepare microscope slides of hair samples, students will observe and describe these hair samples under microscope. Ultimately, students will use hair features to differentiate between human and nonhuman hair and to link crime scene hair to specific individuals.

## **UNIT VII: Ch. 14- Fire Investigation and Ch. 15- Investigation of Explosions**

**Unit Summary:** In this study of fire and explosions, students develop and use models of combustion by observing patterns in the behavior of materials when burned, noting color of flame, smoke, odor, soot color, and rate of combustion. Students plan and carry out investigations to test unknown materials through burn testing, ask questions about how attainable materials can be used to make explosives, and examine case studies such as Oklahoma City Bombing, the Shoe Bomber, the Unabomber and the Boston Marathon Bombings.

### **Standards Addressed**

HS-PS1-2. Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties.

HS-PS3-2. Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as a combination of energy associated with the motions of particles (objects) and energy associated with the relative positions of particles (objects).

### **Essential Questions**

- o What happens to materials when they burn?
- o How can bombs be made and how have they been used to commit crimes?

### **Driving Questions**

- o What patterns can be observed in different materials when they burn, or combust?
- o How can unknown materials be identified based on their burn patterns?
- o What sorts of materials can be used to make explosives, specifically, those explosives used in high profile cases such as Oklahoma City Bombing, the Shoe Bomber, the Unabomber and the Boston Marathon Bombings?

### **Activities**

- o [Burn Test Lab](#): Students test and classify the the burn patterns of various

- materials including natural and synthetic fabrics, metals and wood, then identify unknown materials through combustion characteristics
- o Explosives Foldable: Students create a graphic organizer by making a foldable to identify the type and nature of explosives to distinguish between high explosives, low explosives, primary explosives and secondary explosives
  - o Chemistry and Explosions Research: Students explore the relationship between combustion and explosions by discovering the chemical equations of several common explosives such as black powder and nitroglycerin, and examine cases such as the Boston Marathon bombings and the use of pressure cookers

### **Assessment**

Students evaluate pieces of evidence, including chemical residues and scraps of matter, found at separate explosion sites. For each item, students indicate whether the explosion was more likely caused by high or low explosives. They justify their answers using their knowledge about explosion science. Finally, they will add a description of the type of combustion reaction producing each result.

Explosives Foldable: Students will create a graphic organizer that describes different types of explosions including high, low primary and secondary. After conducting research in cooperative groups, students will organize and present their findings in a graphic foldable. With this knowledge of explosives, students will be understand how bomb materials can be obtained and how bombs can be constructed. Finally, case studies of famous bombing events such as Oklahoma City Bombing and Boston Marathon Bombing will allow students to evaluate and assess evidence surrounding such crime scenes.

## UNIT VIII: Ch. 16- Fingerprints

**Unit Summary:** In this study of fingerprints, students identify patterns and classify fingerprints. Students use mathematics and computational thinking to calculate the percentage of loops, whorls and arches in each lab group and in the entire class. Then, as a whole class, students compare those percentages to known percentages of each class of fingerprints. Students use mathematics and computational thinking to determine the primary classification of their prints based on the original Henry system, the first classification step in the FBI system (IAFIS). Finally, students investigate a crime scene using fingerprinting skills and use evidence to attempt fingerprint identification.

### Standards Addressed

HS-PS4-2. Evaluate questions about the advantages of using a digital transmission and storage of information.

### Essential Questions

- o How are fingerprints used as forensic evidence?
- o What are digital fingerprints?

### Driving Questions

- o What are the primary differences in fingerprints and how can they be used to narrow suspects?
- o How can the first classification fingerprint system (Henry System) be used to identify individuals?
- o How can fingerprints be lifted from a crime scene?
- o What are digital fingerprints and how can they be used?

### Activities

- o [My Prints Lab](#): Students take their own fingerprints, and classify each of the prints as a loop (ulnar or radial), whorl (plain, central pocket, double loop or accidental) or arch (plain or tented). Next, students identify ridge

- characteristics (or minutiae), and calculate the primary classification of their prints
- o [Flinn Fingerprinting Lab](#): Students lift fingerprints from various surfaces in the classroom using different powders (white, black and magnetic)
  - o [Super Glue Fuming Quick Lab](#): Students place their fingerprints on a nonporous surface such as a glass slide or a soda can in order to use cyanoacrylate to develop latent prints
  
  - o Investigate Digital Fingerprints: Students conduct an on-line search to find the answer to the questions: What are digital fingerprints? How are digital fingerprints used? They discuss the drawbacks and advantages to having digital fingerprints and predict the implications for the future.

## **Assessment**

Assess the use of digital imaging in enhancing latent fingerprints. Indicate the features of digital imaging that would allow for closer examination of specific fingerprint characteristics.

My Prints Lab: Students will create data sheets of their own fingerprints along with group classification and minutiae description. Several techniques such as balloon prints, graphite prints, and ink prints will be used to make these fingerprints. Knowledge of fingerprints characteristics and their use in identifying individuals through databases will help students understand this important forensic technique.

## UNIT IX: Ch. 17- Firearms, Toolmarks and Other Impressions

**Unit Summary:** In this study of firearms, toolmarks, and other impressions, students analyze data after examining and cataloguing the features of common household tools. By measuring, sketching, and casting tool surfaces, students can interpret results to discover matching tool marks. A familiarity of the NIBIN database will help students understand the importance of evidence collection and cataloguing. Students engage in argument from evidence to support the claims made in the identification of tool marks and footwear, correlating the important individual characteristics that may be present, including nicks and breaks on tool surfaces and wear patterns on shoes. Students will obtain, evaluate, and communicate information from reading and online sources to explore firearms identification, which includes bullet and cartridge comparisons.

### Standards Addressed

HS-PS4-2. Evaluate questions about the advantages of using a digital transmission and storage of information

### Essential Questions

- How can marks and impressions left by criminals be used as evidence?
- How can firearms be matched to crimes?

### Driving Questions

- How can thorough measurements, sketches and cataloging of common household tools be used to match tool marks at a crime scene?
- What sorts of individual characteristics on footwear and tools can be used to match suspects to crime scenes?
- What types of characteristics on firearms and bullets can be used to match weapons to particular crimes?

### Activities

- [Toolmark Challenge](#): Students examine various tools, make impressions with modeling clay, sketch the tools and take and record measurements. Students then study and inspect impressions and match them to the correct tool
- [Footwear Impression Lab](#): Students create footprints in soil, and make casts of the footprints using dental stone or Plaster of Paris. Students also match footwear prints to shoes to solve a crime
- Gunshot Residue Demo: In this demo, students learn about gunshot

- residue testing, witness the results of testing and identify the suspect who fired a weapon
- o Comparing Bullets: Students go online with in-class computers or in computer lab and access [www.mycrimekit.com](http://www.mycrimekit.com) and [www.firearmsid.com](http://www.firearmsid.com) to use a virtual comparison microscope to match striations, learn about lands, grooves, and rifling

## **Assessment**

Analyze several shooting incidents. From the detailed descriptions of bullet holes, use general guides to estimate the distance from shooter to target.

Toolmark Challenge: Students will prepare a report outlining conclusions about specific tools and their identifying marks. To gain an understanding of tool marks, students will compare different tools, create surface impressions with clay, and measure characteristic patterns or scratches. By comparing the dimensions of evidential marks to those of suspected tools, students may be able to identify a match. After completing this assignment, students will be able to apply toolmark analysis skills in their forensic studies.

## UNIT X: Ch. 18- Document Examination

**Unit Summary:** In this study of document examination, students obtain, evaluate and communicate information pertaining to writing samples. By studying famous documents, such as Hitler's Diaries and Howard Hughes' will, students will understand the criteria for handwriting analysis, including methods for obtaining known writing samples. Students analyze and interpret the samples, note similarities and differences, and construct explanations about the authenticity of the samples. Finally, students create exemplar and questioned documents for other students to analyze, then plan and carry out an investigation of a different set of handwriting samples to determine if the questioned document matches any of the exemplars provided.

### Standards Addressed

This unit emphasizes many of the the Science and Engineering practices in Appendix F. The most commonly used practices are:

- Asking questions
- Planning and carrying out investigations
- Analyzing and interpreting data
- Constructing explanations
- Engaging in argument from evidence
- Obtaining, evaluating, and communicating information

### Essential Questions

- How can handwriting differences be used as evidence?

### Driving Questions

- How can differences in handwriting styles be used to determine authenticity of documents, such as Hitler's Diaries and Howard Hughes' will.
- How can samples of student handwriting be analyzed and matched to questioned documents?

### Activities

- Handwriting Comparison Lab: Students read and examine handwriting



samples from two famous case studies involving handwriting analysis: Adolf Hitler's Diary and Howard Hughes' will. Students then analyze their own handwriting, and identify unique characteristics. Lastly, students receive a packet of exemplar handwriting samples and a questioned document, and must determine if the questioned document matches an exemplar

## **Assessment**

Students examine situations in which the original writing is not visible to the naked eye. They describe how to recover the writing when the words have been obliterated with through various means including: writing over with different ink, chemical erasure, charring and burning.

- Handwriting Comparison Lab: Students read and examine handwriting samples from two famous case studies involving handwriting analysis: Adolf Hitler's Diary and Howard Hughes' will. Students then analyze their own handwriting, and identify unique characteristics. Lastly, students receive a packet of exemplar handwriting samples and a questioned document, and must determine if the questioned document matches an exemplar.



**COURSE OF STUDY**

**FOR**

***American Identity***  
***SGF210/SGF211***

Segment

High School

Length of Course

One Year

Developed by

Jessica Bayze

First Edition

Fall, 2019

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

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“The Sacramento City Unified School District is committed in all of its activities, policies, programs, and procedures to provide equal opportunity for all to avoid discrimination against any person regardless of ethnicity, gender, religion, national origin, disability, marital status, or age.”

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# *American Identity: Race, Class & Gender in America*

## **SECTION ONE — GENERAL INFORMATION**

### **COURSE DESCRIPTION**

American Identity will focus on the social construction of race, class, gender and identity. In this class, we will examine systems of power, privilege and inequality, and explore the concept of diversity. Students will be encouraged to understand their own identities, and how they have been shaped by the concepts of race, class and gender in our society. Students will learn how to deconstruct the systems of power, inequality and injustice in our society, questioning why racism, classism and sexism exist and persist. We will study current issues to get an even deeper look into America today, while also giving students tools to explore and question ideas of social justice and social change.

### **RATIONALE**

While students study U.S. History in 11<sup>th</sup> grade and U.S. government in 12<sup>th</sup> grade, there often isn't enough time to cover the curriculum and also talk in depth about contemporary America. In an ever more politically and socially polarized country, it is important for our students to have the emotional and academic intelligence to be able to understand and respect the wide array of peoples, cultures, and ideas in modern America and the world. This class will give students a space to dig deeper into race, class and gender in American society and piece together how these affect not only their lives, but America as a whole.

### **COURSE GOALS**

The goal of this course is to give students a deeper understanding of the country that we live in, in order to create more civically-active, well-informed citizens that are excited to vote, volunteer and enact change. Students will build critical literacy skills throughout this course including, but not limited to, the Common Core State Standards for literacy in the History Social Sciences: Reading and Writing , Speaking and Listening. Building these literacy skills will promote student understanding of the issues introduced in this course and support students to collaborate effectively and learn to have respectful disagreement.

### **COURSE STANDARDS**

#### **Common Core State Standards for Literacy Standards in the History/Social Science Reading:**

[CCSS.ELA-LITERACY.RH.9-10.1](#)

[CCSS.ELA-LITERACY.RH.9-10.2](#)

[CCSS.ELA-LITERACY.RH.9-10.3](#)

[CCSS.ELA-LITERACY.RH.9-10.4](#)

CCSS.ELA-LITERACY.RH.9-10.5  
CCSS.ELA-LITERACY.RH.9-10.6  
CCSS.ELA-LITERACY.RH.9-10.7  
CCSS.ELA-LITERACY.RH.9-10.8  
CCSS.ELA-LITERACY.RH.9-10.9  
CCSS.ELA-LITERACY.RH.9-10.10

**Common Core State Standards for Literacy in the History/Social Science Writing:**

CCSS.ELA-LITERACY.WHST.9-10.1  
CCSS.ELA-LITERACY.WHST.9-10.2  
CCSS.ELA-LITERACY.WHST.9-10.3  
CCSS.ELA-LITERACY.WHST.9-10.4  
CCSS.ELA-LITERACY.WHST.9-10.5  
CCSS.ELA-LITERACY.WHST.9-10.6  
CCSS.ELA-LITERACY.WHST.9-10.7  
CCSS.ELA-LITERACY.WHST.9-10.8  
CCSS.ELA-LITERACY.WHST.9-10.9  
CCSS.ELA-LITERACY.WHST.9-10.10

**Common Core State Standards for Literacy: Speaking and Listening CCSS:**

CCSS.ELA-LITERACY.SL.9-10.1  
CCSS.ELA-LITERACY.SL.9-10.2  
CCSS.ELA-LITERACY.SL.9-10.3  
CCSS.ELA-LITERACY.SL.9-10.6

**INSTRUCTIONAL MATERIALS**

Race, Class and Gender in the United States, by Paula S. Rothenberg

**SUPPLEMENTARY MATERIALS:**

- Excerpts from books including, but not limited to:
  - White Privilege: Essential Readings on the Other side of Racism, by Paula S. Rothenberg
  - Challenges to Equality: Poverty and Race in America, by Chester Hartman
  - Race, Class and Gender: an Anthology, by Margaret Anderson
  - The Social Construction of Difference and Inequality, by Tracy Ore
  - Roots of Racism, by Kelly Bakshi
  - Race in the Criminal Justice System, by Alexis Burling
  - Experiencing Race, Class and Gender in the United States, by Roberta Fiske-Ruciano

- Current event articles relating to concepts being covered
- Movies (either in clip form or in entirety) including, but not limited to:
  - People Like Us: A Social Commentary
  - 30 Days – Minimum Wage
  - Fruitvale Station
  - Trouble the Water
  - Boys Don’t Cry
  - Milk
  - North Country
  - American History X
  - The Divide (2015)
  - Inequality for All
  - Capitalism: A Love Story
  - 13<sup>th</sup>
  - Central Park 5

**SUGGESTED AVERAGE TIME FOR COVERING MAJOR UNITS**

<b>Units</b>	<b>Common Core State Standards for Literacy in the History/Social Sciences READING</b>	<b>Common Core State Standards for Literacy in the History/Social Sciences WRITING</b>	<b>Common Core State Standards for Literacy in the History/Social Sciences SPEAKING &amp; LISTENING</b>
<b>Unit 1: Narratives of Identity</b>  3 weeks	<a href="#">CCSS.ELA-LITERACY.RH.9-10.1</a> <a href="#">CCSS.ELA-LITERACY.RH.9-10.2</a> <a href="#">CCSS.ELA-LITERACY.RH.9-10.3</a> <a href="#">CCSS.ELA-LITERACY.RH.9-10.4</a> <a href="#">CCSS.ELA-LITERACY.RH.9-10.5</a> <a href="#">CCSS.ELA-LITERACY.RH.9-10.10</a>	<a href="#">CCSS.ELA-LITERACY.WHST.9-10.2</a> <a href="#">CCSS.ELA-LITERACY.WHST.9-10.10</a>	<a href="#">CCSS.ELA-LITERACY.SL.9-10.1</a> <a href="#">CCSS.ELA-LITERACY.SL.9-10.2</a> <a href="#">CCSS.ELA-LITERACY.SL.9-10.3</a> <a href="#">CCSS.ELA-LITERACY.SL.9-10.6</a>
<b>Unit 2: Deconstructing Race</b>  4 weeks	<a href="#">CCSS.ELA-LITERACY.RH.9-10.1</a> <a href="#">CCSS.ELA-LITERACY.RH.9-10.2</a> <a href="#">CCSS.ELA-LITERACY.RH.9-10.3</a> <a href="#">CCSS.ELA-LITERACY.RH.9-10.5</a> <a href="#">CCSS.ELA-LITERACY.RH.9-10.7</a> <a href="#">CCSS.ELA-LITERACY.RH.9-10.8</a> <a href="#">CCSS.ELA-LITERACY.RH.9-10.9</a> <a href="#">CCSS.ELA-LITERACY.RH.9-10.10</a>	<a href="#">CCSS.ELA-LITERACY.WHST.9-10.2</a> <a href="#">CCSS.ELA-LITERACY.WHST.9-10.7</a> <a href="#">CCSS.ELA-LITERACY.WHST.9-10.8</a> <a href="#">CCSS.ELA-LITERACY.WHST.9-10.9</a> <a href="#">CCSS.ELA-LITERACY.WHST.9-10.10</a>	<a href="#">CCSS.ELA-LITERACY.SL.9-10.1</a> <a href="#">CCSS.ELA-LITERACY.SL.9-10.2</a> <a href="#">CCSS.ELA-LITERACY.SL.9-10.3</a> <a href="#">CCSS.ELA-LITERACY.SL.9-10.6</a>
<b>Unit 3: Deconstructing Gender</b>  4 weeks	<a href="#">CCSS.ELA-LITERACY.WHST.9-10.2</a> <a href="#">CCSS.ELA-LITERACY.WHST.9-10.7</a> <a href="#">CCSS.ELA-LITERACY.WHST.9-10.8</a> <a href="#">CCSS.ELA-LITERACY.WHST.9-10.9</a> <a href="#">CCSS.ELA-LITERACY.WHST.9-10.10</a>	<a href="#">CCSS.ELA-LITERACY.WHST.9-10.2</a> <a href="#">CCSS.ELA-LITERACY.WHST.9-10.7</a> <a href="#">CCSS.ELA-LITERACY.WHST.9-10.8</a> <a href="#">CCSS.ELA-LITERACY.WHST.9-10.9</a> <a href="#">CCSS.ELA-LITERACY.WHST.9-10.10</a>	<a href="#">CCSS.ELA-LITERACY.SL.9-10.1</a> <a href="#">CCSS.ELA-LITERACY.SL.9-10.2</a> <a href="#">CCSS.ELA-LITERACY.SL.9-10.3</a> <a href="#">CCSS.ELA-LITERACY.SL.9-10.6</a>
<b>Unit 4: Deconstructing Class</b>  4 weeks	<a href="#">CCSS.ELA-LITERACY.RH.9-10.1</a> <a href="#">CCSS.ELA-LITERACY.RH.9-10.2</a> <a href="#">CCSS.ELA-LITERACY.RH.9-10.3</a> <a href="#">CCSS.ELA-LITERACY.RH.9-10.5</a> <a href="#">CCSS.ELA-LITERACY.RH.9-10.7</a> <a href="#">CCSS.ELA-LITERACY.RH.9-10.8</a> <a href="#">CCSS.ELA-LITERACY.RH.9-10.9</a> <a href="#">CCSS.ELA-LITERACY.RH.9-10.10</a>	<a href="#">CCSS.ELA-LITERACY.WHST.9-10.1</a> <a href="#">CCSS.ELA-LITERACY.WHST.9-10.2</a> <a href="#">CCSS.ELA-LITERACY.WHST.9-10.7</a> <a href="#">CCSS.ELA-LITERACY.WHST.9-10.8</a> <a href="#">CCSS.ELA-LITERACY.WHST.9-10.9</a> <a href="#">CCSS.ELA-LITERACY.WHST.9-10.10</a>	<a href="#">CCSS.ELA-LITERACY.SL.9-10.1</a> <a href="#">CCSS.ELA-LITERACY.SL.9-10.2</a> <a href="#">CCSS.ELA-LITERACY.SL.9-10.3</a> <a href="#">CCSS.ELA-LITERACY.SL.9-10.4</a> <a href="#">CCSS.ELA-LITERACY.SL.9-10.6</a>

<b>Unit 5: Systems of Privilege and Oppression</b>  4 weeks	<u>CCSS.ELA-LITERACY.RH.9-10.1</u> <u>CCSS.ELA-LITERACY.RH.9-10.2</u> <u>CCSS.ELA-LITERACY.RH.9-10.7</u> <u>CCSS.ELA-LITERACY.RH.9-10.8</u>	<u>CCSS.ELA-LITERACY.WHST.9-10.6</u> <u>CCSS.ELA-LITERACY.WHST.9-10.7</u> <u>CCSS.ELA-LITERACY.WHST.9-10.8</u> <u>CCSS.ELA-LITERACY.WHST.9-10.9</u> <u>CCSS.ELA-LITERACY.WHST.9-10.10</u>	<u>CCSS.ELA-LITERACY.SL.9-10.1</u> <u>CCSS.ELA-LITERACY.SL.9-10.2</u> <u>CCSS.ELA-LITERACY.SL.9-10.3</u> <u>CCSS.ELA-LITERACY.SL.9-10.4</u> <u>CCSS.ELA-LITERACY.SL.9-10.5</u> <u>CCSS.ELA-LITERACY.SL.9-10.6</u>
<b>Unit 6: Historical Movements for Equality</b>  4 weeks	<u>CCSS.ELA-LITERACY.RH.9-10.1</u> <u>CCSS.ELA-LITERACY.RH.9-10.2</u> <u>CCSS.ELA-LITERACY.RH.9-10.3</u> <u>CCSS.ELA-LITERACY.RH.9-10.5</u> <u>CCSS.ELA-LITERACY.RH.9-10.7</u> <u>CCSS.ELA-LITERACY.RH.9-10.8</u> <u>CCSS.ELA-LITERACY.RH.9-10.9</u> <u>CCSS.ELA-LITERACY.RH.9-10.10</u>	<u>CCSS.ELA-LITERACY.WHST.9-10.2</u> <u>CCSS.ELA-LITERACY.WHST.9-10.7</u> <u>CCSS.ELA-LITERACY.WHST.9-10.8</u> <u>CCSS.ELA-LITERACY.WHST.9-10.9</u> <u>CCSS.ELA-LITERACY.WHST.9-10.10</u>	<u>CCSS.ELA-LITERACY.SL.9-10.1</u> <u>CCSS.ELA-LITERACY.SL.9-10.2</u> <u>CCSS.ELA-LITERACY.SL.9-10.3</u> <u>CCSS.ELA-LITERACY.SL.9-10.4</u> <u>CCSS.ELA-LITERACY.SL.9-10.5</u> <u>CCSS.ELA-LITERACY.SL.9-10.6</u>
<b>Unit 7: The Justice System</b>  4 weeks	<u>CCSS.ELA-LITERACY.RH.9-10.1</u> <u>CCSS.ELA-LITERACY.RH.9-10.2</u> <u>CCSS.ELA-LITERACY.RH.9-10.3</u> <u>CCSS.ELA-LITERACY.RH.9-10.10</u>	<u>CCSS.ELA-LITERACY.WHST.9-10.2</u> <u>CCSS.ELA-LITERACY.WHST.9-10.7</u> <u>CCSS.ELA-LITERACY.WHST.9-10.8</u> <u>CCSS.ELA-LITERACY.WHST.9-10.9</u> <u>CCSS.ELA-LITERACY.WHST.9-10.10</u>	<u>CCSS.ELA-LITERACY.SL.9-10.1</u> <u>CCSS.ELA-LITERACY.SL.9-10.2</u> <u>CCSS.ELA-LITERACY.SL.9-10.3</u> <u>CCSS.ELA-LITERACY.SL.9-10.4</u> <u>CCSS.ELA-LITERACY.SL.9-10.5</u> <u>CCSS.ELA-LITERACY.SL.9-10.6</u>
<b>Unit 8: Stereotyping and the Media</b>  4 weeks	<u>CCSS.ELA-LITERACY.RH.9-10.1</u> <u>CCSS.ELA-LITERACY.RH.9-10.2</u> <u>CCSS.ELA-LITERACY.RH.9-10.3</u> <u>CCSS.ELA-LITERACY.RH.9-10.4</u> <u>CCSS.ELA-LITERACY.RH.9-10.5</u> <u>CCSS.ELA-LITERACY.RH.9-10.6</u> <u>CCSS.ELA-LITERACY.RH.9-10.7</u> <u>CCSS.ELA-LITERACY.RH.9-10.8</u> <u>CCSS.ELA-LITERACY.RH.9-10.9</u> <u>CCSS.ELA-LITERACY.RH.9-10.10</u>	<u>CCSS.ELA-LITERACY.WHST.9-10.2</u> <u>CCSS.ELA-LITERACY.WHST.9-10.3</u> <u>CCSS.ELA-LITERACY.WHST.9-10.4</u> <u>CCSS.ELA-LITERACY.WHST.9-10.5</u> <u>CCSS.ELA-LITERACY.WHST.9-10.6</u> <u>CCSS.ELA-LITERACY.WHST.9-10.7</u> <u>CCSS.ELA-LITERACY.WHST.9-10.8</u> <u>CCSS.ELA-LITERACY.WHST.9-10.9</u> <u>CCSS.ELA-LITERACY.WHST.9-10.10</u>	<u>CCSS.ELA-LITERACY.SL.9-10.1</u> <u>CCSS.ELA-LITERACY.SL.9-10.2</u> <u>CCSS.ELA-LITERACY.SL.9-10.3</u> <u>CCSS.ELA-LITERACY.SL.9-10.4</u> <u>CCSS.ELA-LITERACY.SL.9-10.5</u> <u>CCSS.ELA-LITERACY.SL.9-10.6</u>
<b>Unit 9: Looking Forward</b>  3 weeks	<u>CCSS.ELA-LITERACY.RH.9-10.1</u> <u>CCSS.ELA-LITERACY.RH.9-10.2</u> <u>CCSS.ELA-LITERACY.RH.9-10.3</u> <u>CCSS.ELA-LITERACY.RH.9-10.4</u> <u>CCSS.ELA-LITERACY.RH.9-10.5</u> <u>CCSS.ELA-LITERACY.RH.9-10.6</u> <u>CCSS.ELA-LITERACY.RH.9-10.7</u> <u>CCSS.ELA-LITERACY.RH.9-10.8</u> <u>CCSS.ELA-LITERACY.RH.9-10.9</u> <u>CCSS.ELA-LITERACY.RH.9-10.10</u>	<u>CCSS.ELA-LITERACY.WHST.9-10.1</u> <u>CCSS.ELA-LITERACY.WHST.9-10.3</u> <u>CCSS.ELA-LITERACY.WHST.9-10.4</u> <u>CCSS.ELA-LITERACY.WHST.9-10.5</u> <u>CCSS.ELA-LITERACY.WHST.9-10.6</u> <u>CCSS.ELA-LITERACY.WHST.9-10.7</u> <u>CCSS.ELA-LITERACY.WHST.9-10.8</u> <u>CCSS.ELA-LITERACY.WHST.9-10.9</u> <u>CCSS.ELA-LITERACY.WHST.9-10.10</u>	<u>CCSS.ELA-LITERACY.SL.9-10.1</u> <u>CCSS.ELA-LITERACY.SL.9-10.2</u> <u>CCSS.ELA-LITERACY.SL.9-10.3</u> <u>CCSS.ELA-LITERACY.SL.9-10.4</u> <u>CCSS.ELA-LITERACY.SL.9-10.5</u> <u>CCSS.ELA-LITERACY.SL.9-10.6</u>

## TEACHER RESOURCES

Teaching Tolerance Anti Bias Framework:

<http://www.tolerance.org/sites/default/files/general/PDA%20Critical%20Practices.pdf>

Common Core State Standards for Literacy in History/Social Science

<http://www.corestandards.org/ELA-Literacy/RH/11-12/>



Books:

White Privilege: Essential Readings on the Other side of Racism, by Paula S. Rothenberg

Challenges to Equality: Poverty and Race in America, by Chester Hartman

Race, Class and Gender: an Anthology, by Margaret Anderson

The Social Construction of Difference and Inequality, by Tracy Ore

Roots of Racism, by Kelly Bakshi

Race in the Criminal Justice System, by Alexis Burling

Experiencing Race, Class and Gender in the United States, by Roberta Fiske-Ruciano

**RECOMMENDED STUDENT RESOURCES**

See List of Books Under: Teacher Resources

Additional Links will be provided to view each of the following documentary/videos in full:

- People Like Us: A Social Commentary
- 30 Days – Minimum Wage
- Fruitvale Station
- Trouble the Water
- Boys Don't Cry
- Milk
- North Country
- American History X
- The Divide (2015)
- Inequality for All
- Capitalism: A Love Story
- 13<sup>th</sup>
- Central Park 5

**SECTION TWO — COURSE UNITS**

**UNIT I: Identity and Intersectionality**

*Unit 1 will revolve around the question “What shapes identity?” Students will begin to learn what race, class and gender are and create working definitions of each that will*

*evolve over the course of the school year. Students will begin to look at the intersectionality of race, class and gender and apply that knowledge to their own lives.*

### **Standards Addressed**

#### **Literacy Standards for History/Social Science Reading:**

CCSS.ELA-LITERACY.RH.9-10.1

CCSS.ELA-LITERACY.RH.9-10.2

CCSS.ELA-LITERACY.RH.9-10.3

CCSS.ELA-LITERACY.RH.9-10.4

CCSS.ELA-LITERACY.RH.9-10.5

CCSS.ELA-LITERACY.RH.9-10.10

#### **Literacy Standards for History/Social Science Writing:**

CCSS.ELA-LITERACY.WHST.9-10.2

CCSS.ELA-LITERACY.WHST.9-10.10

#### **Speaking and Listening CCSS:**

CCSS.ELA-LITERACY.SL.9-10.1

CCSS.ELA-LITERACY.SL.9-10.2

CCSS.ELA-LITERACY.SL.9-10.3

CCSS.ELA-LITERACY.SL.9-10.4

CCSS.ELA-LITERACY.SL.9-10.5

CCSS.ELA-LITERACY.SL.9-10.6

### **Instructional Objectives**

Students will be able to answer the following essential questions: “

- *What shapes identity?*
- *How does intersectionality relate to identity*

Students will be able to:

- *Define race, class and gender and other key academic vocabulary related to the topics introduced in the course in discussions and in writing*
- *Define intersectionality in discussions and in their final culminating writing task: “Personal Identity Narrative”*
- *Read and understand how race, class and gender impact the lives of the authors of various texts*

- *Explain how race, class and gender have affected their lives and shaped their own identities*
- *Discuss potentially controversial and sensitive topics with respect and compassion in class discussions as well as partner discussions.*
- *Name the Big 8 (or 10) social identifiers*

### **Suggested Activities**

- *Students participate in class discussions in small groups, with partners and as a whole class (w/ follow-up)*
- *Students will engage in current event analysis, in which they will find and analyze news articles connected with race, class & gender.*
- *Students will read and negotiate texts w/ annotation and written responses*
- *Students will participate in partner interviews w/ a classmate about identity and intersectionality*
- *Students will come up with a list of contemporary American issues, and then attempt to categorize them by race, class and gender (or any combination of the above).*
- *using the Big 8 (or 10) identifiers, students will examine intersectionality as well as their own privilege*

### **Suggested Assessment**

- *Students will write a 'Personal Identity Narrative' where they describe their own intersectional identities and communicate their experiences in writing*
- *Students will interview with 3 people that come from varying races, classes and genders in order compare and analyze how they intersect and affect people's lives*

## UNIT II: Deconstructing Race

*Students will learn how cultural differences and identities regarding race are both created and perpetuated in society. They will also dig deeper into how their own identities and lives have been shaped by race. We will also discuss race in terms of group identity and culture, not only focusing on racism but also on pride, empowerment and a source of unity.*

### Standards Addressed

#### **Literacy Standards for History/Social Science Reading:**

CCSS.ELA-LITERACY.RH.9-10.1

CCSS.ELA-LITERACY.RH.9-10.2

CCSS.ELA-LITERACY.RH.9-10.3

CCSS.ELA-LITERACY.RH.9-10.5

CCSS.ELA-LITERACY.RH.9-10.7

CCSS.ELA-LITERACY.RH.9-10.8

CCSS.ELA-LITERACY.RH.9-10.9

CCSS.ELA-LITERACY.RH.9-10.10

#### **Literacy Standards for History/Social Science Writing:**

CCSS.ELA-LITERACY.WHST.9-10.2

CCSS.ELA-LITERACY.WHST.9-10.7

CCSS.ELA-LITERACY.WHST.9-10.8

CCSS.ELA-LITERACY.WHST.9-10.9

CCSS.ELA-LITERACY.WHST.9-10.10

#### **Speaking and Listening CCSS:**

CCSS.ELA-LITERACY.SL.9-10.1

CCSS.ELA-LITERACY.SL.9-10.2

CCSS.ELA-LITERACY.SL.9-10.3

CCSS.ELA-LITERACY.SL.9-10.4

CCSS.ELA-LITERACY.SL.9-10.5

CCSS.ELA-LITERACY.SL.9-10.6

### Instructional Objectives

*Students will be able to answer the following essential questions:*

- *What is race?*
- *How has race been historically constructed in the United States?*

Students will be able to:

- *Explain the difference between race and ethnicity in discussions and in short writing pieces*
- *Define their own race (and ethnicity) as well as analyze the importance of that to their own sense of self in both writings and discussions.*
- *Describe the historical construction of racism in the United States through research and readings*
- *Analyze and compare statistical data in regards to different races living in America and their access to things such as education, wealth, justice, healthcare, etc.*
- *Communicate their understandings in short presentations, written texts and through class discussion protocols.*

### **Suggested Activities**

- *Students participate in class discussions in small groups, with partners and as a whole class (w/follow-up).*
- *Students will engage in current event analysis, in which they will find and analyze news articles connected with race.*
- *Students will read and negotiate texts w/ annotation and written responses.*
- *Partner interviews w/ a classmate about race will provide opportunities for students to engage in respectful dialogue around key issues*
- *Students will write about and share their own personal experiences regarding racism/discrimination.*
- *Students will situate themselves and current issues in their historical contexts: e.g. the Civil Rights Movement*
- *Students will explore issues in their contemporary contexts: e.g. current civil rights and social justice groups regarding race*
- *Students will read and form opinions on controversial topics such as:*
  - o *Black Lives Matter*
  - o *historically black universities*
- *Students will participate in in-class writings and discussions on topics such as:*
  - o *How has race affected you?*
  - o *Is racism inevitable?*
  - o *Who are your friends? Do your friendships cross racial boundaries? Why do you think that is?*
  - o *What would America look like if racism didn't exist?*

### **Suggested Assessment**

**Formative:**

- *in-class discussions*
- *quick writes*
- *reading annotations*
- *reading responses*

**Summative:**

- *Students will learn the history of their race and ethnicity by interviewing family, friends, etc. as well as conducting research. They will use this information to write an essay explaining what life in America is like for different races, and use historical evidence to back up their assertions. They will use information from the interviews as well as class discussions and readings for this evidence.*
- *Students will research a contemporary civil rights group that works towards racial equality. They will create a fact-sheet about the organization, explaining how and why it originated and what its main goals are today.*

## UNIT III: Deconstructing Gender

*Students will learn how cultural differences and identities regarding gender are both created and perpetuated in society. They will also dig deeper into how their own identities and lives have been shaped by gender. We will also discuss gender in terms of group identity and culture, not only focusing on sexism but also on pride, empowerment and a source of unity.*

### Standards Addressed

#### Literacy Standards for History/Social Science Reading:

CCSS.ELA-LITERACY.RH.9-10.1

CCSS.ELA-LITERACY.RH.9-10.2

CCSS.ELA-LITERACY.RH.9-10.3

CCSS.ELA-LITERACY.RH.9-10.4

CCSS.ELA-LITERACY.RH.9-10.5

CCSS.ELA-LITERACY.RH.9-10.10

#### Literacy Standards for History/Social Science Writing:

CCSS.ELA-LITERACY.WHST.9-10.2

CCSS.ELA-LITERACY.WHST.9-10.10

#### Speaking and Listening CCSS:

CCSS.ELA-LITERACY.SL.9-10.1

CCSS.ELA-LITERACY.SL.9-10.2

CCSS.ELA-LITERACY.SL.9-10.3

CCSS.ELA-LITERACY.SL.9-10.4

CCSS.ELA-LITERACY.SL.9-10.5

CCSS.ELA-LITERACY.SL.9-10.6

### Instructional Objectives

*Students will be able to answer the following essential questions:*

- *What is gender?*
- *How has gender been historically constructed in the United States?*
- *How do race and gender intersect to create deeper levels of identity and oppression?*

*Students will be able to:*

- *explain the difference between sex and gender as they read and annotate texts and respond to readings and films in discussions*
- *identify and analyze the importance of their gender to their sense of self and communicate their ideas in their final writing task: Gender Autobiography*
- *describe the historical construction of sexism in the United States*
- *analyze and compare statistical data in regards to different sexes and genders living in America and their access to things such as education, wealth, justice, healthcare, etc. in their negotiation of current events, their analyses of texts, videos and other forms of multimedia.*

### **Suggested Activities**

- *Students participate in class discussions in small groups, with partners and as a whole class (w/ follow-up).*
- *Students will engage in current event analysis, in which they will find and analyze news articles connected with gender.*
- *Students will read and negotiate texts w/ annotation and written responses.*
- *Partner interviews w/ a classmate about gender will provide opportunities for students to engage in respectful dialogue around key issues*
- *Students will write about and share their own personal experiences regarding sexism/ discrimination.*
- *Students will situate themselves and current issues in their historical contexts: e.g. the women's suffrage movement, women's liberation movement, gay rights movement, etc.*
- *Students will explore issues in their contemporary contexts: e.g. current civil rights and social justice groups regarding gender, the 2016 election, current politics.*
- *compare Title IX of the Education Amendments with statistics about graduation rates, access to advanced courses, college/ university majors, etc.*
- *Students will read and form opinions on controversial topics such as:*
  - o *Feminist vs. Feminazi*
  - o *the Draft*
  - o *the wage gap*
- *Students will participate in in-class writings and discussions on topics such as:*
  - o *How has sex affected you? Gender?*
  - o *Is sexism inevitable?*
  - o *What would America look like if sexism didn't exist?*
  - o *article: Trans Rights and Bathroom Access Laws: A History Explained*

### **Suggested Assessment**



**Formative:**

- *in-class discussions*
- *quick writes*
- *reading annotations*
- *reading responses*

**Summative:**

- *Students will write a gender autobiography, drawing on their readings and reflecting on how their lives have been shaped by their parents'/guardians' understanding of gender as well as current societal understandings of gender. By the end of the assignment students should be able to demonstrate their intellectual understanding of the social construction of gender as well as the ways in which it has impacted their lives.*
- *Students will research a contemporary civil rights group that works towards racial equality. They will create a fact-sheet about the organization, explaining how and why it originated and what its main goals are today.*

**UNIT IV: Deconstructing Class**

*Students will learn how cultural differences and identities regarding class are both created and perpetuated in society. They will also dig deeper into how their own identities and lives have been shaped by the class that they were born into. Students will learn about social stratification and social mobility, as well as the causes of homelessness and why people stay poor. Students will also identify their own class and how that has shaped their access to resources such as education, social status, prestige, food, health, etc.*

### **Standards Addressed**

#### **Literacy Standards for History/Social Science Reading:**

CCSS.ELA-LITERACY.RH.9-10.1

CCSS.ELA-LITERACY.RH.9-10.2

CCSS.ELA-LITERACY.RH.9-10.3

CCSS.ELA-LITERACY.RH.9-10.5

CCSS.ELA-LITERACY.RH.9-10.7

CCSS.ELA-LITERACY.RH.9-10.8

CCSS.ELA-LITERACY.RH.9-10.9

CCSS.ELA-LITERACY.RH.9-10.10

#### **Literacy Standards for History/Social Science Writing:**

CCSS.ELA-LITERACY.WHST.9-10.1

CCSS.ELA-LITERACY.WHST.9-10.2

CCSS.ELA-LITERACY.WHST.9-10.7

CCSS.ELA-LITERACY.WHST.9-10.8

CCSS.ELA-LITERACY.WHST.9-10.9

CCSS.ELA-LITERACY.WHST.9-10.10

#### **Speaking and Listening CCSS:**

CCSS.ELA-LITERACY.SL.9-10.1

CCSS.ELA-LITERACY.SL.9-10.2

CCSS.ELA-LITERACY.SL.9-10.3

CCSS.ELA-LITERACY.SL.9-10.4

CCSS.ELA-LITERACY.SL.9-10.5

CCSS.ELA-LITERACY.SL.9-10.6

### **Instructional Objectives**

*Students will be able to answer the following essential questions:*

- *What is class?*

- *What is social mobility?*
- *How does poverty influence a student's education?*
- *How do race, class and gender intersect to create deeper levels of identity and oppression?*

*Students will be able to:*

- *define and explain social stratification*
- *distinguish between living in poverty and being poor*
- *analyze minimum wage and decide whether it is actually a "living wage"*
- *explain the causes of poverty and how it is perpetuated in American society*

### **Suggested Activities**

- *Students participate in class discussions in small groups, with partners and as a whole class (w/ follow-up).*
- *Students will engage in current event analysis, in which they will find and analyze news articles connected with social stratification/ class.*
- *Students will read and negotiate texts w/ annotation and written responses.*
- *Partner interviews w/ a classmate about class will provide opportunities for students to engage in respectful dialogue around key issues*
- *Students will write about and share their own personal experiences regarding class/ classism/ social stratification.*
- *Students will examine consumer culture in America and how it reinforces the class system*
- *contemporary context: statistics on homelessness, poverty, etc.*
- *Students will learn about, discuss and write about topics such as:*
  - o *The reality of pulling yourself up by the bootstraps*
  - o *Regarding poverty, what is the government's responsibility?*
  - o *How has class affected your life?*
  - o *Is poverty inevitable?*
- *Students will compare different definitions of poverty, including the government definition of poverty vs. how much it costs to actually survive and thrive in our community.*
- *Students will analyze statistics about topics such as:*
  - o *unemployment rates by race and ethnicity*
  - o *homelessness, poverty*
  - o *race and poverty in regards to AP classes*
- *Students will read the article, "How School Taught me I Was Poor"*
- *Students will read the article, "The Question of Class"*
- *Students will explore issues in their contemporary contexts: e.g. current laws regarding the homeless, services available, affirmative action, etc.*
- *Students will read and form opinions on controversial topics such as:*
  - o *welfare*
  - o *the causes of homelessness*
  - o *the racial gap compared to the poverty gap*

## **Suggested Assessment**

- *Students will write an informative/explanatory paper analyzing their own ideas and assumptions that they have made about people based on class.*
- *Students will research one of the Richest People in America. They will research their background and how they became wealthy. Did the class that they were born into help them acquire and accumulate wealth? Students will compare how their lives growing up compare to the person they researched. Students will communicate their findings in a short research presentation.*
- *Response Paper to People Like Us: Social Class in America*

## **UNIT V: Systems of Privilege and Oppression**

*Students will examine systems of privilege and oppression including race, class, sex, ethnicity, physical ability, age, and sexual identity. Students will be asked to apply this understanding within institutions of their daily lives, including schools and work.*

## **Standards Addressed**

### **Literacy Standards for History/Social Science Reading:**

CCSS.ELA-LITERACY.RH.9-10.1

CCSS.ELA-LITERACY.RH.9-10.2

CCSS.ELA-LITERACY.RH.9-10.7

CCSS.ELA-LITERACY.RH.9-10.8

### **Literacy Standards for History/Social Science Writing:**

CCSS.ELA-LITERACY.WHST.9-10.6

CCSS.ELA-LITERACY.WHST.9-10.7

CCSS.ELA-LITERACY.WHST.9-10.8

CCSS.ELA-LITERACY.WHST.9-10.9

CCSS.ELA-LITERACY.WHST.9-10.10

### **Speaking and Listening CCSS:**

CCSS.ELA-LITERACY.SL.9-10.1

CCSS.ELA-LITERACY.SL.9-10.2

CCSS.ELA-LITERACY.SL.9-10.3

CCSS.ELA-LITERACY.SL.9-10.4

CCSS.ELA-LITERACY.SL.9-10.5

CCSS.ELA-LITERACY.SL.9-10.6

## **Instructional Objectives**

*Students will be able to answer the following essential questions:*

- *What is power and who has it?*
- *What is privilege and who has it?*
- *How do systems of power and privilege contribute to oppression?*
- *What are “Dominant Narratives”?*

*Students will be able to:*

- *distinguish between power and privilege*
- *recognize their own privilege and how it benefits them, as well as how it impacts daily life*
- *recognize and engage with dominant narratives*
- *distinguish between equity and equality*

## **Suggested Activities**

- *Students participate in class discussions in small groups, with partners and as a whole class (w/ follow-up).*
- *Students will engage in current event analysis, in which they will find and analyze news articles connected with power and privilege.*

- *Students will read and negotiate texts w/ annotation and written responses.*
- *Partner interviews w/ a classmate about power and privilege will provide opportunities for students to engage in respectful dialogue around key issues*
- *Students will write about and share their own personal experiences regarding power and privilege.*
- *Students will read and form opinions on controversial topics such as:*
  - o *white privilege*
  - o *the glass ceiling*
  - o *rape culture*
- *Students will read the article, “Institutionalized Discrimination”*
- *Students will read the article, “Tainted ‘Justice’ at the EPA”*
- *Students will analyze textbooks in an attempt to identify the dominant narrative.*
- *Students will explore issues in their contemporary contexts: e.g. politics and politicians,*
- *Students will watch the TED Talk “The Power of Privilege” and respond in writing and discussion*
- *Students will learn about the different types of privilege, using the Big 8/10 identifiers that were discussed in Unit 1*

### **Suggested Assessment**

#### **Formative:**

- *in-class discussions*
- *quick writes*
- *reading annotations*
- *reading responses*

#### **Summative:**

- *Students will compare data from JFK (graduation rate, AP students, suspension rates, etc.) to a school with different demographics. They will analyze the differences and use them to identify the systems of power and privilege here on the JFK campus.*
- *Invisible Knapsacks - in self-selected groups (by different types of privilege), students will dig into that specific privilege by reading a list of examples of that privilege and then, as a group, responding to prompts. They will then individually answer the question “Why is it important to be aware of privilege and how can we use our privilege to create positive change?”*

## **UNIT VI: Historical Movements for Equality**

*Students will trace the development social justice movements such as the women’s movement, civil rights, etc., as well as acts of resistance by women, people of color, and working class in the United States. They will focus on the goals and motivations of each movement, and will analyze the success and significance of them. Students will learn about how gender roles, class, and race categories in the United States have changed over time, which has led to changes in different civil rights movements.*

### **Standards Addressed**

#### **Literacy Standards for History/Social Science Reading:**

CCSS.ELA-LITERACY.RH.9-10.1

CCSS.ELA-LITERACY.RH.9-10.2

CCSS.ELA-LITERACY.RH.9-10.3  
CCSS.ELA-LITERACY.RH.9-10.5  
CCSS.ELA-LITERACY.RH.9-10.7  
CCSS.ELA-LITERACY.RH.9-10.8  
CCSS.ELA-LITERACY.RH.9-10.9  
CCSS.ELA-LITERACY.RH.9-10.10

**Literacy Standards for History/Social Science Writing:**

CCSS.ELA-LITERACY.WHST.9-10.2  
CCSS.ELA-LITERACY.WHST.9-10.7  
CCSS.ELA-LITERACY.WHST.9-10.8  
CCSS.ELA-LITERACY.WHST.9-10.9  
CCSS.ELA-LITERACY.WHST.9-10.10

**Speaking and Listening CCSS:**

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CCSS.ELA-LITERACY.SL.9-10.2  
CCSS.ELA-LITERACY.SL.9-10.3  
CCSS.ELA-LITERACY.SL.9-10.4  
CCSS.ELA-LITERACY.SL.9-10.5  
CCSS.ELA-LITERACY.SL.9-10.6

**Instructional Objectives**

*Students will be able to answer the following essential questions:*

- *How have historical movements for equality developed over time?*
- *What are some of the ways that people choose to face injustice?*
- *Which movements in history were the most effective and why?*

*Students will be able to:*

- *explain the historical importance of historical movements for equality including, but not limited to:*
  - o *Civil Rights Movement*
  - o *women's movement*
  - o *labor movement*
  - o *Chicano Movement*



- *American Indian Movement*
- *LGBT and gay liberation*
- *gender equality*
- *economic justice movements*
- *connect historical movements to their contemporary counterparts and trace the evolution and change of the movements over time*
- *research local organizations that are currently working towards equality*

### **Suggested Activities**

- *Students participate in class discussions in small groups, with partners and as a whole class (w/ follow-up).*
- *Students will read and negotiate texts w/ annotation and written responses.*
- *Students will read about and form opinions on topics such as:*
  - *Black Lives Matter vs. All Lives Matter*
  - *#MeToo*
- *Students will examine contemporary forms of activism, including social media and music.*

### **Suggested Assessment**

*Research: Students will research a current event focusing on a civil rights issue related to race, class, and/or gender. They will then also research the long-term historical systems and events that have brought this issue to its current state. They will also research local organizations working towards justice regarding that particular civil rights issue. Students will need to contact the organization and interview someone there about what is being done and what still needs to be done. They will then come up with an action plan for anyone that wants to get involved.*

*Students will research and create timelines tracing the origins of equality movements to where they are today. They will use this information to write an argument responding to the question, “Which social movement has had the most lasting impact? How?”*

## **UNIT VII: Crime and The Justice System**

*Students will analyze crime statistics, both in regards to the perpetrators, as well as the victims. Students will connect the criminal justice system with issues of systemic abuse like inmate abuse, racial profiling, inequality in the implementation of the death penalty, prison overcrowding, recidivism, rehabilitation programs and alternative sentencing.*

### **Standards Addressed**

#### **Literacy Standards for History/Social Science Reading:**

CCSS.ELA-LITERACY.RH.9-10.1

CCSS.ELA-LITERACY.RH.9-10.2

CCSS.ELA-LITERACY.RH.9-10.3

CCSS.ELA-LITERACY.RH.9-10.10

#### **Literacy Standards for History/Social Science Writing:**

CCSS.ELA-LITERACY.WHST.9-10.1  
CCSS.ELA-LITERACY.WHST.9-10.3  
CCSS.ELA-LITERACY.WHST.9-10.4  
CCSS.ELA-LITERACY.WHST.9-10.5  
CCSS.ELA-LITERACY.WHST.9-10.6  
CCSS.ELA-LITERACY.WHST.9-10.7  
CCSS.ELA-LITERACY.WHST.9-10.8  
CCSS.ELA-LITERACY.WHST.9-10.9  
CCSS.ELA-LITERACY.WHST.9-10.10

### **Speaking and Listening CCSS:**

CCSS.ELA-LITERACY.SL.9-10.1  
CCSS.ELA-LITERACY.SL.9-10.2  
CCSS.ELA-LITERACY.SL.9-10.3  
CCSS.ELA-LITERACY.SL.9-10.4  
CCSS.ELA-LITERACY.SL.9-10.5  
CCSS.ELA-LITERACY.SL.9-10.6

### **Instructional Objectives**

*Students will be able to answer the following essential questions:*

- *How does the criminal justice system symbolize and perpetuate systemic oppression against people based on race, class and gender?*
- *What are justice and injustice?*
- *How does the U.S. legal system affect different groups of people, and how can they help achieve justice in their community?*

*Students will be able to:*

- *define justice and injustice*
- *analyze the criminal justice system and crime from various perspectives*
- *understand and use statistics to make and defend positions*
- *recognize and challenge the dominant narrative regarding both crime and justice in America*

### **Suggested Activities**

- *Students participate in class discussions in small groups, with partners and as a whole class (w/ follow-up).*
- *Students will engage in current event analysis, in which they will find and analyze news articles connected with the criminal justice system and crime, related to race, class and/or gender .*

- *Students will read and negotiate texts w/ annotation and written responses.*
- *Partner interviews w/ a classmate about crime and the justice system will provide opportunities for students to engage in respectful dialogue around key issues*
- *Students will write about and share their own personal experiences regarding crime and the justice system*
- *Students will read and form opinions on controversial topics such as:*
  - o *capital punishment*
  - o *school to prison pipeline*
  - o *Blue Lives Matter*
  - o *absolute immunity of prosecutors and DA's*
  - o *victim blaming*
- *Students will read "Race in the Criminal Justice System"*
- *Students will read the article, "Where do we go after Ferguson?"*
- *Students will read the article, "How Safe is America?"*
- *Students will read the article, "No Equal Justice: Race & Class in the American Justice System"*
- *Students will analyze news media (tv, online, etc.) for the portrayal of different groups of people perpetrating crimes*
- *Students will watch the TED Talk "Am I Not Human?" and respond in writing and discussion*
- *Students will analyze statistics on the following:*
  - o *Who is committing crimes? Breakdown by race, class and gender*
  - o *Who is incarcerated? Breakdown by race, class and gender*
  - o *Who is on death row? Breakdown by race, class and gender*
  - o *Who is arrested? Breakdown by race, class and gender*

## **Suggested Assessment**

### **Formative:**

- *in-class discussions*
- *quick writes*
- *reading annotations*
- *reading responses*

### **Summative:**

- *Project: As a class, students will come up with a list of the issues with our criminal justice system. They will then, in pairs, be assigned one issue that they will research further. How did this come about? Who is it affecting? Has anyone tried to fix it? What still needs to be done?*
- *Students will research new ideology surrounding the idea of getting rid of prisons. They will then make an argument, using evidence, on whether the United States should abolish the prison system.*

## **UNIT VIII: Stereotypes and the Media**

*Students will learn about different stereotypes regarding race, class and gender and how these stereotypes reinforce and intensify racism, sexism and classism. They will examine their own preconceived ideas and the stereotypes that they consciously or unconsciously use to navigate the world around them. Students will also analyze and compare different types of media and the portrayal of race, class and gender in music, movies, television, advertisements, magazines, etc.*

### **Standards Addressed**

#### **Literacy Standards for History/Social Science Reading:**

CCSS.ELA-LITERACY.RH.9-10.1

CCSS.ELA-LITERACY.RH.9-10.2

CCSS.ELA-LITERACY.RH.9-10.3

CCSS.ELA-LITERACY.RH.9-10.4

CCSS.ELA-LITERACY.RH.9-10.5

CCSS.ELA-LITERACY.RH.9-10.6

CCSS.ELA-LITERACY.RH.9-10.7

CCSS.ELA-LITERACY.RH.9-10.8

CCSS.ELA-LITERACY.RH.9-10.9  
CCSS.ELA-LITERACY.RH.9-10.10

**Literacy Standards for History/Social Science Writing:**

CCSS.ELA-LITERACY.WHST.9-10.2  
CCSS.ELA-LITERACY.WHST.9-10.3  
CCSS.ELA-LITERACY.WHST.9-10.4  
CCSS.ELA-LITERACY.WHST.9-10.5  
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CCSS.ELA-LITERACY.WHST.9-10.7  
CCSS.ELA-LITERACY.WHST.9-10.8  
CCSS.ELA-LITERACY.WHST.9-10.9  
CCSS.ELA-LITERACY.WHST.9-10.10

**Speaking and Listening CCSS:**

CCSS.ELA-LITERACY.SL.9-10.1  
CCSS.ELA-LITERACY.SL.9-10.2  
CCSS.ELA-LITERACY.SL.9-10.3  
CCSS.ELA-LITERACY.SL.9-10.4  
CCSS.ELA-LITERACY.SL.9-10.5  
CCSS.ELA-LITERACY.SL.9-10.6

**Instructional Objectives**

*Students will be able to answer the following essential questions:*

- *How do stereotypes reinforce systems of oppression in the United States?*
- *How does the media shape our lives and our perceptions of others?*
- *How does the media reinforce systems of oppression in the United States?*

*Students will be able to:*

- *identify stereotypes in everyday life/ society*
- *identify stereotypes in different forms of media*
- *recognize the dominant narrative portrayed by the media*
- *challenge stereotypes and the dominant narrative*
- *come up with an alternative narrative*

**Suggested Activities**

- *Students participate in class discussions in small groups, with partners and as a whole class (w/ follow-up).*
- *Students will read and negotiate texts w/ annotation and written responses.*

- Partner interviews w/ a classmate about stereotypes will provide opportunities for students to engage in respectful dialogue around key issues
- Students will write about and share their own personal experiences regarding stereotypes
- Students will read and form opinions on controversial topics such as:
  - o gender and beauty
  - o team mascots
  - o fatphobia
  - o cultural appropriation/ assimilation
- Students will read “Beyond Stereotyping”
- Students will read “Racist Stereotyping in the English Language”
- Students will watch the TED Talks “Unconscious Bias” and “The Science of Stereotypes” and respond in writing and discussion

### **Suggested Assessment**

#### **Formative:**

- in-class discussions
- quick writes
- reading annotations
- reading responses

#### **Summative:**

- Students will keep a log for one week in which they identify stereotypes in the media. They will need to keep track of stereotypes that they notice in tv shows, commercials, movies, music, etc. They will need to record the following
  - name of the show, movie, song, etc.
  - the stereotype portrayed
  - how did it make you feel when you noticed the stereotype?
- Afterwards, they will answer the following:
  - What biases or gaps can you identify in the media?
  - What issues are being talked about in the media?
  - What and who is being left out?
  - How are certain groups portrayed by the media?
- Students will answer the question, “Is there a place in society for stereotypes? Do they serve a purpose?”
- Students will write a personal narrative of a time in their life that they experienced biased behavior due to their race, age, class, gender, or what they were wearing. They will explain the situation:
  - How did you know that you were being judged?
  - What words or actions were directed at you because of assumptions or stereotypes being made about you?
  - Why do you think those assumptions were being made about you?

- *How did the experience make you feel at the time?*
  - *How does the experience make you feel now that you are looking back on it ?*
  - *How did the experience make you feel?*
  - *Did you say/ do anything in response to the situation?*
  - *Is there anything that you would go back and change about the experience?*
- *Students will research a historical figure that broke stereotypical boundaries (race, class, gender, etc.). They will not only give a history of what they did, but also look into the backlash/ response to them. They will also look at the long-term significance of their accomplishments.*

## **UNIT IX: Looking Forward**

*As the culminating unit of the class, students will complete a final project in which they take information they have learned over the course of the year and apply it to their own community and school, coming up with an action plan to move towards greater racial, class and gender equity.*

### **Standards Addressed**

#### **Literacy Standards for History/Social Science Reading:**

CCSS.ELA-LITERACY.RH.9-10.1

CCSS.ELA-LITERACY.RH.9-10.2

CCSS.ELA-LITERACY.RH.9-10.3

CCSS.ELA-LITERACY.RH.9-10.4

CCSS.ELA-LITERACY.RH.9-10.5

CCSS.ELA-LITERACY.RH.9-10.6

CCSS.ELA-LITERACY.RH.9-10.7

CCSS.ELA-LITERACY.RH.9-10.8

CCSS.ELA-LITERACY.RH.9-10.9

CCSS.ELA-LITERACY.RH.9-10.10

#### **Literacy Standards for History/Social Science Writing:**



CCSS.ELA-LITERACY.WHST.9-10.1  
CCSS.ELA-LITERACY.WHST.9-10.2  
CCSS.ELA-LITERACY.WHST.9-10.3  
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CCSS.ELA-LITERACY.WHST.9-10.5  
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CCSS.ELA-LITERACY.WHST.9-10.7  
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CCSS.ELA-LITERACY.WHST.9-10.10

### **Speaking and Listening CCSS:**

CCSS.ELA-LITERACY.SL.9-10.1  
CCSS.ELA-LITERACY.SL.9-10.2  
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CCSS.ELA-LITERACY.SL.9-10.4  
CCSS.ELA-LITERACY.SL.9-10.5  
CCSS.ELA-LITERACY.SL.9-10.6

### **Instructional Objectives**

*Students will be able to answer the following essential questions:*

- *How do we / should we move forward as a society? What role do we have in initiating and pushing forward change?*
- *What keeps people from getting involved in fighting injustice?*

*Students will be able to:*

- *identify problems in our school and community related to race, class and gender*
- *conduct research, interviews, etc. about an issues that they have identified*
- *create an action plan with actual steps to move towards change*

### **Suggested Activities**

- *Students participate in class discussions in small groups, with partners and as a whole class (w/ follow-up).*
- *As a class, students will identify issues of concern at John F. Kennedy and the surrounding community, or the neighborhoods tin which they live.*
- *In groups, students will choose a focal issue and will conduct research (including interviews, surveys, observations, etc.) to gain information about how that issue affects the student population or the community*

- *Students will come up with suggestions (and actionable steps) to raise awareness/ attention about the issue*
- *Students will create an action plan/ activist plan in which they come up with suggestions on how to improve/ fix the issue they have researched*
- *Students will follow through on at least one of the suggestions in their action plan and write a follow-up report.*

### **Suggested Assessment**

- *Final Project: Students will look at current issues of concern in the school and community in relation to what we've talked about in class. They'll choose a topic to focus on, and create an activist project/ action plan in which they address the inequalities that they have discovered. They'll need to do interviews, surveys, observation and research before coming up with a proposal in which they suggest ways to garner attention for the issue that they have discovered. Students will be expected to come up with a goal or action that they will follow up on and report back to the class.*





## **COURSE OF STUDY**

**FOR**

### ***Coding for Mathematics MQR410/MQR411***

Segment

High School

Length of Course

One Year

Developed by

*JFK Math Department*

First Edition

Fall, 2019

# SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

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**SECTION TWO — COURSE UNITS**

- Unit I: Console Interaction with Python
- Unit II: Conditionals and Looping
- Unit III: Functions
- Unit IV: Lists
- Unit V: Intro to Swift and Interface Building
- Unit VI: Intro to UIKit
- Unit VII: Navigation and Workflows

# ***Coding for Mathematics***

## **SECTION ONE — GENERAL INFORMATION**

### **COURSE DESCRIPTION**

Students will learn the elements of coding while completing task-based projects that will eventually culminate into a larger body of work. In doing so, students will gain new insights into the algorithmic nature of problem solving, as well as gain a basic understanding of how programs and apps are constructed.

### **RATIONALE**

This course will provide an entry-level experience in programming. The class will link elements of programming in the Python and Swift languages to the mathematics curricula at JFK. JFK does not currently have a class that covers programming. Many students have expressed their interest in the skill.

### **COURSE GOALS**

Upon completion of this course, students will be able to:

- Create programs that solve/explore subject matter from the math and science classes they were previously/currently enrolled in.
- Define and acquire variables from a user, then use those variables to compute/develop/inquire the goal the program.
- Apply mathematical operators to obtain information that is too laborious to gather by hand.
- Check for true/false conditions and understand how they are integral part of the framework of programming.
- Establish a loop to that empowers the programmer to check for multiple conditions and allows the user the to path their way through a program to meet their needs.
- Diagnose and debug a program that is not functioning properly.
- Design simple apps that can be operated through an appropriate user interface.

## **COURSE STANDARDS**

California K-12 Computer Science Standards:

- Design algorithms to solve computational problems using a combination of original and existing algorithms (9-12.AP.12)
- Create more generalized computational solutions using collections instead of repeatedly using simple variables (9-12.AP.13)
- Justify the selection of specific control structures by identifying tradeoffs associated with implementation, readability, and performance (9-12.AP.14)
- Document decisions made during the design process using text, graphics, presentations, and/or demonstrations in the development of complex programs (9-12.AP.22)
- Translate between different representations of data abstractions of real-world phenomena, such as characters, numbers, and images (9-12.DA.8)
- Demonstrate ways a given algorithm applies to problems across disciplines (9-12.IC.25)
- Implement searching and sorting algorithms to solve computational problems (9-12S.AP.12)
- Develop programs for multiple computing platforms (9-12S.AP.20)
- Use version control systems, integrated development environments (IDEs), and collaborative tools and practices (e.g., code documentation) while developing software within a group (9-12S.AP.25)
- Compare multiple programming languages, and discuss how their features make them suitable for solving different types of problems (9-12S.AP.26)

## **INSTRUCTIONAL MATERIALS**

The materials that will be used are free from various websites that encourage the use of the information. Projects and assessments will be written by the instructor.

## **SUPPLEMENTARY MATERIALS:**

## **SUGGESTED AVERAGE TIME FOR COVERING MAJOR UNITS**

Unit 1: Console Interaction with Python	25 days
Unit 2: Conditionals and Looping	25 days



Unit 3: Functions	20 days
Unit 4: Lists	20 days
Unit 5: Intro to Swift and Interface Building	30 days
Unit 6: Intro to UIKit	30 days
Unit 7: Navigation and Workflows	30 days

#### **TEACHER RESOURCES**

- [khanacademy.org/computing/](https://www.khanacademy.org/computing/)
- [code.org](https://www.code.org/)

#### **RECOMMENDED STUDENT RESOURCES**

- [khanacademy.org/computing/](https://www.khanacademy.org/computing/)
- [code.org](https://www.code.org/)

## SECTION TWO — COURSE UNITS

### UNIT I: Console Interaction with Python

Unit 1 focuses on acquainting students with the Python console and programming environment they will be working with throughout the first semester. Students will create basic programs that can take in different data types as an input, store this data in variables, and then output the results. Students will also manipulate numerical data with fundamental math operations.

#### Standards Addressed

California K-12 Computer Science Standards in Unit 2:  
; 9-12.AP.22; 9-12S.AP.25

#### Instructional Objectives

Students will be able to:

- Print messages and variables to the console
- Recognize syntax errors
- Store data in variables
- Read input from a user
- Print out text and numerical data
- Use basic math operations (+ - \* / \*\*)
- Comment their code to make it clear and understandable for others

#### Suggested Activities

Developing a time conversion program. The program will prompt the user to enter in a time of their choosing. The program then converts the time to a different time zone of the student's choosing.

#### Suggested Assessment

Formative Assessment Strategies

- Use informal formative assessment strategies on a daily basis, for example, in the form of exit tickets, individual whiteboards, and/or student engagement in small group and whole group discussions

Summative Assessment Strategies

- Summative assessments for this course will be in the form of projects, both individual and group-based, where students create programs that accomplish tasks like those mentioned in the suggested activities.

## UNIT II: Conditionals and Looping

Unit 2 will expand on the skills students developed in Unit 1 by introducing the concepts of conditionals and loops. Students will learn how to compare values, check for conditions, and create programs that make decisions based on these results. In addition, they will use loops to repeat sections of code. The unit will culminate in developing programs that employ these techniques.

### Standards Addressed

California K-12 Computer Science Standards in Unit 2:  
9-12.AP.14

### Instructional Objectives

Students will be able to:

- Use the if/elif/else control structure
- Understand the difference between assignment and comparison
- Make comparisons using ( $>$   $<$   $=$   $!=$   $>=$   $<=$ )
- Loop over a range of numbers
- Sum numbers using a loop
- Use counters to step in loops

### Suggested Activities

- Building an age guessing program that guesses the user's age and systematically adjusts its guess until it is correct.
- Creating a factoring program that can factor any integer given to it by the user. This can be expanded into a quadratic factoring program later in the course.

### Suggested Assessment

#### Formative Assessment Strategies

- Use informal formative assessment strategies on a daily basis, for example, in the form of exit tickets, individual whiteboards, and/or student engagement in small group and whole group discussions

#### Summative Assessment Strategies

- Summative assessments for this course will be in the form of projects, both individual and group-based, where students create programs that accomplish tasks like those mentioned in the suggested activities.

## UNIT III: Functions

This unit focuses on functions. Students will incorporate coding skills they have learned up to this point into building functions that can be called at any point in a program.

### Standards Addressed

California K-12 Computer Science Standards in Unit 3:  
9-12.IC.25; 9-12.DA.8

### Instructional Objectives

Students will be able to:

- Use functions to support modularity in developing programs.
- Simplify code by implementing functions to reduce repetitive blocks
- Pass different types of variables into a function
- Utilize a Random Number Generator and understand its potential applications

### Suggested Activities

- Creating a function that converts between any two units of measurement. A simple example would be converting from Fahrenheit to Celsius and vice-versa. Once students have a working program for one type of conversion, they can expand their code so that the user is able to choose from a variety of unit conversions.
- Creating a function that converts between two types of data, as would be necessary in a program for conversion between two types of files; for example, students could convert text from ASCII to Unicode by designing and implementing simple function.
- Creating a function that outputs a random number within certain specifications provided by the user. This type of code will be designed so that it is quick and easy to modify it to tailor it to many different applications; for example, the random number generated could be used for a statistics simulation, or with a slight change of code be reapplied to select the winner of a lottery.

### Suggested Assessment

Formative Assessment Strategies

- Use informal formative assessment strategies on a daily basis, for example, in the form of exit tickets, individual whiteboards, and/or student engagement in small group and whole group discussions

### Summative Assessment Strategies

- Summative assessments for this course will be in the form of projects, both individual and group-based, where students create programs that accomplish tasks like those mentioned in the suggested activities.

## UNIT IV: Lists

Unit 4 introduces the idea of lists and how they can be used to store and organize data. Students will be able to apply previously learned coding techniques to search through lists, alter specific values, and organize them according to various sorting algorithms.

### Standards Addressed

California K-12 Computer Science Standards in Unit 4: 9-12.AP.13; 9-12S.AP.12

### Instructional Objectives

Students will be able to:

- Access and modify elements in a list
- Sort and reverse a list
- Create a list to store multiple values
- Work with more advanced data structures, such as 2D lists and Dictionaries

### Suggested Activities

Create a program that can automatically provide basic statistical measure such as mean, median, and deviation for data that the user inputs.

### Suggested Assessment

### Formative Assessment Strategies

- Use informal formative assessment strategies on a daily basis, for example, in the form of exit tickets, individual whiteboards, and/or student engagement in small group and whole group discussions

### Summative Assessment Strategies

- Summative assessments for this course will be in the form of projects, both individual and group-based, where students create programs that accomplish tasks like those mentioned in the suggested activities.

## **UNIT V: Intro to Swift and Interface Building**

Unit 5 reexamines many of the concepts and skills learned in the previous units and gives insight into how they are applied in the Swift programming environment. Students will also be introduced to the concept of creating an interface for the user to interact with, as well as some basic concepts of app design.

### **Standards Addressed**

California K-12 Computer Science Standards in Unit 6:  
9-12.AP.17; 9-12S.AP.20; 9-12S.AP.25; 9-12S.AP.26

### **Instructional Objectives**

Students will be able to:

- Create programs that accomplish the same task as ones they have previously created in Python
- Create programs using pre-constructed modules and libraries
- Navigate through the Xcode IDE for Swift
- Compare and contrast the features of Python and Swift

### **Suggested Activities**

Students can convert any of their previous projects they wrote in Python into one that accomplishes the same task in Swift. They can then implement their program through a simple user interface. Students can then reflect upon the advantage each language offered; for example, perhaps Python contained a

library that made the code simpler to write, but the app-oriented nature of Swift made creating a mobile version much simpler.

## **Suggested Assessment**

### Formative Assessment Strategies

- Use informal formative assessment strategies on a daily basis, for example, in the form of exit tickets, individual whiteboards, and/or student engagement in small group and whole group discussions

### Summative Assessment Strategies

- Summative assessments for this course will be in the form of projects, both individual and group-based, where students create programs that accomplish tasks like those mentioned in the suggested activities.

## **UNIT VI: Intro to UIKit**

Unit 6 further expands on constructing interfaces by introducing them to the UIKit. Here they will learn to add buttons, sliders, and other features that are commonly used in apps.

### **Standards Addressed**

California K-12 Computer Science Standards in Unit 6:  
9-12.AP.12; 9-12.AP.22; 9-12S.AP.25

### **Instructional Objectives**

Students will be able to:

- Design algorithms to solve computational problems using a combination of original and existing algorithms
- Document their development in the process of creating apps
- Use more advanced features in the Xcode environment

### **Suggested Activities**

Building an app that serves as a simple word guessing game. The user has a limited number of tries to guess the letters in a word randomly selected from a list. Students will spend time commenting their code and planning the assembly of the final app through the use of basic flow charts. This will culminate in group presentations of the final app to the rest of the class.

### **Suggested Assessment**

#### **Formative Assessment Strategies**

- Use informal formative assessment strategies on a daily basis, for example, in the form of exit tickets, individual whiteboards, and/or student engagement in small group and whole group discussions

#### **Summative Assessment Strategies**

- Summative assessments for this course will be in the form of projects, both individual and group-based, where students create programs that accomplish tasks like those mentioned in the suggested activities.



## **UNIT VII: Navigation and Workflows**

Unit 7 focuses on creating apps with multiple views that are connected in a logical and concise manner.

### **Standards Addressed**

California K-12 Computer Science Standards in Unit 7: 9-12.AP.22; 9-12S.AP.25

### **Instructional Objectives**

Students will be able to:

- Develop an app that can accomplish a set of related multiple tasks
- Create tools to help them and their peers with studying a variety of topics
- Apply algorithms to solve a variety of real-world problems

### **Suggested Activities**

Designing a quiz app that students can use to study for math or any other subject. Similarly to the suggested activity in the previous unit, students will again be required to document their development via the use of flow charts, commenting, etc. As before, this will culminate in group presentations of the final app to the rest of the class.

### **Suggested Assessment**

Formative Assessment Strategies

- Use informal formative assessment strategies on a daily basis, for example, in the form of exit tickets, individual whiteboards, and/or student engagement in small group and whole group discussions

Summative Assessment Strategies

- Summative assessments for this course will be in the form of projects, both individual and group-based, where students create programs that accomplish tasks like those mentioned in the suggested activities.



## COURSE OF STUDY

FOR

**Visual Literacy in Health Care: Using DataViz and Infographics in  
Epidemiology (English Elective)**  
**Course Code: CCBYDW**

Segment	High School
Length of Course	One Year
Developed by	Christin O’Cuddehy
First Edition	Fall 2018

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

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**Visual Literacy in Health Care: Using DataViz and Infographics in  
Epidemiology**

## SECTION ONE – General Information

### Course Description

Visual Literacy in Health Care: Using DataViz and Infographics in Epidemiology is a college preparatory English elective course that integrates health and medical science concepts, domain-specific text genres, and disciplinary terminology with a strong emphasis on technology skills. The course may be taught as a full year, or as an Introductory course and then and Advanced in two semesters.

### Rationale

*The use of data visualization and infographics in epidemiology is becoming more and more widespread. Students intending to enter the health and medical fields will need to be highly literate not only in the reading and comprehension of such visual texts, but also in their creation. In this course, students will learn to construct complex meaning from deep reading of visual texts and demonstrate that knowledge through the writing of informational and analytical essays.. Students will learn to synthesize and interpret health data into visual formats with layers of complex meaning. In addition to learning discrete skills in reading and writing data in visual formats, this course has a heavy emphasis on critical and abstract thinking. The culminating project for this course is the presentation of a portfolio of student work demonstrating mastery of the subject matter.*

### Course Goals

Upon completion of this course, students will be able to:

- Evaluate and analyze a wide range of complex visual texts to construct meaning
- Translate between written and visual data
- Make logical inferences from textual evidence about health determinants that may be risk factors for disease.
- Create a 3 – 5 page analytical essay on text types
- Give oral presentations of both their original works and their analyses of professional texts.
- Create a variety of electronic presentations as well as a professional resume.
- Students will be evaluated based upon their ability to analyze and synthesize their research and present it in complex visual texts

## California Common Core English Standards for 11 - 12<sup>th</sup> Grade

### Reading Standards (RS)

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

### Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). (See grade 11–12 Language standards 4–6 for additional expectations.)
5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
  - a. Analyze the use of text features (e.g., graphics, headers, captions) in public documents. CA
6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.
7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
8. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).
9. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features. Range of Reading and Level of Text Complexity  
By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.
10. By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.  
By the end of grade 12, read and comprehend literary nonfiction at the

high end of the grades 11–CCR text complexity band independently and proficiently.

### **Writing Standards (WS)**

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
  - a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
  - b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.
  - c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
  - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
  - e. Provide a concluding statement or section that follows from and supports the argument presented.
  - f. Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy). CA
  
2. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
  - a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
  - b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
  - c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

- d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
  - e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. Production and Distribution of Writing
3. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
  4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
  5. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
  6. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
  7. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation including footnotes and endnotes. CA
  8. Draw evidence from literary or informational texts to support analysis, reflection, and research.
    - a. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).
    - b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works



9. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

### **Speaking and Listening Standards (SLS)**

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
  - a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
  - b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
  - c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
  - d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
4. Present information, findings, and supporting evidence (e.g., reflective, historical investigation, response to literature presentations), conveying a clear and distinct perspective and a logical argument, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. Use appropriate eye contact, adequate volume, and clear pronunciation. CA

- a. Plan and deliver a reflective narrative that: explores the significance of a personal experience, event, or concern; uses sensory language to convey a vivid picture; includes appropriate narrative techniques (e.g., dialogue, pacing, description); and draws comparisons between the specific incident and broader themes. (11th or 12th grade) CA
  - b. Plan and present an argument that: supports a precise claim; provides a logical sequence for claims, counterclaims, and evidence; uses rhetorical devices to support assertions (e.g., analogy, appeal to logic through reasoning, appeal to emotion or ethical belief); uses varied syntax to link major sections of the presentation to create cohesion and clarity; and provides a concluding statement that supports the argument presented. (11th or 12th grade) CA
- 5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
  - 6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)

## **CTE STANDARDS**

- 1.0 - Explore a variety of health and medical careers, their educational requirements as well as comprehend the skills necessary to enter these career fields
- 2.0 - Understand Public Health and related issues
- 3. 0 - Answer numerous essential questions divided by thematic CTE units while applying knowledge and skills to common core reading, writing, listening, and speaking
- 4. 0 - Determine what actions should be taken for appropriate health care from the perspective of the culture, society, family, and individual (deliverer or receiver).
- 5. 0 - Understand the ethical responsibilities and implications surrounding medical technology advancements, research, and applications.
- 6. 0 - Determine what aspects of health care are crucial to society
- 7. 0 - Be able to write and respond to various questions about the health and medical career field
- 8.0 - Be able to research various topics and discussions surrounding the health and medical career field.
- 9. 0 - Gather, analyze, and respond to incoming global medical information to effectively communicate with others in the health care industry
- 10. 0 - Consider and research careers in the health care industry

## **HPHS PRIDE Outcomes**

### **Powerfully Prepared for College and Career (by):**

- Demonstrating proficiency in the ability to prepare college-level research papers
- Turning in high quality, legible, and completed work
- Preparing to continue their education and career goals beyond graduation

### **Responsible Citizen (by):**

- Turning in all assignments on time
- Coming prepared to class with all of the necessary items and ready to learn
- Maintaining organization of all handouts and assignments
- Treating all students with patience and respect
- Advocating for themselves in a mature and appropriate manner

### **Independent Critical Thinker (by):**

- Generating and answering complex questions that require multiple steps and synthesis of various sources of information
- Incorporate varying viewpoints to arrive at logical, well-reasoned conclusions
- Successfully use guidelines (rubrics) to organize and accurately evaluate the task(s) presented to you

### **Determined Life Long Learner (by):**

- Being intrinsically motivated to answer complex questions that are not necessarily within the given curriculum
- Staying motivated to achieve proficiency in topics

### **Excellent Communicator (by):**

- Completing various projects that are complete and thorough
- Acting and speaking professionally in the classroom
- Demonstrating knowledge, use and pronunciation of domain-specific vocabulary when speaking and writing
- Using various media and computer programs to enhance presentations and discussions

## **INSTRUCTIONAL MATERIALS**

Cairo, Alberto. *The Functional Art: An Introduction to Information Graphics and Visualization*. New Riders, 2013.

Krum, Randy. *Cool Infographics: Effective Communication with Data Visualization and Design*. Indianapolis: John Wiley & Sons, Inc., 2014.

Tufte, Edward R. *The Visual Display of Quantitative Information; 2nd Edition*. Cheshire: Graphics Press, 2001.

**SUPPLEMENTAL MATERIALS (PARTIAL LIST)**

Ashton, Danny. 13 Reasons Why Your Brain Craves Infographics. 2016.  
 <<https://neomam.com/interactive/13reasons/>>.

Bisk Education for University of South Florida. The Difference Between Health Informatics and Health Information Management. 2017. Bisk Education. 24 Feb 2017.  
 <<https://www.usfhealthonline.com/resources/career/differences-between-health-informatics-and-health-information-management/#.WLTcLxIrLVp>>.

Center for Disease Control and Prevention. Data and Statistics. 2017.  
 <<https://www.cdc.gov/DataStatistics/>>.

Centers for Disease Control. Major Causes of Coronary Artery Disease. 20 12 2015. 15 11 2016. <[www.cdc.gov/pn/pihn/pihaewfpih](http://www.cdc.gov/pn/pihn/pihaewfpih)>.

Clark, Dorie. Data Visualization is the Future: Here's Why. 2016.  
 <<https://www.forbes.com/sites/dorieclark/2014/03/10/data-visualization-is-the-future-heres-why/#544f8c5a1884>>.

Ferdio. DataViz Project Home. 2017. <<http://datavizproject.com/>>.

Leung, Iris. Using Visuals To Tell Consistent Stories In Healthcare. 2018.  
 <<https://piktochart.com/blog/user-story-visuals-healthcare/>>.

McCrorie, A.D., C Donnelly and KJ McGlade. "Infographics: Healthcare Communication for the Digital Age." May 2016. ncbi.nlm.nih.gov. Ulster Medical Journal.  
 <<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4920488/>>.

Schwabish, Jonathan. Remake: Tables from the USDA. 2016.  
 <<https://policyviz.com/2018/05/03/remake-tables-from-the-usda/>>.

**Suggested Time for Covering Major Units**

<b>Unit I – Introduction to Visual Literacy &amp; Epidemiology .....</b>	<b>2 weeks</b>
• Syllabus, Diagnostic Assessment	1 day
• Set up ongoing assignments and course procedures	4 days
• Visual Literacy and the role of Infographics in Health Care	2 days
• Epidemiology Poster	2 days
• Unit Test	1 day
<b>Unit II – Reading Visual Texts</b>	<b>6 weeks</b>
• Elements of Art	1 week
• Principles of Design	1 week
• Graphic Design as Functional Art	1 week
• Visual Rhetoric	2 weeks
• Comparative Literature Essay & Poster	1 week
<b>Unit III – Graphs &amp; Charts: Foundations of DataViz .....</b>	<b>5 weeks</b>
• Graphs & Charts – Visible Data Relationships	2 weeks
• Introduction to Spreadsheets – Excel Basics	1 weeks
• Graphing Health Data	2 weeks
<b>Unit IV – DataViz to Infographics .....</b>	<b>5 weeks</b>

• Infographic Types and Hierarchy of Complexity	2 weeks
• Rhetorical Analysis of Visual Texts	2 weeks
• Health and Medical Infographics	
<b>Unit V – Designing Infographics: Practicum .....</b>	<b>15 weeks</b>
• Public Health Concerns	3 weeks
• Health Careers	3 weeks
• Preventative Medicine	3 weeks
• History of Disease	3 weeks
• Instructions for Patient Care	3 weeks
<b>Unit VI – Portfolio Culminating Project .....</b>	<b>3 weeks</b>
• Infographic Resume & Cover Letter	1 week
• Compile and Finalize Portfolio	1 week
• Portfolio Presentations	1 week

### TEACHER RESOURCES

- Cook, Gareth and David Byrne. *The Best American Infographics* 2013. Mariner, 2013.
- Cook, Gareth and Maria Popova. *The Best American Infographics* 2015. Mariner Books, 2015.
- Cook, Gareth and Nate Silver. *The Best American Infographics* 2014. Mariner, 2014.
- Cook, Gareth and Robert Krulwich. *The Best American Infographics* 2016. Mariner Books, 2016.
- McCandless, David. *The Visual Miscellaneum: Revised and Reimagined*. New York: Harper Collins, 2012.
- Tufte, Edward R. *Envisioning Information*. 14. Cheshire: Graphics Press, LLC, 1990.
- Yau, Nathan. *Data Points: Visualization that Means Something*. Indianapolis: John Wiley & Sons, Inc., 2013

## SECTION TWO — COURSE UNITS

### UNIT I – Introduction to Visual Literacy and Epidemiology

Unit 1 covers the basics of what visual literacy entails and how data visualization and infographics are utilized in the field of epidemiology and other areas of public health. Students will learn why this form of literacy is important, and where skills in dataviz and Infographics are applied in both college and career. Additional topics covered are the landscape of the current growing information overload, the brain science behind why visual texts are so effective, and how translating data into images allows for better comprehension and understanding of mass information. Students will compare written and visual texts and learn to recognize similarities in rhetorical strategies and structure in preparation for later work translating between textual and graphic representation of data.

#### Standards Addressed

CCSS Reading Standards: RI-1, 2, 3, 5, 7

CCSS Writing Standards: 2, 4, 6, 10

CCSS Speaking and listening Standards: 1, 2, 4

CTE Standards: 2, 3, 7

#### Instructional Objectives

- Students will understand the importance of visual literacy and begin to develop a wide variety of examples of how it is used
- Students will begin to acquire domain-specific language.
- Students will understand the scope and application of epidemiology within the field of health and medicine

#### Suggested Activities

##### 1. Interactive Concept Journal -

Students will capture vocabulary, notes, project plans, and process writing in a journal which they will bring with them to class each day.

##### 2. Epidemiology Poster –

Students will create a poster that defines and explains exactly what the field of Epidemiology is. This is a formative assessment to measure students' skill with and understanding of graphic design principles.

##### 3. Portfolio Set-up –

Students will capture examples of their best work to demonstrate their mastery of skills. Culminating project will include presentation of this portfolio at end of course.

### **Suggested Assessment**

**1. Diagnostic Assessment –**

Students will take a diagnostic assessment to determine their level of literacy with visual data representations and infographics. Assessment will demand close reading of visual texts including graphs, charts, and infographics in order to answer questions about both the content of the texts and their rhetorical strategies.

**2. Unit Test 1 –**

Assessment of mastery of introductory materials and skills. Short answer, reading comprehension.

## **UNIT II – Reading Visual Texts**

In this unit, students will learn fundamental skills to read and produce visual texts. Students will learn to recognize and utilize the Elements of Art and Principles of Design and explore how they differ between print and digital media. Particular focus will be on graphic design elements such as font choice, layout, and style. Students will compare the rhetorical elements of visual texts to written texts exploring such concepts as how font and color evoke tone and mood and how one identifies persona and ethos in a visual text.

### **Standards Addressed**

CCSS Reading Standards: RL1, 2, 5, RI1, 2, 3

CCSS Writing Standards: 2, 4, 5, 8

CCSS Speaking and listening Standards: 1, 4, 5, 6

CTE Standards: 7, 8

### **Instructional Objectives:**

Students will be able to:

- Use proper APA format in essays and research papers
- Read and Write informational and argumentative texts
- Recognize, define, and utilize specific art and design terms (domain-specific vocabulary)
- Complete a rhetorical analysis and comparison between texts from different genres
- Use knowledge of elements and principles of design to create graphics
- Present their work orally before the class

### **Suggested Activities:**

- 1. Interactive Concept Journal**  
Students will capture vocabulary, notes, project plans, and process writing in a journal which they will bring with them to class each day.
- 2. Rhetorical Analysis of Texts**  
Students will analyze a number of different visual texts to demonstrate their understanding of the Elements of Art and Principles of design.
- 3. Essay: Comparative Literature Analysis**  
Students will choose a written text and an infographic to compare through rhetorical analysis. Essay will consist of 1000 – 1200 words in APA format.
- 4. Poster: Comparative Literature Analysis**  
Students will create a companion visual text to accompany their written essay. Students will then present their visual text to the class.
- 5. Portfolio Assignment Unit 2**  
In addition to the Comparative Literature Analysis Essay, students may choose up to three additional pieces of work from this unit.

### **Suggested Assessments:**

- **Unit Test 2 –**  
Cumulative assessment demonstrates mastery of vocabulary, disciplinary concepts and rhetorical strategies for both visual and written texts. Emphasis on reading comprehension and analysis of visual texts.

## **UNIT III: Graphs and Charts: Foundations of DataViz**

This unit will introduce students to spreadsheets including Excel and Google Sheets. Students will learn the basic theory behind relational databases and what types of charts are best suited for presenting what kind of data relationships. Students will learn to translate between textual data, spreadsheet data, and graphic representations and practice converting spreadsheet data into Graphs and Charts.

### **Standards Addressed**

CCSS Reading Standards: RI 7, RST 2, 4, 5, 7

CCSS Writing Standards: WHST 2a, b, d, 4, 6, 7, 8

CCSS Speaking and listening Standards: 1, 4, 5, 6



CTE Standards: 7, 8, 9

## **Instructional Objectives**

Students will be able to:

- Identify and explain different types of data relationships and how they are used to convey information
- Read graphs and charts of moderate complexity
- Create a multipage Excel document using data-linking
- Use Excel to create a graph
- Embed graphs into a digital presentation
- Read and interpret scientific and medical data in order to present observations about data relationships.

## **Suggested Activities**

### **1. Interactive Concept Journal**

Students will capture vocabulary, notes, project plans, and process writing in a journal which they will bring with them to class each day.

### **2. Informative Visual Text**

Students will create a visual text explaining data relationships and corresponding types of graphs and charts that best display those relationships

### **3. Graph Analysis**

Analysis and explication of complex graph. (There will be several lessons and practice tasks for this before submitting this assignment for a grade.)

### **4. Excel Spreadsheet**

Creation and design of a multi-page Excel spreadsheet using data-linking

### **5. CDC Graph**

Graphical representation of data from CDC showing two or more relationships

### **6. Portfolio Assignment Unit**

Students will include one or more explications of complex graphs and their choice of any three assignments from this unit that demonstrate focus skills.

## **Suggested Assessment**

- **MIDTERM -**

Cumulative assessment demonstrates mastery of vocabulary, disciplinary concepts, Excel skills, close reading of complex graphs and charts, translation from text to visual representation of data and back, knowledge of how specific data relationships can best be visually represented.

## **UNIT IV: DataViz to Infographic**

This unit builds on the previous two by transitioning students from graphs and charts to the more complex messages presented by infographics. Students will learn the 8 Types of Infographics as well as the hierarchy of complexity. Students will practice rhetorical analysis of infographics determining purpose, audience, tone, and rhetorical strategy and evaluate the effectiveness of different texts. Specialized focus on the use of infographics in the health and medical sciences.

### **Standards Addressed**

CCSS Reading Standards: RI/RST 2, 4, 5, 6  
CCSS Writing Standards: W 2b, d, f, WST 2, 6, 10  
CCSS Speaking and listening Standards: 1, 3  
CTE Standards: 3

### **Instructional Objectives**

Students will be able to:

- Differentiate between types of infographics and their uses
- Demonstrate their knowledge of infographic types in analytical writing
- Apply their knowledge of infographic types to the creation of their own visual texts

### **Suggested Activities**

#### **1. Interactive Concept Journal:**

Ongoing from start of course

#### **2. Daily Infographic**

Quick analysis of infographics for purpose, audience, tone, and rhetorical strategy. Students will utilize PAPA Square technique developed by CSU for the ERWC

#### **3. Infographic Analysis**

Visual representation of infographic analysis. Students will choose an infographic to analyze and explain. Students will create a visual annotation and explication of the infographic using digital technology. (Student choice of software application)

#### **4. Portfolio Assignment Unit 4:**

Students will include their Infographic Breakdown and choose two of their daily analysis assignments. Works must include 1-page explanation describing the creation of the infographics, including planning, rhetorical choices, and technical skills demonstrated.

### **Suggested Assessments**

- **Unit Test 4 –**  
Cumulative assessment demonstrates mastery of vocabulary, disciplinary concepts and rhetorical strategies for both visual and written texts. Emphasis on reading comprehension and analysis of visual texts.

## **UNIT V: Designing Infographics - Practicum**

In this unit, students will create multiple, varied, infographics demonstrating their mastery of skills and concepts. Assignments will entail a large amount of student choice depending on either topic or infographic type.

### **Standards Addressed**

CCSS Reading Standards: RI 1, 3, 7, RST 1, 5, 7

CCSS Writing Standards: 1, 2, 6, 8, RST 2, 6

CCSS Speaking and listening Standards: 1, 2, 4

CTE Standards: 2, 4, 8, 10

### **Instructional Objectives**

Students will be able to:

- Research topics from multiple reliable sources
- Correctly cite sources in APA format
- Argue for specific medical interventions
- Concisely explain difficult medical concepts through visual texts

### **Suggested Activities**

#### **1. Interactive Concept Journal**

Ongoing from start of course

#### **2. Public Health Concerns**

Students will create an infographic about a public health concern of their choice to include information about symptoms, causes,

incidence, distribution, treatment, and effects on population.

**3. Health Careers**

Students will create an infographic about one or more health careers. They may choose to represent multiple, varied careers, a hierarchical chart of careers in a specialized field, or a single career with more detailed and in-depth information.

**4. Preventative Medicine**

Students will create an infographic instructing the public how to prevent a specific health concern.

**5. History of Disease**

Students will create an infographic about the epidemiology, over time, of a specific disease or other health concern of their choice.

**6. Instructions for Patient Care**

Students will create a dual infographic that instructs both a patient and a health care practitioner in the treatment of a specific health concern. Alternately, students may choose to create two separate infographics for comparison.

**7. Portfolio Assignment Unit 5**

Students will include at least three assignments from this unit with accompanying 1-page explanations describing the creation of the infographics, including planning, rhetorical and design choices, and technical skills demonstrated.

**Suggested Assessments**

- See *Unit 6 Portfolio Project*

**UNIT VI: Portfolio Project – Culminating Task**

During this unit, students will finalize their portfolios, reflect on their learning, and prepare for a public presentation of their work.

**Standards Addressed**

CCSS Reading Standards: RI 1, 3, 4, 5

CCSS Writing Standards: W 5, 6, 8

CCSS Speaking and listening Standards: 1, 2, 6

CTE Standards: 6, 7, 8, 9

### **Instructional Objectives**

Students will be able to:

- Evaluate their own and peers' work for inclusion in a professional portfolio
- Create an infographic resume of their current skills and education
- Submit a professional portfolio in a formal presentation including reflection on personal growth and learning

### **Suggested Activities**

#### **1. Interactive Concept Journal**

Final journal assignment is a reflective essay on what students have learned, its authentic application in the health sciences, and how students might apply their knowledge in future.

#### **2. Infographic Resume w/Cover Letter**

Students will create a professional resume for a position of their choice with an accompanying cover letter. Alternately, students may produce a resume and personal statement for college applications.

#### **3. Portfolio Presentation – FINAL ASSESSMENT**

In addition to turning in a complete portfolio, students will choose three artifacts to explain in a 10-15 minute presentation to a panel of evaluators

**COURSE OF STUDY**

**FOR**

***ELD (English Language Development) III***  
***Course Code: EZF405***

Segment	High School
Length of Course	One Year
Developed by	Multilingual Literacy Office
First Edition	2018-2019 school year

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

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***ELD (English Language Development) III***

**SECTION ONE — GENERAL INFORMATION**



## **Course Description**

ELD III uses the California English Language Arts and English Language Development and English Language Arts Standards (Grades 9-12) to develop and support English language proficiency in reading, writing, speaking, and listening. This course is focused on language acquisition and preparing students for success in grade-level English and content courses. Students will: read increasingly complex text in multiple genres (each unit has a specific text and writing focus) while engaging with its language demands; write in response to narrative, informational/ explanatory, and argument prompts; as well as speak and listen in academic conversations and unit project presentations.

## **Rationale**

The ELD (English Language Development) III course uses grade-level ELA and ELD standards to focus on language acquisition and prepare English Learners at ELPAC (English Language Proficiency Assessment for California) level 2 for success in grade-level English and content courses. English Learners in high school, especially students who have been in the US for fewer than two years, often become credit deficient, because ELD I and II is counted as elective credit. ELD III fulfills one year of English credit toward graduation requirements and is A-G approved for the English criteria. ELD III can be taken concurrently with English courses, but is not to be used as remediation.

## **Course Goals**

Upon completion of this course, students will be able to:

- Demonstrate mastery of grade-level English Language Arts and English Language Development standards;
- Comprehend and engage with general academic and cross-curricular vocabulary, domain-specific terminology, word parts, and word relationships;
- Closely read narrative and informational texts that increase in complexity;
- Use the writing process to write across genres and content areas;
- Engage in academic discourse through explicit instruction in learning strategies, cognitive processing skills, and explicit language instruction;
- Assess and reflect upon learning

## **Course Standards**

This course addresses the California English Language Arts and English Language Development Standards for grades 9-10.

## **Instructional Materials**

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EDGE Level B. Reading, Writing, and Language. Common Core Edition 2014;  
National Geographic/ Cengage

**Supplementary materials:**

Edge Library: novels associated with each unit

**Suggested Average Time for Covering Major Units**

Each unit is comprised of 25 lessons, with five following lessons for a process writing piece. The units are divided into five sections: launch, three texts, close reading, and a unit wrap-up. The suggested time for each unit is 6-8 weeks.

**Teacher Resources**

Edge Level B Teacher's Edition  
myNConnect.com: Teacher's Edition  
Leveled Library and eBooks  
Inside Phonics Kit  
Language and Grammar Lab  
Assessments: unit and level tests, reading level gains tests, English Language gains tests

**Recommended Student Resources**

Edge Level B Student Edition  
Interactive Practice Book  
Grammar and Writing Practice Book  
Leveled library  
1:1 Computer Access for: Comprehension Coach, myNConnect.com: Student Edition, Digital Library Viewer

**SECTION TWO — COURSE UNITS**

**UNIT I: Unit 1: CHOICES – What influences a person's choice?**

Students explore the Essential Question "What influences a Person's Choices?" through reading, writing, and discussion. Students explore the effect of family and friends on choice; find

out how circumstances affect choices; discover how society influences choices, and considers what causes people to change their minds.

### **Standards Addressed: California ELA CCSS**

RL.9-10.1, 2, 3, 5, 6, 10

RI.9-10.3, 7

W.9-10.2, 3, 4, 5, 6, 9, 10

L.9-10.1, 2, 3, 4c, 4d, 6

SL.9-10.1a, 1b, 1c, 4, 6

### **Instructional Objectives**

Students will use short stories and prose texts (such as "The Good Samaritan," "Thank You, M'am," and "The Grapes of Wrath") as models to write an autobiographical narrative (ELA W.9-10.3) that

- focuses on a specific experience or event and describes what happens as a result;
- provides interesting background information for the experience or event;
- establishes a clear, controlling, or central, idea that reflects an insight gained;
- tells what happened in a logical order;
- uses precise language, sensory details, and dialogue.

### **Suggested Activities**

Students will first analyze and annotate professional writing models for key elements of a narrative before engaging in each step of the writing process. Students will keep all of their work in a portfolio as evidence of their learning and growth while participating in the following steps:

- Prewrite: Selecting a topic; clarifying the audience, controlling idea, and purpose; gathering and organizing supporting details; and completing a writing plan;
- Write a Draft: Practicing strategies to avoid 'writer's block;' Creating a catchy beginning;
- Revise Your Draft: Using a rubric and peer feedback conferences to revise for focus and unity;
- Edit and Proofread Your Draft: Capitalizing proper nouns and adjectives; punctuating quotations correctly; checking spelling;
- Publish and Present: doing and oral presentation and/or publishing online.

### **Suggested Assessment**

Student progress will be measured through reflection, formative and summative assessments in grammar and vocabulary instruction, unit projects (TV Talk Show), and on-demand and process writing.

## **UNIT II: THE ART OF EXPRESSION – Does Creativity Matter?**

Students will explore the Essential Question "Does creativity matter?" with a focus on nonfiction text. Students will analyze the author's purpose and effectiveness through a historical and social lens (ELA RI.9-10.3,6). Students will analyze the style and structure of non-fiction text and use textual evidence to write a argument essay (ELA W.9-10.1). The texts include, "Hip-Hop as Culture: I am Somebody," "Slam: Performance Poetry Lives On – Euphoria," and "The Creativity

Crisis,” as well as independent choice reading of the following novels: Hole in My Life, Anthem, or The Stone Goddess.

### **Standards Addressed: California ELA CCSS**

RL.9-10.4, 5, 10

RI.9-10.1, 2, 3, 4, 6, 10

W.9-10.1, 2, 4, 5, 6, 10

L.9-10.1, 2, 4, 5, 6

SL.9-10.4, 6

### **Instructional Objectives**

Students will use non fiction texts (such as “Hip-Hop as Culture: I am Somebody,” “Slam: Performance Poetry Lives On – Euphoria,” and “The Creativity Crisis,”) as models to write a position paper (ELA W.9-10.1) that

- identifies both sides of an issue;
- clearly states the writer's position on an issue;
- explains why the writer believes the position;
- provides reasons to support the position and evidence to support the reasons;
- refutes the opposing position with reasons and evidence;
- summarizes the writer's position in a memorable way.

### **Suggested Activities**

Students will first analyze and annotate professional writing models for key elements of an argument before engaging in each step of the writing process. Students will keep all of their work in a portfolio as evidence of their learning and growth while participating in the following steps:

- Prewrite: Selecting a topic; clarifying the audience, controlling idea, and purpose; gathering and organizing supporting details; and completing a writing plan;
- Write a Draft: Practicing strategies to avoid 'writer's block;' using evidence for support;
- Revise Your Draft: Using a rubric and peer feedback conferences to revise for focus and unity;
- Edit and Proofread Your Draft: Capitalizing the names of groups; using colons correctly; checking spelling; using present tense verbs correctly;
- Publish and Present: submitting a guest editorial; creating a podcast.

## **Suggested Assessment**

Additionally, student progress will be measured through reflection, formative and summative assessments in grammar and vocabulary instruction, unit projects (Socratic Seminar), and process writing (How-to/ technical writing).

### **UNIT III: THE HERO WITHIN – What Makes a Hero?**

Students will explore the Essential Question "What makes a hero?" through multiple cultural perspectives (ELA RL9-10.6) Students will evaluate a character's motives and point of view (ELA RL.9-10.3, make inferences, and use textual evidence from short stories to write a literary argument essay (ELA W.9-10.9). Short stories covered include "A Job for Valenin," "The Woman in the Snow: Rosa Parks," and "The American Promise." Literature Circle novels are Hercules, September 11, 2001: Attack on New York City, and Left Behind.

#### **Standards Addressed: California ELA CCSS**

RL.9-10.1, 3, 6, 10

RI.9-10.1, 3, 5, 10

W.9-10.1, 2, 4, 5, 6, 10

L.9-10.1, 2, 4, 6

SL.9-10.1, 3, 4, 5

### **Instructional Objectives**

Students will be able to:

Students will use multicultural texts (such as “A Job for Valenin,” “The Woman in the Snow: Rosa Parks,” and “The American Promise”) as models to write a response to literature paper (ELA W.9-10.9) that

- is written in the first person;
- shares personal thoughts and interpretations about a specific work of literature;
- states the significant ideas in the literature and explains its impact;
- relates the literature to a personal experience;
- establishes a clear, controlling, or central, idea that reflects an insight gained;
- supports interpretations with accurate and detailed references from the text;
- makes a personal observation about life based on the literature and the author's style.

### **Suggested Activities**

Students will first analyze and annotate professional writing models for key elements of an argument before engaging in each step of the writing process. Students will keep all of their work in a portfolio as evidence of their learning and growth while participating in the following steps:

- Prewrite: Selecting a topic; clarifying the audience, controlling idea, and purpose; gathering and organizing supporting details; and completing a writing plan;
- Write a Draft: Practicing strategies to avoid 'writer's block;' creating a compelling opening;
- Revise Your Draft: Using a rubric and peer feedback conferences to revise for voice and style;
- Edit and Proofread Your Draft: Capitalizing days of the week and months; punctuating appositives and nouns of direct address correctly; checking sentences for active voice; using consistent verb tense;
- Publish and Present: making an illustrated booklet; creating a webpage.

### **Suggested Assessment**

Additionally, student progress will be measured through reflection, formative and summative assessments in grammar and vocabulary instruction, unit projects (panel discussion and documentary), and process writing.

#### **UNIT IV: OPENING DOORS – How Can Knowledge Open Doors?**

Students will explore the Essential Question "Can knowledge open doors?" with a focus on nonfiction text. Non-fiction excerpts covered include "Superman and Me: A smart Cookie," "The Fast and the Fuel-Efficient: Teens Open Doors," "The Sky is Not the Limit" and "Curt Aikens and the American Dream: Go For It!" Students will analyze text structure, chronology, cause and effect, and development of ideas (ELA RI 9-10.2,3). The final writing project is a personal choice research essay (ELA W.9-10.2). The literature circle choices are The Outsiders, Parrot in the Oven: Mi Vida, and Narrative of the life of Frederick Douglass: An American Slave.

#### **Standards Addressed: California ELA CCSS**

RI.9-10.1, 3, 5, 7, 10

W.9-10.1, 2, 4, 5, 6, 7, 8, 10



L.9-10.1, 2, 3, 4, 6

SL.9-10.1, 2, 3, 4

## **Instructional Objectives**

Students will be able to:

Students will use nonfiction texts (including “Superman and Me: A smart Cookie,” “The Fast and the Fuel-Efficient: Teens Open Doors,” “The Sky is Not the Limit” and “Curt Aikens and the American Dream: Go For It!”) as models to write a research paper (ELA W.9-10.2) that

- presents a thoughtful and interesting thesis statement;
- supports the thesis with accurate evidence and information from primary and secondary sources;
- makes distinctions between the value and importance of supporting evidence
- anticipates and addresses reader's potential misunderstandings, biases, and expectations;
- correctly cites sources according to the proper style;
- includes a list of works cited that is formatted according to a style manual.

## **Suggested Activities**

Students will first analyze and annotate professional writing models for key elements of research before engaging in each step of the writing process. Students will keep all of their work in a portfolio as evidence of their learning and growth while participating in the following steps:

- Prewrite: Selecting a topic; clarifying the audience, thesis statement, and purpose; researching and evaluating sources; and completing a writing plan;
- Write a Draft: Note-taking; citing sources;
- Revise Your Draft: Using a rubric and peer feedback conferences to revise for development of ideas;
- Edit and Proofread Your Draft: Capitalizing titles of publications; using parentheses correctly; using consistent verb tense; making pronouns agree with their antecedents;
- Publish and Present: oral and multimedia presentation.

## **Suggested Assessment**

Student progress will be measured through reflection, formative and summative assessments in grammar and vocabulary instruction, unit projects (class magazine), and process writing (research and oral presentation).

### **UNIT V: FEAR THIS! – What Makes Something Frightening?**

Students will explore the Essential Question "What makes something frightening?" through the figurative language, plot devices, and text structure of short stories (ELA RL.9-10.4,5). The short stories covered include "The Baby-Sitter: Beware – Do Not Read This Poem," "The Tell-Tale Heart: The Raven," and "Puddle." Students will use these texts to engage in academic discourse and write a short story. The selections for literature circles are The Afterlife, Dr. Jenner and the Speckled Monster, and Dance Hall of the Dead.

#### **Standards Addressed: California ELA CCSS**

RL.9-10.2, 3, 4, 5, 6, 10

RI.9-10.4

W.9-10.1, 7, 9, 10

L.9-10.1, 2, 3, 4, 6

SL.9-10.1, 3, 6

### **Instructional Objectives**

Students will be able to:

Students will use short stories and prose texts (such as “The Baby-Sitter: Beware – Do Not Read This Poem,” “The Tell-Tale Heart: The Raven,” and “Puddle.”) as models to write a short story (ELA W.9-10.3) that

- uses the elements of character, setting, and conflict;
- develops a clear sequence of events, or the plot, to tell the story;
- presents a central conflict, and a turning point, or climax;
- establishes a clear theme, or message;
- uses precise language, sensory details, and dialogue to develop characters and setting;
- describes how the conflict is resolved.

### **Suggested Activities**

Students will first analyze and annotate professional writing models for key elements of a narrative before engaging in each step of the writing process. Students will keep all of their work in a portfolio as evidence of their learning and growth while participating in the following steps:

- Prewrite: Selecting a topic; clarifying the audience, controlling idea, and purpose; gathering and organizing supporting details; and completing a writing plan;
- Write a Draft: Practicing strategies to avoid 'writer's block' and keep ideas flowing;
- Revise Your Draft: Using a rubric and peer feedback conferences to revise for organization;
- Edit and Proofread Your Draft: Capitalizing quotations correctly; using punctuation correctly; using correct paragraph structure; using adjectives and adverbs correctly;
- Publish and Present: recording or class book.

### **Suggested Assessment**

Student progress will be measured through reflection, formative and summative assessments in grammar and vocabulary instruction, unit projects (dramatic readings), as well as on-demand and process writing (compare/contrast).

## **UNIT VI: ARE YOU BUYING IT? – How Do the Media Shape the Way People Think?**

Students will explore the Essential Question "How does media shape the way people think?" and analyze arguments, viewpoints, and evidence of a variety of nonfiction text. Nonfiction excerpts include "A Long Way to Go: Minorities and the Media – Reza: Warrior of Peace," "What is News? How to Detect Bias in the News," "Ad Power: What's Wrong with Advertising" and "Is Google Making Us Stupid?" Students will study persuasive techniques in order to critically analyze social media, advertisements, and speeches/ editorials. Students will select one of the following novels to read during this unit: Keeper, Picture Bride, or Warriors Don't Cry.

### **Standards Addressed: California ELA CCSS**

RI.9-10.1, 4, 5, 6, 8, 10

W.9-10.1, 4, 5, 6, 7, 8, 10

L.9-10.1, 3, 4, 6

SL.9-10.1, 3, 4, 5

### **Instructional Objectives**

Students will be able to:

Students will use nonfiction texts (such as “A Long Way to Go: Minorities and the Media – Reza: Warrior of Peace,” “What is News? How to Detect Bias in the News,” “Ad Power: What’s Wrong with Advertising” and “Is Google Making Us Stupid?”) as models to write a persuasive/ argument essay (ELA W.9-10.1) that

- introduces the issue by providing background information;
- clearly states the writer's opinion or claim;
- provides reasons to support the claim and relevant evidence to support the reasons;
- incorporates rhetorical devices, such as logical, ethical, or emotional appeals;
- addresses counterclaims;
- contains a rebuttal that refutes the counterclaims;
- concludes with a call to action for the reader.

### **Suggested Activities**

Students will first analyze and annotate professional writing models for key elements of an argument before engaging in each step of the writing process. Students will keep all of their work in a portfolio as evidence of their learning and growth while participating in the following steps:

- Prewrite: Selecting a topic; clarifying the audience, controlling idea, and purpose; gathering and organizing supporting details; and completing a writing plan;
- Write a Draft: Using persuasive techniques; writing a strong conclusion;
- Revise Your Draft: Using a rubric and peer feedback conferences to revise for voice and style;
- Edit and Proofread Your Draft: Capitalizing specific school courses; using semicolons and commas correctly; using precise language;
- Publish and Present: publish online; hold a debate.

### **Suggested Assessment**

Student progress will be measured through reflection, formative and summative assessments in grammar and vocabulary instruction, unit projects (ad campaign), and on-demand and process writing (argument).

## **UNIT VII: WHERE WE BELONG – What Holds Us Together? What Keeps Us Apart?**

Students will explore the Essential Question "What holds us together? What keeps us apart?" using poetry and prose, such as "Pass It On: Standing Together," "Voices of America: Human Family," and "Mending Wall." Students will analyze elements of drama and poetry (ELA RL.9-10.10), form and style (ELA RL.9-10.5), and figurative language (ELA RL.9-10.4). Students will use their knowledge of literary devices to craft poems and prose (ELA W.9-10.10). Novel selections include Romiette and Julio, The Other Side of the Sky, and A Raisin in the Sun.

### **Standards Addressed: California ELA CCSS**

RL.9-10.1, 2, 4, 5, 7, 9, 10

RI.9-10.4

W.9-10.1, 5, 7, 9, 10

L.9-10.1, 3, 5, 6

SL.9-10.1, 3, 4, 6

### **Instructional Objectives**

Students will be able to:

Students will use poetry and prose texts (“Pass It On: Standing Together,” “Voices of America: Human Family,” and “Mending Wall.”) as models to create a group/ class poetry anthology focused on the essential question.

### **Suggested Activities**

Students will first analyze and annotate professional writing models for key elements of prose and poetry before engaging in the writing process. Students will keep all of their work in a portfolio as evidence of their learning and growth.

### **Suggested Assessment**

Student progress will be measured through reflection, formative and summative assessments in grammar and vocabulary instruction, unit projects (poetry anthology and presentation), and on-demand and literary analysis writing.



## **COURSE OF STUDY**

**FOR**

***English Honors 10***  
***EZS203/ EZS204***

Segment

High School

Length of Course

One Year

Developed by

Curriculum and Instruction

First Edition

2019-2020 School Year



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## ***English Honors 10***

### **SECTION ONE — GENERAL INFORMATION**

#### **COURSE DESCRIPTION**

English 10 Honors builds upon students' foundation of critical reading and analytical writing skills in preparation for Advanced Placement and/or International Baccalaureate coursework in their junior and senior years. The California State Standards are the foundation of the individual student's course of study in reading, writing, language, oral communication, listening, and research skills. As they develop rhetorical reading and writing skills and respond to claims, students learn to refine arguments and organize evidence to skillfully support a position. To improve listening and speaking skills, students engage with various media types through which they analyze and synthesize information, discuss, create presentations, and collaborate on projects. Students build writing and speaking skills in journals, discussions, free response, and essays, where they learn to communicate clearly and credibly in narrative, argumentative, and informational/explanatory styles. The course emphasizes the need for on-demand writing, but also encourages the editing process through multiple revisions. Students will collaborate on performance tasks, as well as write essays which focus on thematic structure, sentence variety, and voice. Emphasis will be placed on precise sentences, vocabulary, listening skills, and conventional grammar and its uses. Students are evaluated through a diversity of assessments designed to prepare them for the content, form, and depth of the state standards and advanced courses.

#### **RATIONALE**

English Honors 10 uses grade-level ELA and ELD standards builds upon students' foundation of critical reading and analytical writing skills in preparation for Advanced Placement and/or International Baccalaureate coursework in their junior and senior years.

## **COURSE GOALS**

Upon completion of this course, students will be able to:

- Demonstrate mastery of grade-level English Language Arts and English Language Development standards;
- Comprehend and engage with general academic and cross-curricular vocabulary, domain-specific terminology, word parts, and word relationships;
- Closely read narrative and informational texts that increase in complexity;
- Use the writing process to write across genres and content areas;
- Engage in academic discourse through explicit instruction in learning strategies, cognitive processing skills, and explicit language instruction;
- Assess and reflect upon learning

## **COURSE STANDARDS**

This course addresses the California English Language Arts and English Language Development Standards for grades 9-10.

## **INSTRUCTIONAL MATERIALS**

Textbook: California MyPerspectives Grade 10 Pearson 2017

## **SUPPLEMENTARY MATERIALS:**

- ERWC Grade 10 Modules
- Trade Books
- Teacher selected novels

## **SUGGESTED AVERAGE TIME FOR COVERING MAJOR UNITS**

MyPerspectives Grade 10 has six units. Each unit is divided into whole class instruction, small group learning, independent learning, and ending with a performance-based assessment. The suggested time for each unit is 30 days.

## **TEACHER RESOURCES**

- MyPerspectives Teacher's Edition
- Pearson Realize Teacher's Edition and resources
- MyPerspectives Plus: grade 6-12 lessons
- Site-selected novels and online open sources texts
- Google Classroom alignment
- MyPearsonTraining.com
- Assessments: unit and text selection tests; Beginning, Mid, End of Year Assessments; CAASPP practice tests

## **RECOMMENDED STUDENT RESOURCES**

- MyPerspectives Grade 10 Student Edition: Consumable
- Pearson Easy Bridge Interactive Online Student Book
- Access to leveled texts and open-source novels

## SECTION TWO — COURSE UNITS

### UNIT I: Outsiders and Outcasts

Essential Question: Do people need to belong?

#### **Standards Addressed:** California State Standards

##### Reading Literary Text standards

RL.4, Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

RL.5, Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

##### Reading Informational Text standards

RI.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

##### Language standards:

L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.1.b Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

L.5.b Analyze nuances in the meaning of words with similar denotations.

L.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary

knowledge when considering a word or phrase important to comprehension or expression.

#### Writing standards:

W.1, Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.2, Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

#### Speaking Standards:

SL.1, Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.3, Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

SL.4, such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

SL.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

## **Instructional Objectives**

- Reading Goals: Students will read and evaluate written arguments by analyzing how the authors state and support their opinion. They will expand knowledge and use of academic and thematic vocabulary.
- Writing and Research Goals: Students will write argumentative essays in which they effectively incorporate the key elements of texts of various lengths to explore a topic and clarify.
- Language Goal: Students will correctly use phrases and clauses to convey meaning and add variety and interest to your writing and presentations.
- Speaking and Listening Goals: Students will collaborate with your team to build on ideas of others, develop consensus, and communicate. They will integrate audio, visuals, and text in presentations.

## **Suggested Activities**

- Performance Task 1: After reading the short story “The Metamorphosis” and watching the related video, students will relate their own experience and knowledge of short story/video to write an argument on the following question: Are outsiders simply those who are misjudged or misunderstood? Students will learn how to write and present a cogent argument.
- Performance Task 2: After reading the small group selections, students will create a presentation arguing whether you think being different is a weakness or strength. After reading stories, poems, and essays on what it means to be an outsider students will work within a group to develop an argument that addresses the question: Is difference a weakness? Is sameness a strength? Students will learn how to develop and present a multimedia presentation based on an argument.



## **Suggested Assessment**

Performance Based Assessment: The performance-based assessment is writing an argument in which you state and defend a claim with evidence from the texts about the following question: Is the experience of being an outsider universal? Students must cite evidence from at least three unit reading selections. This essay will then be the foundation of a 3-5 minute oral presentation. Students will learn how to use evidence to write and defend an argument.

## UNIT II: Extending Freedom's Reach

Essential Question: What is the relationship between power and freedom?

### **Standards Addressed:** California State Standards

#### Reading Literary standards

RL.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

#### Reading Informational Text

RI.1, Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.4, Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

RI.6, Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

RI.9, Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.

#### Language standards

L.1.b, Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

L.4, Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

L.4.b, Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).

L.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

#### Writing standards

W.2, Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.9-10.2.A Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

W.9-10.2.B Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

W.9-10.2.C Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

W.9-10.2.D Use precise language and domain-specific vocabulary to manage the complexity of the topic.

W.9-10.2.E Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.9-10.2.F Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.5, Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 here.)

W.7, Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.8, Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

### Speaking and Listening Standards

SL.3, Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

SL.4, Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

SL.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

### **Instructional Objectives**

- Reading Goals: Students will read and evaluate informative texts. They will also read speeches, poems, short stories, and essays to better understand the ways writers express ideas.
- Writing and Research Goals: Students will learn the elements of informative texts. They will write for organizing and sharing ideas, reflecting on experiences, and gathering evidence. They will conduct research to clarify and explore ideas.
- Language Goal: Students will develop a deeper understanding of using quotations and other evidence in written texts and presentations.
- Speaking and Listening: Students will work together to build on one another's ideas, develop consensus, and communicate with one another. They will also learn to incorporate audio, visuals, and text in presentations.

## **Suggested Activities**

- Students will need to answer the question: What does it mean to “be free”? He or she will write an informative essay and give a multimedia presentation, drawing on knowledge gained from the selections in this unit, as well as from the Performance Tasks he or she completed.
- Whole-Class Learning Performance Task: After completing the Whole-Class section of the unit, students will learn how to put together an informative essay. He or she will write an essay answering the question “What can one person do to defend the human rights of all people?” Students will learn how to construct an informative essay.
- Small-Group Learning Performance Task: After completing the Small-Group section of the unit, students will work with his or her group to deliver a multimedia presentation addressing the question When, if ever, are limits on freedom necessary? Students will learn how to utilize technology to create an informative presentation.

## **Suggested Assessment**

At the end of the unit, students will pull together his or her learning by completing a Performance-Based Assessment addressing the question “What does it mean to “be free”?” In response to that question, he or she will write an informative essay and give a multimedia presentation. Students will learn how to construct an informative essay and use it as the basis for a multimedia presentation.

### **UNIT III: All That Glitters**

Essential Question: What do our possessions reveal about us?

#### **Standards Addressed: California State Standards**

##### Reading Literary Text standards

RL1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

RL10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.

##### Reading Informational Text standards

RI.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

##### Language standards:

L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy) and continue to apply knowledge of Greek and Latin roots and affixes.

- c. Consult general and specialized reference materials (e.g., college-level dictionaries, rhyming dictionaries, bilingual dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
- d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Writing standards:

W.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).

Apply grade 6 Reading standards to literary non-fiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).

Speaking Standards:

SL.4. Present information, findings, and supporting evidence clearly, concisely, and logically (using appropriate eye contact, adequate volume, and clear pronunciation) such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose (e.g., argument, narrative, informative, response to literature presentations), audience, and task.

- a. Plan and deliver an informative/explanatory presentation that: presents evidence in support of a thesis, conveys information from primary and secondary sources coherently, uses domain specific vocabulary, and provides a conclusion that summarizes the main points. (9th or 10th grade)
- b. Plan, memorize, and present a recitation (e.g., poem, selection from a speech or dramatic soliloquy) that: conveys the meaning of the selection and includes appropriate performance techniques (e.g., tone, rate, voice modulation) to achieve the desired aesthetic effect. (9th or 10th grade)

### **Instructional Objectives**

- Reading Goals: Evaluate written informative texts by analyzing how authors introduce and develop central ideas. Expand knowledge and use of academic and concept vocabulary.
- Writing and Research Goals: Write an informative essay in which you effectively convey complex ideas, concepts, and information. Conduct research projects of various lengths to explore a topic and clarify meaning.
- Language Goal: Correctly use conjunctive adverbs and semicolons to link two or more closely related independent clauses.
- Speaking and Listening Goals: Collaborate with your team to build on the ideas of others, develop consensus, and communicate. Integrate audio, visuals, and text in presentations.

### **Suggested Activities**

- Students will need to answer the question “*What drives our passion for things?*” He or she will write an informative essay and give a multimedia presentation, drawing on knowledge gained from the selections in this unit, as well as from the Performance Tasks he or she completed.



- Whole-Class Learning Performance Task: After completing the Whole-Class section of the unit, students will learn how to put together an informative essay. He or she will write an essay answering the question “What do our possessions reveal about us?” Students will learn how to construct an informative essay.
- Small-Group Learning Performance Task: After completing the Small-Group section of the unit, students will work with his or her group to deliver a multimedia presentation addressing the question “In what ways can material possessions create both a sense of comfort and a sense of anxiety?” Students will learn how to utilize technology to create an informative presentation.

### **Suggested Assessment**

Performance-Based Assessment: After reading several short stories, essays, articles and poems on this subject, working with their peers, students will create and present short presentations on the effect of materialism on our society: How do we decide what we want versus what we need? What can result from an imbalance between want and need? Students will learn to work collaboratively to create an informative presentation with reasoned evidence from the text selections.

## UNIT IV: Virtue and Vengeance

Essential Question: What motivates us to forgive?

### **Standards Addressed:** California State Standards

#### Reading Literary standards

RL 9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL 9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

RL 9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

RL 9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

RL 9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

RL.9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

#### Language standards:

L.9-10.4.B Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).

L.9-10.4.C Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

L.9-10.4.D Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meaning

L.9-10.5.A Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

L.9-10.4.C Analyze nuances in the meaning of words with similar denotations.

L.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Writing standards:

W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.9-10.1.B Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.9.1 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Speaking and Listening Standards:

SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

SL.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

SL.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

### **Instructional Objectives**

- Reading Goals: Students will read and evaluate written arguments. They will also read a reflective essay, a book review, informational text, and poetry to better understand the ways writers express ideas.
- Writing and Research Goals: Students will learn the elements of argumentative writing. They will write their own argumentative writing. Students will write for a number of reasons, reflecting on experiences, and gathering evidence. They will conduct research to clarify and explore ideas.
- Language Goal: Students will learn how to use direct quotations and to paraphrase ideas when writing. They will then practice these skills in their own writing.
- Speaking and Listening: Students will work together to build on one another's ideas, develop consensus, and communicate with one another. They will also learn to incorporate audio, visuals, and text in presentations.

### **Suggested Activities**

- Students will need to answer the question: Can justice and forgiveness go hand in hand? He or she will write an argument and give an oral presentation, drawing on knowledge gained from the selections in this unit, as well as from the Performance Tasks he or she completed.
- Whole Class Learning Performance Task #1: After completing the Whole-Class section of the unit, students will learn how to put together an argument. He or she will write an argumentative essay answering the question. Is there more value in vengeance or virtue (forgiveness)?
- Small Group Learning Performance Task #2: () After completing the Small-Group section of the unit, students will work with his or her group to deliver a presentation addressing the question "Does forgiveness first require an apology?"

## **Suggested Assessments**

Performance-Based Assessment: Students will pull together his or her learning by completing a Performance-Based Assessment addressing the question “Can justice and forgiveness go hand in hand?” In response to that question, he or she will write an argument and give an oral presentation.

## UNIT V: Blindness and Sight

Essential Question: What does it mean to see?

### **Standards Addressed:** California State Standards

#### Reading Literary standards

RL 9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL 9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

RL 9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

RL 9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

RL 9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

RL.9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

#### Language standards:

L.9-10.4.B Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).

L.9-10.4.C Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

L.9-10.4.D Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meaning

L.9-10.5.A Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

L.9-10.4.C Analyze nuances in the meaning of words with similar denotations.

L.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

#### Writing standards

W.3, Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

W.5, Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 here.)

W.10, Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

#### Speaking Standards:

SL.1, Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.3, Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

SL.4, such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

SL.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

### **Instructional Objectives**

- Reading Goals: Students will read and evaluate narrative texts. They will analyze how authors introduce and develop central ideas and themes.
- Writing and Research Goals: Students will learn the elements of narrative writing. They will write their own narrative essay. Students will convey experiences or events using effective techniques, well-chosen details, and a well-structured event sequence.
- Language Goal: Students will learn how to use direct quotations and to paraphrase ideas when writing. They will correctly use varied sentence structures to add interest to writing and presentations. They will then practice these skills in their own writing.
- Speaking and Listening: Students will work together to build on one another's ideas, develop consensus, and communicate with one another. They will also learn to incorporate audio, visuals, and text in presentations.

### **Suggested Activities**

- Students will need to answer the question: What does it mean to see? He or she will write a nonfiction narrative essay and give an oral presentation, drawing on knowledge gained from the selections in this unit, as well as from the Performance Tasks he or she completed.
- Whole Class Learning Performance Task #1: After completing the Whole-Class section of the unit, students will write a narrative essay answering the question: Can we see ourselves as clearly as others see us?
- Small Group Learning Performance Task #2: () After completing the Small-Group section of the unit, students will work with his or her group to deliver an oral retelling about vision and sight.



## **Suggested Assessments**

Performance-Based Assessment: Students will pull together his or her learning by completing a Performance-Based Assessment addressing the question “Is there a difference between seeing and knowing? After completing the final draft of the nonfiction narrative, students will use it as the basis for a three-five minute storytelling session.



**COURSE OF STUDY**

**FOR**

**Survey of Anglo-American Law  
And  
The American Legal System**

**Honors Level Course**

Segment	High School
Length of Course	One Year/Two Semesters
Developed by	C.K. McClatchy H.S. Christopher Voisin, J.D Leise Martinez, A.P.

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

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*Michael Minnick, 2<sup>nd</sup> Vice President, Trustee Area 4*  
*Lisa Murawski, Trustee Area 1*  
*Leticia Garcia, Trustee Area 2*  
*Christina Pritchett, Trustee Area 3*  
*Mai Vang, Trustee Area 5*  
*Rachel Halbo, Student Board Member*

**Administration**

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*Dr. Iris Taylor, Chief Academic Officer*  
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*Elliot Lopez, Chief Information Officer*  
*Cathy Allen, Chief Operations Officer*  
*Vincent Harris, Chief Strategy Officer*

**Committee**

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## **Survey of Anglo-American Law And The American Legal System**

## Honors Level Course

### SECTION ONE — GENERAL INFORMATION

#### COURSE DESCRIPTION

Survey of American Law is a two semester college-preparatory course in which students engage in the in-depth study the foundations of American law and the American legal system including the substantive areas essential to maintaining the political, social and economic structure of the American society. Participation/enrollment in Semester 1 is a prerequisite for participation/enrollment in Semester 2.

#### RATIONALE

Full participation in the American experience is an awesome responsibility that requires students to grapple with legal, social, economic, and political issues and institutions that are extraordinarily dynamic and complex. Studying the foundations of American law and the American legal system helps students deal with controversial issues and to think comprehensively about significant problems relating to both individuals and society. The course will provide students with the opportunity to develop a variety of civic engagement skills that are interconnected with the following workforce development skills:

- ability to work effectively in diverse groups
- oral communication
- listening
- creative thinking
- public problem solving
- leadership
- advocacy

Classroom instruction includes the use of case studies, simulated legal exercises, small group exercises, and analytical thought problems to develop higher level thinking skills that prepare students for rigorous college course work in other areas.

#### COURSE GOALS

Upon completion of this course, students will be able to:

- A. Exhibit a strong understanding of: (i) Anglo-American legal history; (ii) general principals, concepts and ideas underlying and critical to American law; and (iii) the American legal system together with the concepts, principles and legal rules applied in examining and resolving legal issues and disputes
- B. Examine and explain the conflicting values and policies that underlie the law and the American legal system
- C. Analyze and discuss controversial issues appropriate to their age and relevant to their role as citizens
- D. Provide a frame of reference for a further study of American law and legal system

## **COURSE STANDARDS**

### **Chronological and Spatial Thinking**

#### **Historical Research, Evidence, and Point of View**

#### **Historical Interpretation**

### **World History**

**10.1 Students relate the moral and ethical principles in ancient Greek and Roman philosophy, in Judaism, and in Christianity to the development of Western political thought.**

**10.2 Students compare and contrast the Glorious Revolution of England, the American Revolution, and the French Revolution and their enduring effects worldwide on the political expectations for self-government and individual liberty.**

### **UNITED STATES HISTORY**

**11.1 Students analyze the significant events in the founding of the nation and its attempts to realize the philosophy of government described in the Declaration of Independence.**

**11.2 Students analyze the relationship among the rise of industrialization, large-scale rural-to-urban migration, and massive immigration from Southern and Eastern Europe**

**11.3 Students analyze the role religion played in the founding of America, its lasting moral, social, and political impacts, and issues regarding religious liberty.**

- 11.4 Students trace the rise of the United States to its role as a world power in the twentieth century.**
- 11.5 Students analyze the major political, social, economic, technological, and cultural developments of the 1920s.**
- 11.6 Students analyze the different explanations for the Great Depression and how the New Deal fundamentally changed the role of the federal government.**
- 11.7 Students analyze America’s participation in World War II.**
- 11.8 Students analyze the economic boom and social transformation of post–World War II America.**
- 11.10 Students analyze the development of federal civil rights and voting rights.**
- 11.11 Students analyze the major social problems and domestic policy issues in contemporary American society.**
- 12.1 Students explain the fundamental principles and moral values of American democracy as expressed in the U.S. Constitution and other essential documents of American democracy.**

#### **Principles of American Democracy**

- 12.2 Students evaluate and take and defend positions on the scope and limits of rights and obligations as democratic citizens, the relationships among them, and how they are secured.**
- 12.3 Students evaluate and take and defend positions on what the fundamental values and principles of civil society are (i.e., the autonomous sphere of voluntary personal, social, and economic relations that are not part of government), their interdependence, and the meaning and importance of those values and principles for a free society.**
- 12.4 Students analyze the unique roles and responsibilities of the three branches of government as established by the U.S. Constitution.**
- 12.5 Students summarize landmark U.S. Supreme Court interpretations of the Constitution and its amendments.**
- 12.6 Students evaluate issues regarding campaigns for national, state, and local elective offices.**
- 12.7 Students analyze and compare the powers and procedures of the national, state, tribal, and local governments.**
- 12.8 Students evaluate and take and defend positions on the influence of the media on American political life.**

**12.9 Students analyze the origins, characteristics, and development of different political systems across time, with emphasis on the quest for political democracy, its advances, and its obstacles.**

**12.10 Students formulate questions about and defend their analyses of tensions within our constitutional democracy and the importance of maintaining a balance between the following concepts: majority rule and individual rights; liberty and equality; state and national authority in a federal system; civil disobedience and the rule of law; freedom of the press and the right to a fair trial; the relationship of religion and government.**

### **Principles of Economics**

**12.1 Students understand common economic terms and concepts and economic reasoning.**

**12.2 Students analyze the elements of America's market economy in a global setting.**

**12.3 Students analyze the influence of the federal government on the American economy.**

**12.4 Students analyze the elements of the U.S. labor market in a global setting**

**12.5 Students analyze the aggregate economic behavior of the U.S. economy.**

**12.6 Students analyze issues of international trade and explain how the U.S. economy affects, and is affected by, economic forces beyond the United States' borders.**

### **INSTRUCTIONAL MATERIALS**

Arbertman, et.al., Street Law, A Course in Practical Law, McGraw Hill/Glencoe Publishing Company

Bonfield, American law and the American Legal System, In a Nutshell, Thomson/West Publishing

Kempin, Historical Introduction to Anglo-American Law, In a Nutshell, Thomson/West Publishing Company

### **SUPPLEMENTARY MATERIALS:**

Selected writings from:

Scheb & Scheb, An Introduction to the American Legal System, West/Thompson Publishing



Last Modified 8/1/16

Mikula & Mabunda, Great American Court Cases, The Gale Group Publishing  
Renstrom, Constitutional Rights Sourcebook, ABC-Clio Publishing  
Schwartz, Main Currents in American Legal Thought, Carolina Academic Press  
Hall, Oxford Companion to the Supreme Court, Oxford University Press  
Friedman, a History of American Law, Simon & Schuster  
Instructor Provided Binder of Supplemental Materials  
Videos & Video Clips

### **SUGGESTED AVERAGE TIME FOR COVERING MAJOR UNITS**

Semester 1/Unit 1 Foundations of American Law & Legal System  
(6 weeks)

Semester 1/Unit 2 Anglo-American Law: Ancient & Modern Perspectives  
(3 weeks)

Semester 1/Unit 3 Development of American Law: Historical Perspective  
(3 weeks)

Semester 1/Unit 4 Substantive Areas of Law, Part 1: Constitutional law –  
Civil Rights & Liberties; Tort Law  
(6 weeks)

Semester 2/Unit 5 Substantive Areas of Law, Part 2: Contracts/Consumer Law;  
Domestic Relations/Family Law; Business Organizations & Law  
(6 weeks)

Semester 2/Unit 6 Criminal Law & Procedures, Civil Procedure/Appeals  
(10 weeks)

### **TEACHER RESOURCES**

Textbooks, Texts & Related Publications, Case Books & Related Publications, Legal  
Dictionary, Articles, Treatises, Statutes & Codes, Hornbooks, Legal Encyclopedia,  
Computer, Projector, Etc.

### **RECOMMENDED STUDENT RESOURCES**

Text Book  
Supplemental Binder – Instructor Provided  
Internet Access

## **SECTION TWO — COURSE UNITS**

### **SEMESTER I/UNIT I: FOUNDATIONS OF AMERICAN LAW & LEGAL SYSTEM**

In this unit students will develop an understanding of the functions of law in American society. Students will become familiar with the forms and sources of law, including positive law, natural law and the influence of English common law and the importance of the common law tradition on the development of the American law. Special attention will be given to the U.S. Constitution and the American constitutional system, and the importance of decisional law/court opinions in the development of the law; the organization, jurisdiction, and functions of federal and state trial and appellate courts, and the role of the U.S. Congress, state legislatures, law enforcement and prosecutorial agencies, the legal profession in the American legal system; and the development of the adversarial system and trial by jury together with the skills used in identifying legal issues and analyzing legal opinions

### **Standards Addressed**

#### **Chronological and Spatial Thinking**

#### **Historical Research, Evidence, and Point of View**

#### **Historical Interpretation**

**11.1, 11.10, 11.11, 12.1, 12.2, 12.3, 12.4, 12.5, 12.10,**

### **Instructional Objectives**

By the end of this unit students will be able to:

- A. Identify and explain the function and historical role of law in American society including the development of the adversarial system and trial by jury; the influence of English common law and common law tradition in the growth & development of American law.
- B. Exhibit an understanding of the supremacy of the U.S. Constitution and the American constitutional system, the importance of decisional law/court opinions in the development of the law
- C. Identify and explain the structure of the American legal system including the organization, jurisdiction, and functions of federal and state, the role of the U.S. Congress, state legislatures, law enforcement and prosecutorial agencies, and the legal profession in the American legal system

- D. Have developed the skills used in Identifying legal issues and analyzing legal opinions

### **Suggested Activities**

The "Widget Game"

Direct Instruction/PPT's

Readings: Primary Text and Supplemental Binder (provided by instructor)

Case Studies/Problems: (examples)

*Regina v Dudley & Stephens; Pierson v Post; Marbury v Madison;*

*Gideon v Wainwright; The Delinquency of Matt & Luther; The Unclear*

*law; The Two Sister & ADR; Do You Need An Attorney*

Hypothetical/Simulated Problems

Case Briefing Exercise

Videos: *The Rule of Nine; Legal Precedent*

### **Suggested Assessment**

Case Studies/Problems & Hypotheticals

Graphic Presentations

Quiz/Examinations

Socratic Discussions

**Term Paper\* Topic to be discussed and agreed upon with instructor.  
(Due at the end of the semester)**

**SEMESTER I/UNIT II: DEVELOPMENT OF ANGLO-AMERICAN LAW,  
ANCIENT & MODERN PERSPECTIVES**

This Unit will be divided into two sections. In Unit 1a, students will survey the development of law from antiquity to 1125c.e., focusing their attention on the development of ancient legal codes and the resolution of social conflicts, the development of Roman Civil Law, and the role of Canon law and replacement of Roman civil law. Specific attention will be given to the following:

- A. The Codes of Hammurabi, Draco, Solon, and Cleisthenes as early examples of the rule of law and evolving social, political and legal principles & customs.
- B. The Twelve Tables and birth of Roman civil law and Code of Justinian
- C. The decline of Roman civil law and the rise of Canon law and its influence on the development of medieval criminal & civil law

In Unit 1b, students will survey the development of Anglo-American law since 1125c.e. Specific attention will be given to the following:

- A. The role of Anglo-Saxon law in pre-Norman England and the imposition of Norman feudal law after 1066
- B. The Golden Age of Law in the 13<sup>th</sup> – 17<sup>th</sup> centuries in England including the beginnings of common law, Constitution of Clarendon, Magna Carta, and English Bill of Rights
- C. The Age of Constitutionalism and its impact on the birth of the American Constitution.

**Standards Addressed**

**Chronological and Spatial Thinking**

**Historical Research, Evidence, and Point of View**

**Historical Interpretation**

**10.1, 10.2, 11.1, 11.3, 12.1, 12.2, 12.3, 12.10**

## **Instructional Objectives**

Students will be able to:

- A. Explain the importance of the early law codes and the development of concepts such as justice and fairness in antiquity
- B. Discuss the role of Roman civil law and the importance of Canon law on the growth and development of fundamental legal concepts and principles.
- C. Identify and explain the main stages in the growth and development in law from pre-Norman England to the Age of Constitutionalism

## **Suggested Activities**

Direct Instruction/PPT's

Selected Readings: Primary Text and Supplemental Binder (provided by instructor)

Class Reading: *The Oresteia, Act 3 – The Eumenides*

Videos: *The Greeks* (excerpts/clips); *Constantine's Sword* (excerpts/clips)

## **Suggested Assessment**

Reading Guide Questions

Quiz/Examinations

Graphic Presentation/PPT

Socratic Discussions

**Term Paper\***

**SEMESTER I/UNIT III: DEVELOPMENT OF AMERICAN LAW: HISTORICAL PERSPECTIVES**

In this unit students will survey the history of the development of American legal thought both as a reflection of the nation's history and as major contribution to the field of law. Starting with how the conception of law developed after the American Revolution, with its focus on the consensual nature of law and the Golden Age of Constitutionalism. Students will trace the laws development through the age of contract during the antebellum period, into the post-civil war era of the negative conception of law, liability based upon fault and the growth of corporations. Students will complete their survey of the historical perspectives of American law by focusing on the advent of legal realism in the 20<sup>th</sup> century and the renewed emphasis upon law as being an instrument for social change, culminating in the age of civil rights, and law and economics. Specific attention will be given to the following:

- A. The role of law in the birth and development of the American republic, including the diverse legal & philosophical viewpoints maintained by the founding generation during the Golden Age of Constitutionalism, federalism and the primacy of property.
- B. The Age of Contract during the antebellum period, and the post-civil war era of the negative conception of law and the growth of corporations and corporate power during the Glided Age and the limitations of liability based upon fault, all of which were essential to the economic and political expansion of the country
- C. The development of the law in the early 20<sup>th</sup> century from the depression and New Deal with its renewed emphasis upon law as being an instrument for social change, through the advancement of civil rights and liberties, and the growth of law and economics in modern America.

**Standards Addressed**

**Chronological and Spatial Thinking**

**Historical Research, Evidence, and Point of View**

**Historical Interpretation**

**10.1, 10.2, 11.1, 11.2, 11.3, 11.5, 11.6, 11.8, 11.10, 11.11, 12.1, 12.2, 12.3, 12.4, 12.5, 12.6, 12.7, 12.8, 12.10, Econ – 12.1, 12.2, 12.3, 12.4,**

## **Instructional Objectives**

Students will be able to:

- A. Identify & explain the major thematic developments in American jurisprudence from the founding of the Republic until the 21<sup>st</sup> century
- B. Identify individuals and the significant parts they played in the growth and development of American law, including many of their specific works and contributions to American jurisprudence
- C. Explain and discuss the different legal theories, concepts and principles that were instrumental in the growth and development of American law from the founding of the Republic until the 21<sup>st</sup> century

## **Suggested Activities**

Direct Instruction/PPT's

Readings: Primary Text, Selected Excerpts, and Supplemental Binder (provided by instructor) (Examples)

Mikula & Mabunda, *Great American Court Cases*; Schwartz, *Main Currents in American Legal Thought*; Hall, *Oxford Companion to the Supreme Court*

Hypothetical/Simulated Problems

Videos: *One Nation Under Law* (excerpts/clips); *A New Kind of Justice* (excerpts/clips w/video guide questions)

## **Suggested Assessment**

Socratic Discussions

Case Problems & Hypotheticals

Guided Reading Questions

Quiz/Examinations

Essay/Paper: Topic limited to a major developmental theme, discussed and agreed upon with instructor

**Term Paper\***

**SEMESTER I/UNIT IV: SUBSTANTIVE AREAS OF LAW, PART 1:  
CONSTITUTIONAL LAW – CIVIL RIGHTS & LIBERTIES; TORT LAW\***

**Instructional Objectives:** This unit is divided into two sections, Part 1 & Part 2.

In Part 1, students will focus their attention on and develop an understanding of the U.S. Constitution, more specifically the Bill of Rights and other amendments instrumental to protecting our civil rights and liberties. Specific attention will be given to the following:

- A. careful study of the First Amendment - freedom of religion, speech press, assembly & petition; the Second Amendment – right to bear arms; Third Amendment – quartering of soldier
- B. A careful study of the Thirteenth Amendment and Fourteenth Amendments' privileges and immunities, due process and equal protection clauses. Careful attention will be given to the Courts' interpretation and application of the same over the last one hundred and sixty years as well as to the various Civil Rights Acts enacted by Congress.
- C. The 4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup>, and 8<sup>th</sup> Amendments will be covered in Unit VI

Part 2 focuses on Tort law and the concepts, principles and theories essential to resolving disputes arising from injuries caused to persons and their property. Specific attention will be given to the following:

- A. The objectives of tort law, its growth and development including the importance of tort concepts in law and economics.
- B. The careful study of the principal theories of recovery in tort (negligence, intentional torts, strict liability and public policy) and the elements necessary to maintain an action for damages

**Standards Addressed**

**Chronological and Spatial Thinking**

**Historical Research, Evidence, and Point of View**

**Historical Interpretation**

**10.1, 10.2, 11.1, 11.3, 11.10, 11.11, 12.1, 12.2, 12.3, 12.4, 12.5, 12.7, 12.8,  
12.10, 12.1, 12.2, 12.3,**



## Instructional Objectives

Students will be able to:

- A. Identify, discuss & explain the meaning and importance of each of the rights guaranteed under the Bill of Rights together with the concepts principles, rules and theories applied in constitutional law and the interpretation of the fundamental rights amendments. Students will also exhibit an understanding of the most significant cases and opinions of the Court related to fundamental rights and liberties
  
- B. Identify and explain the basic objectives of tort law and the types of conduct giving rise to liability, including the history and development of the theories of recovery in tort. Students will also exhibit an understanding of the most significant cases and opinions of the judiciary in the development of tort law

## Suggested Activities

Direct Instruction/PPT's

Readings: Primary Text, Selected Excerpts, and Supplemental Binder (provided by instructor)

Case Studies/Problems: (Examples)

*The Trial of John Peter Zenger*

*Schenck v. United States*

*Abrams v. United States*

*Tinker v. Des Moines*

*New York Times v. Sullivan*

*Abington Township v. Schempp*

*Wisconsin v. Yoder*

*Brown v. Kendall*

*Palsgraf v. Long Island R.R.*

*MacPherson v. Buick Motor Co.*

*Fletcher v. Rylands*

Hypothetical/Simulated Problems

Videos:/Video Clips w/ guides: TBD

## Suggested Assessment

Socratic Discussions

Case Problems & Hypotheticals

Guided Reading Questions

Quiz/Examinations

Essay/Paper: Topic limited to a major developmental theme, discussed and agreed upon with instructor

**Term Paper\***

**SEMESTER II/UNIT V: SUBSTANTIVE AREAS OF LAW, PART 2:  
CONTRACT/CONSUMER LAW; DOMESTIC RELATIONS/FAMILY LAW;  
BUSINESS ORGANIZATIONS**

This Unit will focus on the law of contracts/consumer law; domestic relations/family law; and business structures. These subject areas are each fundamental to the legal landscape and play a dynamic part in the growth and evolution of the social, economic and political life of the American republic. Specific attention will be given to the following:

- A. The law of contract including formation, interpretation, performance and remedies; the importance of warranties under contract; consumer credit, financings as it applies to consumer transactions.
- B. Family law & domestic relations including marriage and divorce, child custody & support and the interstate treatment of domestic relations cases
- C. The formation of business structures including sole proprietorships, partnerships, corporations and franchises together with the laws & principles applied in the creation and management of firms

**Standards Addressed**

**Chronological and Spatial Thinking**

**Historical Research, Evidence, and Point of View**

**Historical Interpretation**

**11.2, 11.3, 11.5, 11.6, 11.8, 11.11, 12.2, 12.3, 12.4, 12.5, 12.7, 12.10, Econ – 12.1, 12.2, 12.3, 12.4, 12.6**

**Instructional Objectives**

Students will be able to:

- A. Explain the main concepts, principles and theories related to the law of contracts, domestic relations and business organizations.
- B. Identify and discuss the role and importance of each of the substantive areas as they relate to contemporary American society; socially, economically and politically.

### **Suggested Activities**

Direct Instruction/PPT's

Selected Readings

Case Studies/Problems: (Examples)

*Fletcher v. Peck*

*Dartmouth College v. Woodward*

*Proprietors of the Charles River v. Proprietors of the Warren Bridge*

*Mumford v. M'Pherson*

*Lochner v. New York*

*Allgeyer v. Louisiana*

*Moore v. East Cleveland*

*Orr v. Orr*

*Troxel v. Granville*

*Santosky v. Kramer*

*In RE Baby Girl Clausen*

*Shaw v. Shaw*

*Slaughterhouse Cases*

*Northern Securities Co. v. U.S.*

*United States v. Lopez*

Hypothetical/Simulated Problems

Videos: Video Clips w/ guides; TBD

### **Suggested Assessment**

Case Studies & Hypotheticals

Quiz/Examinations

Socratic Discussions

**Term Paper\***

**SEMESTER II/UNIT VI: CRIMINAL LAW, CRIMINAL PROCEDURES, CIVIL PROCEDURES AND THE APPELLATE PROCESS.**

This Unit is divided into three parts, with Parts 1 & 2 focusing on Criminal Law and Criminal Procedures, and Part 3 centering on Civil Procedures and the Appellate Process.

In Part 1, Criminal Law, students will examine positive and negative acts that violates penal law and are considered acts against the State or United States and which is prohibited for the purpose of preventing harm to individuals and society. Specific focus will be given to:

- A. Basic principles and elements of a crime such as parties, intent, motive, and act/omission
- B. Defenses to criminal culpability such as non-commission, self-defense &/or the defense of others, infancy, intoxication, insanity &/or diminished capacity, duress, necessity, entrapment
- C. The various substantive crimes, such as conspiracy, attempt, assault, battery, robbery, murder (degrees of), arson, sexual assault, kidnapping, etc., and the elements necessary to establish each crime.

In Part 2, Criminal Procedures, students will study the concepts, theories and rules of law governing the investigation, prosecution, adjudication, and punishment of crimes and those accused thereof. Careful attention will be given to:

- A. 4<sup>th</sup> Amendment - stop & frisk, investigatory searches and temporary detention, probable cause, warrant requirement/warrantless search and/or arrest, consent, exigent circumstances, and the exclusionary rule
- B. 5<sup>th</sup> Amendment – grand jury indictment/charging, double jeopardy, protection against self-incrimination and compelled testimony
- C. 6<sup>th</sup> Amendment – rights to a speedy trial, confrontation of witnesses, compulsory process; jury selection and trial, pre-trial publicity, and the assistance of counsel
- D. 8<sup>th</sup> Amendment - protections against cruel & unusual punishments, excessive bail, Incarceration & proportionality, mandatory minimums & judicial discretion, federal habeas corpus review

In Part 3, Civil Procedure and the Appellate Process, students will examine the general concepts, rules and procedures utilized in processing civil actions and appealing judicial and administrative decisions including the following:

- A. Initial case analysis, attorney-client communications, attorney-attorney contact
- B. Filing of a complaints/actions and service of process
- C. Pre-trial investigations, discovery and the production of documents
- D. Negotiations, arbitration and settlement of cases
- E. Damages & remedies
- F. Filing appeals

### **Standards Addressed**

#### **Chronological and Spatial Thinking**

#### **Historical Research, Evidence, and Point of View**

#### **Historical Interpretation**

**10.1, 10.2, 11.1, 11.5, 11.8, 11.10, 11.11, 12.1, 12.2, 12.3, 12.4, 12.5, 12.7, 12.8, 12.10**

### **Instructional Objectives**

Students will be able to:

- A. Identify and explain the main concepts, principles and theories related to criminal law including the elements required to establish a prima facie case for each crime.
- B. Identify and explain the main concepts, principles and theories related to stop & frisk, arrest, search & seizure, interrogations & confessions, criminal trials, pre-trial & post-trial process, punishment & incarceration, and the constitutional protections guaranteed under the Bill of Rights.
- C. Identify and explain the general rules and procedures applied in prosecuting a civil action including filing complaints, discovery, remedies and the conduct of civil trials, including post-trial relief & processes

### **Suggested Activities**

Direct Instruction/PPT's

Selected Readings: Primary Text and Supplemental Binder (provided by instructor)

Case Studies/Problems: (examples)

*Gideon v. Wainwright*

*Draper v. United States*

*United States v. Leon*

*Terry v. Ohio*

*New Jersey v. T.L.O.*

*Waller v. Florida*

*Adamson v. California*

*Batson v. Kentucky*

*Powell v. Alabama*

*Woodson v. North Carolina*

*Miranda v. Arizona*

*Mapp v. Ohio*

*Chimel v. California*

*California v. Acevedo*

*Palko v. Connecticut*

*Escobedo v. Illinois*

*Barker v. Wingo*

*Nebraska Press Asso. v. Stuart*

*Robinson v. California*

*Coleman v. Thompson*

Hypothetical/Simulated Problems: Utilization of various California civil action forms

Videos: Video/Clips w/video guide, TBD

### **Suggested Assessment**

Case Studies & Hypotheticals

Graphic Presentations

Quiz/Examinations

Socratic Discussions

**Term Paper\***

**\*Students will be required to complete a Term Paper for each semester, the topic to be relevant to the materials covered during the term and as agreed upon in discussion with the Instructor**



## **COURSE OF STUDY**

**FOR**

### ***Senior Seminar - Health and Medical Services Sr. Sem Hlth Md / 2318***

Segment	High School
Length of Course	One Year
Developed by	Susan Rubert
First Edition	2016/2017

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

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*Shannon Fouchard*



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# **Senior Seminar – Health and Medical Services**

## **SECTION ONE — GENERAL INFORMATION**

### **COURSE DESCRIPTION**

Students design and implement their interests, knowledge and skills that they have gained throughout their time in the pathway to apply their learning to a research project, developing a portfolio of work for their senior defense and to complete 80 hours of internship experience. Students will develop goals for career and education to extend well after high school including development of resumes, completing of college and scholarship applications and practice with interviews. Throughout this experience they will work with industry professionals getting valuable feedback about their work and their professional skills to be better prepared and successful in the health career pathway after high school.

### **RATIONALE**

*As the capstone course for the Hiram Johnson High School Health and Medical Sciences Academy progression, this course is important in allowing students to take what they have learned in previous courses and begin to apply it to their own career and educational goals. Students will have more self-direction when engaging in research and projects as well as their work experience opportunities in this course.*

### **COURSE GOALS**

Upon completion of this course, students will be able to:

- *Create a portfolio of work to be presented during Senior Defense of Learning presentations*
- *Create a standard resume as well as targeted resumes for specific internships*
- *Complete research assignments around health of particular demographic groups*
- *Present information in a professional, entertaining, confident and concise manner*
- *Demonstrate readiness for the workplace environment while completing internship hours (30 minimum, 100 maximum)*

## **COURSE STANDARDS**

CTE Standards for Patient Care Pathways  
CCSS Standards for Science and Technical Subjects  
Science and Engineering Practices in the NGSS

### **Required Student Instructional Materials**

Diversified Health Occupations by Simmers, Published by Delmar Learning 6<sup>th</sup> Edition

### **Additional INSTRUCTIONAL MATERIALS**

School to Career by Littrell, Loren, Published by Smith Goodheart-Wlcox 9<sup>th</sup> Edition  
<http://www.g-wlearning.com/careereducation/9781605255286>

Literature and Language Arts - Sixth Course by Rienhart and Winston, Published by Holt, 1<sup>st</sup> edition  
<http://curriculumcompanion.org/public/lite/holtgr12.html>

Fish! A Remarkable Way to Boost Morale and Improve Results by Stephen C. Lindin, Harry Paul, and John Christensen, Published by Hyperion, 1<sup>st</sup> Edition  
<http://www.charthouse.com>

What Color is Your Parachute? 2015 by Bolles, Richard Nelson, Published by Random House LLC  
[www.jobhuntersbible.com](http://www.jobhuntersbible.com)

Medical Assisting, Administrative & Clinical (2012) competencies by Blesi, Wise, Kelley-Arney, Published by Cengage Learning  
[www.cengage.com/coursecare](http://www.cengage.com/coursecare)

## **SUGGESTED AVERAGE TIME FOR COVERING MAJOR UNITS**

*Unit 1: Portfolio—8 weeks*  
*Unit 2 : Research Project – 12 weeks*  
*Unit 3: Internship – 16 weeks*

## TEACHER RESOURCES

Medical Assisting, Administrative & Clinical (2012) competencies by Blesi, Wise, Kelley-Arney, Published by Cengage Learning

## RECOMMENDED STUDENT RESOURCES

Title	Content
Supplemental Materials	<ul style="list-style-type: none"><li data-bbox="505 604 1539 636">➤ Beatty, Richard. <i>The Perfect Cover Letter</i>. New York, NY: John Wiley &amp; Sons, 2008.</li><li data-bbox="505 653 1539 684">➤ Bolles, Rochard. <i>What Color is Your Parachute?</i> Berkely, CA: Ten Speed Press, 2013.</li><li data-bbox="505 701 1539 789">➤ Gibaldi, Joseph. <i>MLA Handbook for Writers of Research Papers</i>. 7th ed. New York: Modern Language.</li><li data-bbox="505 806 1539 894">➤ Koegel, T.J. <i>The Exceptional Presenter: a proven formula to open up and own the room</i>. Greenleaf Book Group, LLC, 2007.</li><li data-bbox="505 911 1539 942">➤ Mitchell, Mary. <i>The Complete Idiot's Guide to Etiquette</i>. 3rd. Alpha, 2004.</li><li data-bbox="505 959 1539 1047">➤ Phillips, D.T. <i>Lincoln on Leadership: Executive Strategies for Tough Times</i>. New York: Business Plus, 1992. Print.</li><li data-bbox="505 1064 1539 1096">➤ "Best Sample Resume." &lt;<a href="http://www.bestsampleresume.com">http://www.bestsampleresume.com</a>&gt;</li><li data-bbox="505 1113 1539 1144">➤ "California Career Zone." &lt;<a href="http://www.cacareerzone.org">http://www.cacareerzone.org</a>&gt;</li><li data-bbox="505 1161 1539 1192">➤ "Son of Citation Machine." &lt;<a href="http://citationmachine.net">http://citationmachine.net</a>&gt;</li><li data-bbox="505 1209 1539 1241">➤ "Occupational Outlook Handbook." &lt;<a href="http://www.bls.gov/oooh">http://www.bls.gov/oooh</a>&gt;</li><li data-bbox="505 1257 1539 1289">➤ "Toastmasters International." &lt;<a href="http://toastmasters.org">http://toastmasters.org</a>&gt;</li><li data-bbox="505 1306 1539 1337">➤ "Purdue OWL." &lt;<a href="http://owl.english.purdue.edu/owl">http://owl.english.purdue.edu/owl</a>&gt;</li><li data-bbox="505 1354 1539 1386">➤ Textbooks used from all career pathways.</li><li data-bbox="505 1402 1539 1434">➤ Various websites researched by students.</li><li data-bbox="505 1451 1539 1516">➤ Video - Charthouse Learning, <i>FISH! Catch the Energy. Release the Potential</i>. 1998.</li></ul>

## SECTION TWO — COURSE UNITS

### UNIT I: Portfolio

#### 1. Unit Summary

The portfolio is a collection of evidence that demonstrates the students' skills and abilities throughout the Senior Seminar course. It helps prepare students for college and employment in three complimentary ways. First, it is the central part of the course that gives students an opportunity to master important writing skills, meaningful to their possible audiences. Second, by completing the requirements, students can showcase their best works to colleges and potential employers. Third, by taking responsibility for putting together this collection, students plan and document their accomplishments, as well as identify areas for further improvement.

#### 2. Major Assignment

**Work Samples:** Students showcase and describe four work samples of their best work that reflects a substantial program activity. These are practical examples of the student's workplace learning and written work that are linked directly to the CTE Model Curriculum Standards for the Health Science and Medical Terminology Career Pathway.

**Example of Work Sample - Obtain and record a patient health history:** For this example, students will conduct an in-person screening to identify and accurately record/document the patients chief complaint and related symptoms in the patients medical record, utilizing appropriate vocabulary. Students will apply critical thinking skills in performing patient assessment and care by conducting an in-person screening and recording the information appropriately into the patients chart. As they conduct the interview, they will apply active listening skills, language and verbal skills that enable patients' understanding and appropriate, congruent body language and other nonverbal skills. They will also demonstrate professionalism by being courteous and diplomatic; showing respect, empathy, and cultural sensitivity; maintaining privacy and confidentiality; and adapting to change. The medical record will be used as the "work sample".

### **Standards Addressed**

#### CTE Standards for Patient Care Pathways

B5.6

Demonstrate the correct pronunciation of medical terms.

B6.2

Use active listening skills (e.g., reflection, restatement, and clarification) and communication techniques to gather information from the patient.

B6.3

Formulate appropriate responses to address the patients concerns and questions in a positive manner.

B6.6

Maintain written guidelines of the Health Insurance Portability and Accountability Act (HIPAA) in all communications.

## **CCSS Standards for Science and Technical Subjects**

### ***College and Career Readiness Anchor Standards for Reading:***

#### **Craft and Structure**

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

#### **Integration of Knowledge and Ideas**

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.\*

### ***College and Career Readiness Anchor Standards for Writing:***

#### **Text Types and Purposes\***

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

#### **Production and Distribution of Writing**

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

#### **Range of Writing**

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

## **Science and Engineering Practices in the NGSS**

The eight practices of science and engineering that the *Framework* identifies as essential for all students to learn and describes in detail are listed below:

1. Asking questions (for science) and defining problems (for engineering)
8. Obtaining, evaluating, and communicating information

## **Instructional Objectives**

Students will be able to:

- *Create a portfolio of work to be presented during Senior Defense of Learning presentations*
- *Create a standard resume as well as targeted resumes for specific internships*
- *Prepare for Job and Internship Interviews*
- *Build a 5-10 year post-high school plan based on their desired life style, career goals and necessary education for realistic expectations and career planning.*
- *Complete a mock interview with real industry professionals and reflect on room for improvement (strengths and weaknesses).*

## **Suggested Activities**

Professionalism: Students will develop a model of professionalism that will be used throughout the rest of the course in terms of communication, appropriate attire and how one carries one's self.

\*Resume Writing: Students will create a resume based on their work and educational experience; they will workshop it with their peers and then get industry partner feedback on it as well.

\*Public Speaking: Students will practice elevator speeches in peer groups and then with presenters.

\*Interview Skills: Students will practice interview skills in peer groups (speed dating style) and then go through a mock interview process with industry partners.

Reflection: Students will write reflections on pieces of evidence that they have met expectations demonstrating that they are ready to graduate and will be ready to enter the next phase of their life (college and/or career) in preparation for their senior defense.

\* Requires a presenter (industry partner, CAP grant or some other source of presenter)

## **Suggested Assessment**

1. Culminating Mock Interview (with industry professionals)
2. 5-10 year plan for after high school (Included in plan: Desired Life style, Education progression, Entry point for desired career)

## UNIT II: Research Project

### 1. Unit Summary

The research project is designed to provide students the opportunity to demonstrate their skills and knowledge learned in the Health and Medical career pathway. Completing the project shows their ability to plan, organize and create a product or event. The project also allows them to pursue specific interests and to meet professional in Health and Medical Services. There are three main components of the research project: a research paper, a product or activity, and the project presentation.

### 2. Major Assignment

**Research Paper:** Write an in-depth 8-12 page research paper using MLA guidelines for margins, text-formatting, heading and titles, and page numbering.

**Conducting Research:** As students research their topics, they should ask questions such as "What do I really want to know about this subject? What interests me the most about it? What makes it worth investigating." Using primary sources, students will seek answers to their questions and gain a deeper understanding about their topic by finding facts and ideas from a variety of reliable sources. They will be guided through the process of drafting their research findings using appropriate rhetorical, grammatical, and syntactical patters, forms, and structures to meet the needs of their intended audiences (peers and panel of judges). They will incorporate technology not only during the research phase of the project, but also in word processing drafts of the paper and applying appropriate formatting and produce an in-depth 8-12 page research paper.

**Example of a research project for the Health and Medical career pathway:** A student who will do a research paper about the causes of breast cancer will read medical journals, such as the American Journal of Medicine to find the latest fact in research on the disease. They may also read newspaper and magazine articles about interviews from the chief surgeon from the American Cancer Society or read actual testimonies of breast cancer survivors from the website [www.cancerhopeenetwork.com](http://www.cancerhopeenetwork.com).

## Standards Addressed

### **CTE Standards for Patient Care Pathways:**

B1.0

Recognize the integrated systems approach to health care delivery services: prevention, diagnosis, pathology, and treatment

B1.2

Understand the range between prevention, diagnosis, pathology, and treatment procedures.

B1.4

Illustrate the value of preventive and early intervention in relationship to health care practices.

B2.2

Describe basic stages of growth and development.



B3.2  
Analyze diagrams, charts, graphs, and tables to interpret health care results.

B3.3  
Record time using the 24-hour clock.

B4.0  
Recognize and practice components of an intake assessment relevant to patient care.

B4.1  
Conduct basic interview to acquire new knowledge (e.g., medical and family histories).

B4.2  
Identify and summarize major life events as they impact health care practices and patient outcomes.

B4.3  
Observe patient actions, interests, and behaviors while documenting responses.

B4.4  
Collect and synthesize information or data about the patient's symptoms and vital signs.

B5.1  
Use medical terminology in patient care appropriate to communicate information and observations.

B5.2  
Accurately spell and define occupationally specific terms related to health care.

B5.6  
Demonstrate the correct pronunciation of medical terms.

B6.1  
Observe and document the ability of patients to comprehend and understand procedures and determine how to adjust communication techniques.

B6.2  
Use active listening skills (e.g., reflection, restatement, and clarification) and communication techniques to gather information from the patient.

B6.3  
Formulate appropriate responses to address the patients concerns and questions in a positive manner.

B6.4  
Employ sensitivity and withhold bias when communicating with patients.

B6.6  
Maintain written guidelines of the Health Insurance Portability and Accountability Act (HIPAA) in all communications.

B7.0  
Apply observation techniques to detect changes in the health status of patients.

B7.1  
Demonstrate observation techniques.

B7.2  
Differentiate between normal and abnormal patient health status.

B7.3  
Document the patient findings and report information appropriately.

B7.4  
Plan basic care procedures within the scope of practice to assist with patient comfort.

B9.0  
Implement wellness strategies for the prevention of injury and disease.

B9.1  
Know and implement practices to prevent injury and protect health for self and others.

B9.2  
Determine effective health and wellness routines for health care workers (i.e., stress management, hygiene, diet, rest, and drug use).

B9.4

Know how to access available wellness services (i.e., screening, exams, and immunizations).

B9.5

Identify alternative/complementary health practices as used for injury and disease prevention.

B9.6

Explore consequences of not utilizing available wellness services and behaviors that prevent injury and illness.

B12.0

Adhere to the roles and responsibilities, within the scope of practice, that contribute to the design and implementation of treatment planning.

B12.1

Understand scope of practice and related skills within prevention, diagnosis, pathology, and treatment occupations.

B13.0

Research factors that define cultural differences between and among different ethnic, racial, and cultural groups and special populations.

B13.1

Utilize culturally appropriate community resources.

B13.2

Recognize complementary and alternative medicine as practiced within various cultures.

B13.4

Ask questions and explore aspects of global significance.

B13.5

Analyze data using relevant concepts.

B13.6

Know when and how to incorporate trained interpreters to facilitate communication and improve patient outcomes.

### **CCSS Standards for Science and Technical Subjects:**

#### ***College and Career Readiness Anchor Standards for Reading:***

##### **Key Ideas and Details**

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

##### **Craft and Structure**

6. Assess how point of view or purpose shapes the content and style of a text.

##### **Integration of Knowledge and Ideas**

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.\*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

##### **Range of Reading and Level of Text Complexity**

10. Read and comprehend complex literary and informational texts independently and proficiently.

#### ***College and Career Readiness Anchor Standards for Writing:***

### **Text Types and Purposes\***

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

### **Production and Distribution of Writing**

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

### **Research to Build and Present Knowledge**

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary and or informational texts to support analysis, reflection, and research.

### **Range of Writing**

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

## **Science and Engineering Practices in the NGSS**

The eight practices of science and engineering that the *Framework* identifies as essential for all students to learn and describes in detail are listed below:

1. Asking questions (for science) and defining problems (for engineering)
2. Developing and using models
3. Planning and carrying out investigations
4. Analyzing and interpreting data
6. Constructing explanations (for science) and designing solutions (for engineering)
7. Engaging in argument from evidence
8. Obtaining, evaluating, and communicating information

## **Instructional Objectives**

Students will be able to:

- *Research treatments and management of conditions common to a particular demographic group.*
- *Present information in a professional, entertaining, confident and concise manner.*
- *Work effectively and efficiently in a team of peers to accomplish a common goal.*
- *Identify dependable sources of information while conducting research.*
- *Report findings in written and verbal form.*
- *Determine community resources that are available for various demographic groups for specific conditions.*

- *Use medical terminology accurately when appropriate.*
- *Distinguish between audience types (technical language for professionals vs laymen terminology for patient/client audiences)*

### **Suggested Activities**

- *Teacher lead research project: instructor will lead students through the researching of two types of cancer covering topics such as risk factors, prevalence, screening, prevention, diagnosis, treatment, prognosis and health care professionals involved. (Focus is on Breast Cancer and Testicular Cancer)*
- *Team debate about screening types for breast and testicular cancer.*
- *Group Presentation to other student group (teacher assigned topic): student teams will each be assigned a disease/disorder to research and will be given materials to use to complete research. Teams will present findings to class.*
- *Team Research Project (team chosen topic): student teams will choose a disease or disorder to research.*
- *Team Presentation to a target audience outside of class (team chosen topic) Student team will use research to create a presentation about their chosen disease/disorder and will then present to a community group (class, community center, church group...)*
- *Individual Research Project (individual chosen topic): Student will choose a demographic group to research the health of and then choose one disease or disorder common to that group to research in more detail.*
- *Individual presentation to affected demographic (individual chosen topic): Students will use their research about a demographic group and a particular disease/disorder to prepare a presentation and then present to the demographic group studied (example: high school athletes and concussions)*

### **Suggested Assessment**

*Presentation Rubric: scored assessment of final presentations of each (team, individual).*

*Audience survey: to be administered before and after presentations to gauge learning, understanding and presenter effectiveness.*

## UNIT III: Internship

### 1. Unit Summary

The internship is a 36 hour working and learning experience that provides students the opportunity to apply their career and academic skills in a practical Health and Medical setting. Students are able to develop and practice an understanding of the high skill career area duties and responsibilities, terminology, climate, protocol, and other information that will enable interns to analyze and revise their meaningful future plans.

### 2. Major Assignment

During the internships for Health and Medical, students will experience a real work-place setting, establish relationships and expectations with peers and supervisors and write weekly reflections analyzing different aspects of their position in health care. Many students will be placed public health settings focused on the prevention and treatment areas on health care. Some students will work with Medical Residents in building skills necessary to their future success with education and career goals. Other students will work in laboratory settings, becoming proficient with basic calculations and laboratory set up. Students who meet age and industry requirements will be placed in clinical settings.

Students will accomplish a variety of tasks revolving around experience within the health care system, cultural awareness and sensitivity, communication with patients/clients in person and over the phone, and awareness of community health concerns and needs.

**Example of Internship Assignment:** During this process students will answer weekly reflection prompts about topics including cultural sensitivity in health care, workplace safety, biohazard disposal, professionalism, communication with peers, communication with supervisors, communication with patients/clients as well as the system of health care. An example prompt would be: In 250-300 words, describe your agencies role in the health care system, specifically where it falls in the delivery of services (prevention, diagnosis, pathology and treatment) and your participation in that service.

### **Standards Addressed**

#### **CTE Standards for Patient Care Pathways**

B1.0

Recognize the integrated systems approach to health care delivery services: prevention, diagnosis, pathology, and treatment

B1.2

Understand the range between prevention, diagnosis, pathology, and treatment procedures.

B3.3

Record time using the 24-hour clock.

B4.0

Recognize and practice components of an intake assessment relevant to patient care.

B5.0

Know the definition, spelling, pronunciation, and use of appropriate terminology in the health care setting.

- B5.1  
Use medical terminology in patient care appropriate to communicate information and observations.
- B5.2  
Accurately spell and define occupationally specific terms related to health care.
- B5.4  
Use medical abbreviations to communicate information.
- B5.6  
Demonstrate the correct pronunciation of medical terms.
- B6.0  
Communicate procedures and goals to patients using various communication strategies to respond to questions and concerns.
- B6.1  
Observe and document the ability of patients to comprehend and understand procedures and determine how to adjust communication techniques.
- B6.2  
Use active listening skills (e.g., reflection, restatement, and clarification) and communication techniques to gather information from the patient.
- B6.3  
Formulate appropriate responses to address the patients concerns and questions in a positive manner.
- B6.4  
Employ sensitivity and withhold bias when communicating with patients.
- B6.6  
Maintain written guidelines of the Health Insurance Portability and Accountability Act (HIPAA) in all communications.
- B9.2  
Determine effective health and wellness routines for health care workers (i.e., stress management, hygiene, diet, rest, and drug use).
- B9.6  
Explore consequences of not utilizing available wellness services and behaviors that prevent injury and illness.
- B10.0  
Comply with protocols and preventative health practices necessary to maintain a safe and healthy environment for patients, health care workers, coworkers, and self within the health care setting.
- B11.0  
Comply with hazardous waste disposal policies and procedures, including documentation, to ensure that regulated waste is handled, packaged, stored, and disposed of in accordance with federal, state, and local regulations.
- B11.2  
Explain how waste is handled, packaged, stored, and disposed of in accordance with federal, state, and local regulations including hazardous chemicals, biohazards, and radioactive materials.
- B11.3  
Adhere to the health care setting's waste management program (e.g., recycling and reduction of regulated medical, solid, hazardous, chemical, and radioactive waste materials).
- B11.4  
Apply protective practices and procedure for airborne and blood-borne pathogens for equipment and facilities and identify unsafe conditions for corrective action.

B12.0

Adhere to the roles and responsibilities, within the scope of practice, that contribute to the design and implementation of treatment planning.

B12.1

Understand scope of practice and related skills within prevention, diagnosis, pathology, and treatment occupations.

B12.4

Follow appropriate guidelines for implementation of various procedures.

B13.1

Utilize culturally appropriate community resources.

B13.2

Recognize complementary and alternative medicine as practiced within various cultures.

B13.3

Develop ethnographic skills, by location and information retrieval, carefully observe social behavior, and manage stress and time.

B13.6

Know when and how to incorporate trained interpreters to facilitate communication and improve patient outcomes.

## **CCSS Standards for Science and Technical Subjects**

### ***College and Career Readiness Anchor Standards for Reading:***

#### **Craft and Structure**

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

6. Assess how point of view or purpose shapes the content and style of a text.

#### **Integration of Knowledge and Ideas**

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.\*

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

#### **Range of Reading and Level of Text Complexity**

10. Read and comprehend complex literary and informational texts independently and proficiently.

### ***College and Career Readiness Anchor Standards for Writing:***

#### **Text Types and Purposes\***

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

#### **Production and Distribution of Writing**

audience.

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

#### **Research to Build and Present Knowledge**

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

9. Draw evidence from literary and or informational texts to support analysis, reflection, and research.

#### **Range of Writing**

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

### **Science and Engineering Practices in the NGSS**

The eight practices of science and engineering that the *Framework* identifies as essential for all students to learn and describes in detail are listed below:

1. Asking questions (for science) and defining problems (for engineering)
2. Developing and using models
3. Planning and carrying out investigations
6. Constructing explanations (for science) and designing solutions (for engineering)
7. Engaging in argument from evidence
8. Obtaining, evaluating, and communicating information

### **Instructional Objectives**

Students will be able to:

- *Demonstrate readiness for the workplace environment while completing internship hours (30 minimum, 100 maximum)*
- *Complete a venipuncture stick safely and successfully draw 3 vials of 'blood' using models.*
- *Take and assess a peer's vitals.*
- *Use analysis of health of a demographic group to make a community health improvement proposal including the role their internship agency might play in such a proposal.*
- *Reflections on internship: for example safety regulations/precautions taken, communication with peers, communication with supervisors, command structure, client description, agency goals/purpose...*

### **Suggested Activities**

*Application for internships*  
*Interview for internship*  
*Complete internship*  
*Complete reflections on internships*



*Written Job description*  
*First Aid and CPR certification*  
*Venipuncture Lab*  
*Vitals Review Lab*  
*Community Health Proposal*  
*Bioethics Debate*  
*Portfolio of work completed (for defense of learning)*

**Suggested Assessment**

*First Aid/CPR Certification*  
*Venipuncture Practical*  
*Vitals Practical*  
*Self-Assessment*  
*Internship Supervisor Assessment*  
*Teacher Internship drop-in Assessment*  
*Senior Defense of Learning*



## **COURSE OF STUDY**

**FOR**

### ***Men's Leadership Academy***

Segment	High School
Length of Course	One Year
Developed by	Marcus L. Strother
First Edition	Fall, 2016

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

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Suggested Average Time for Covering Major Units.....	15a
Teacher Resources.....	15a
Recommended Student Resources.....	15a

**SECTION TWO — COURSE UNITS**

Unit1.....	Introduction to the MLAProgram.....	1b
Unit 2.....	Emotional Well-Being.....	2b
Unit 3.....	Developing Critical Consciousness.....	3b
Unit 4.....	Moving Towards High School Graduation.....	4b
Unit 5.....	College and Career Readiness.....	5b
Unit 6 .....	Developing a College and Career Path.....	6b
Unit 7.....	History and Legacy.....	7b
Unit 8.....	Physical Health.....	8b
Unit 9.....	Good Decision-Making.....	9b
Unit10.....	Becoming Agents of Change.....	10b
Unit 11.....	Social Entrepreneurship.....	11b

## **COURSE DESCRIPTION**

Men's Leadership Academy encourages students to engage in meaningful conversations and activities around race, culture, class, and gender—challenging others' and themselves to think with a humanizing and socially conscious lens. It serves as a critical component of the MLA program, which consists of a rigorous course supplemented with academic retreats, life/career coaching, technical skills training, opportunities for civic engagement and educational field trips (including college/university tours, job shadowing and more). The program thus supports students in their personal development, academic achievement, and college planning and preparation.

## **RATIONALE**

The Sacramento City Unified School District (SCUSD) Men's Leadership Academy (MLA) curriculum was designed with the purpose of empowering young men of color to become transformative resisters against injustice and oppression. Traditionally taught as a yearlong course, the curriculum focuses on identity development and the development of critical consciousness. It is centered on the Social Justice Youth Development (SJYD) model, which encourages students to study problems and struggles that affect them and their communities through an empowerment lens. Through SJYD, students become experts on issues of power, privilege and responsibility while identifying the associated structural inequities so that they can educate others. Students are then supported as they become agents of change to address such inequities and undo unjust policies and structures.

## **COURSE GOALS**

Upon completion of this course, students will be able to:

- Graduate from high school.
- Gain College and career experience.
- Develop a college or career path.
- Be proficient in technology.
- Gain exposure to social entrepreneurship.
- Be introduced to tools and strategies for self-awareness in order to maintain social and emotional well-being.
- Learn, evaluate and practice good decision making.
- Learn how to use history to know where they come from, where they stand and where they can go.
- Develop levels of Social/Critical Consciousness (Social Conscience).
- Be the agents of change within their communities.

- Learn about physical health from a holistic point of view.
- Understand the importance of solidarity and camaraderie based on the theme of ‘Brothers Keepers.’

## **CALIFORNIA COMMON CORE LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS STANDARDS FOR 9 -12<sup>TH</sup> GRADE**

### **Reading Informational Text grades 9 -10**

**CCR-Info 1** – Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**CCR-Info 2** – Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

**CCR-Info 3** – Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

**CCR-Info 4** – Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). (See grade 9–10 Language standards 4–6 for additional expectations.) CA

**CCR-Info 5** – Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). a. Analyze the use of text features (e.g., graphics, headers, captions) in functional workplace documents. CA

**CCR-Info 6** – Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

**CCR-Info 7** – Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.

**CCR-Info 8** – Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

**CCR-Info 9** – Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.

**CCR-Info 10** – By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.

### **Reading Informational Text grades 11-12**

**CCR-Info 1** – Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

**CCR-Info 2** – Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

**CCR-Info 3** – Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

**CCR-Info 4** – Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). (See grade 11–12 Language standards 4–6 for additional expectations.) CA

**CCR-Info 5** – Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. a. Analyze the use of text features (e.g., graphics, headers, captions) in public documents. CA

**CCR-Info 6** – Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

**CCR-Info 7** – Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

**CCR-Info 8** – Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).

**CCR-Info 9** – Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.

**CCR-Info 10** – By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.

## **Reading Literature 9-10**

### **CCSS.ELA-Literacy.RL.9-10.1**

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

### **CCSS.ELA-Literacy.RL.9-10.2**

Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

### **CCSS.ELA-Literacy.RL.9-10.3**

Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

### **Craft and Structure:**

#### **CCSS.ELA-Literacy.RL.9-10.4**

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

#### **CCSS.ELA-Literacy.RL.9-10.5**

Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

#### **CCSS.ELA-Literacy.RL.9-10.6**

Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

### **Integration of Knowledge and Ideas:**

#### **CCSS.ELA-Literacy.RL.9-10.7**

Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).

#### **CCSS.ELA-Literacy.RL.9-10.8**

(RL.9-10.8 not applicable to literature)

#### **CCSS.ELA-Literacy.RL.9-10.9**

Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

## **Reading Literature 11-12**

### **CCSS.ELA-Literacy.RL.11-12.1**

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

### **CCSS.ELA-Literacy.RL.11-12.2**

Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

### **CCSS.ELA-Literacy.RL.11-12.3**

Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

### **Craft and Structure:**

#### **CCSS.ELA-Literacy.RL.11-12.4**

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

#### **CCSS.ELA-Literacy.RL.11-12.5**

Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

#### **CCSS.ELA-Literacy.RL.11-12.6**

Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

### **Integration of Knowledge and Ideas:**

#### **CCSS.ELA-Literacy.RL.11-12.7**

Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

#### **CCSS.ELA-Literacy.RL.11-12.8**

(RL.11-12.8 not applicable to literature)

#### **CCSS.ELA-Literacy.RL.11-12.9**

Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

### **Range of Reading and Level of Text Complexity:**

#### **CCSS.ELA-Literacy.RL.11-12.10**

By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently. **Language 9-10**

### **Conventions of Standard English:**

#### **CCSS.ELA-Literacy.L.9-10.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.



**CCSS.ELA-Literacy.L.9-10.1.a**

Use parallel structure.\*

**CCSS.ELA-Literacy.L.9-10.1.b**

Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

**CCSS.ELA-Literacy.L.9-10.2**

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**CCSS.ELA-Literacy.L.9-10.2.a**

Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

**CCSS.ELA-Literacy.L.9-10.2.b**

Use a colon to introduce a list or quotation.

**CCSS.ELA-Literacy.L.9-10.2.c**

Spell correctly.

**Knowledge of Language:**

**CCSS.ELA-Literacy.L.9-10.3**

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**CCSS.ELA-Literacy.L.9-10.3.a**

Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, *Turabian's Manual for Writers*) appropriate for the discipline and writing type.

**Vocabulary Acquisition and Use:**

**CCSS.ELA-Literacy.L.9-10.4**

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9-10 reading and content*, choosing flexibly from a range of strategies.

**CCSS.ELA-Literacy.L.9-10.4.a**

Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

**CCSS.ELA-Literacy.L.9-10.4.b**

Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).

**CCSS.ELA-Literacy.L.9-10.4.c**

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

**CCSS.ELA-Literacy.L.9-10.4.d**

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**CCSS.ELA-Literacy.L.9-10.5**

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**CCSS.ELA-Literacy.L.9-10.5.a**

Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

**CCSS.ELA-Literacy.L.9-10.5.b**

Analyze nuances in the meaning of words with similar denotations.

**CCSS.ELA-Literacy.L.9-10.6**

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**Language 11-12**

**Conventions of Standard English:**

**CCSS.ELA-Literacy.L.11-12.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-Literacy.L.11-12.1.a**

Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

**CCSS.ELA-Literacy.L.11-12.1.b**

Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed.

**CCSS.ELA-Literacy.L.11-12.2**

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**CCSS.ELA-Literacy.L.11-12.2.a**

Observe hyphenation conventions.

**CCSS.ELA-Literacy.L.11-12.2.b**

Spell correctly.

**Knowledge of Language:**

**CCSS.ELA-Literacy.L.11-12.3**

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**CCSS.ELA-Literacy.L.11-12.3.a**

Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

**Vocabulary Acquisition and Use:**

**CCSS.ELA-Literacy.L.11-12.4**

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11-12 reading and content*, choosing flexibly from a range of strategies.

**CCSS.ELA-Literacy.L.11-12.4.a**

Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

**CCSS.ELA-Literacy.L.11-12.4.b**

Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive*, *conception*, *conceivable*).

**CCSS.ELA-Literacy.L.11-12.4.c**

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

**CCSS.ELA-Literacy.L.11-12.4.d**

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**CCSS.ELA-Literacy.L.11-12.5**

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**CCSS.ELA-Literacy.L.11-12.5.a**

Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

**CCSS.ELA-Literacy.L.11-12.5.b**

Analyze nuances in the meaning of words with similar denotations.

**CCSS.ELA-Literacy.L.11-12.6**

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## **Writing Standards grades 9-10**

**CCW1** – Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- a.** Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- b.** Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.
- c.** Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d.** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e.** Provide a concluding statement or section that follows from and supports the argument presented.

**CCW2** – Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- a.** Introduce a topic or thesis statement; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. CA
- b.** Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
- c.** Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d.** Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- e.** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f.** Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

**CCW3** – Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- a.** Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- b.** Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- c.** Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
- d.** Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- e.** Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**CCW4** – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

**CCW5** – Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)

**CCW6** – Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

**CCW7** – Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**CCW8** – Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation including footnotes and endnotes. CA

**CCW9** – Draw evidence from literary or informational texts to support analysis, reflection, and research.

**a.** Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).

**b.** Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).

**CCW10** – Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

### **Writing Standards grades 11-12**

**CCW1** – Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**a.** Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

**b.** Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.

**c.** Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

**d.** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

**e.** Provide a concluding statement or section that follows from and supports the argument presented.

**f.** Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy). CA

**CCW2** – Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

**a.** Introduce a topic or thesis statement; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. CA

**b.** Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.

**c.** Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

**d.** Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

**e.** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

**f.** Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

**CCW3** – Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**a.** Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

- b.** Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- c.** Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
- d.** Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- e.** Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**CCW4** – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

**CCW5** – Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)

**CCW6** – Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

**CCW7** – Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**CCW8** – Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation including footnotes and endnotes. CA

**CCW9** – Draw evidence from literary or informational texts to support analysis, reflection, and research.

**a.** Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).

**b.** Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]”).

**CCW10** – Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

## **SPEAKING AND LISTENING STANDARDS GRADE 9-10**

**CCSL1** – Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

**a.** Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

**b.** Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

**c.** Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

**d.** Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

**CCSL2** – Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

**CCSL3** – Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

**CCSL4** – Present information, findings, and supporting evidence clearly, concisely, and logically (using appropriate eye contact, adequate volume, and clear pronunciation) such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose (e.g., argument, narrative, informative, response to literature presentations), audience, and task. CA

**a.** Plan and deliver an informative/explanatory presentation that: presents evidence in support of a thesis, conveys information from primary and secondary sources coherently, uses domain specific vocabulary, and provides a conclusion that summarizes the main points. (9th or 10th grade) CA

**b.** Plan, memorize, and present a recitation (e.g., poem, selection from a speech or dramatic soliloquy) that: conveys the meaning of the selection and includes appropriate performance techniques (e.g., tone, rate, voice modulation) to achieve the desired aesthetic effect. (9th or 10th grade) CA

**CCSL5** – Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

**CCSL6** – Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.)

### **SPEAKING AND LISTENING STANDARDS GRADE 11-12**

**CCSL1** – Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

**a.** Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

**b.** Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

**c.** Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

**d.** Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

**CCSL2** – Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

**CCSL3** – Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

**CCSL4** - Present information, findings, and supporting evidence (e.g., reflective, historical investigation, response to literature presentations), conveying a clear and distinct perspective and a logical argument, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. Use appropriate eye contact, adequate volume, and clear pronunciation. CA

**a.** Plan and deliver a reflective narrative that: explores the significance of a personal experience, event, or concern; uses sensory language to convey a vivid picture; includes appropriate narrative techniques (e.g., dialogue, pacing, description); and draws comparisons between the specific incident and broader themes. (11th or 12th grade) CA

**b.** Plan and present an argument that: supports a precise claim; provides a logical sequence for claims, counterclaims, and evidence; uses rhetorical devices to support assertions (e.g., analogy, appeal to logic through reasoning, appeal to emotion or ethical belief); uses varied syntax to link major sections of the presentation to create cohesion and clarity; and provides a concluding statement that supports the argument presented. (11th or 12th grade) CA

**CCSL5** – Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

**CCSL6** – Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)

#### **READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES GRADE 9-10**

**CCRH1** – Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

**CCRH2** – Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

**CCRH3** – Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

**CCRH4** – Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

**CCRH5** – Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

**CCRH6** – Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

**CCRH7** – Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

**CCRH8** – Assess the extent to which the reasoning and evidence in a text support the author’s claims.

**CCRH9** – Compare and contrast treatments of the same topic in several primary and secondary sources.

**CCRH10** – By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

#### **READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES GRADE 11-12**

**CCRH1** – Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

**CCRH2** – Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

**CCRH3** – Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

**CCRH4** – Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

**CCRH5** – Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

**CCRH6** – Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.

**CCRH7** – Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

**CCRH8** – Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.

**CCRH9** – Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

**CCRH10** – By the end of grade 12, read and comprehend history/social studies texts in the grades 11–12 text complexity band independently and proficiently.

#### **INSTRUCTIONAL MATERIALS**

*Men’s Leadership Academy Curriculum*

*How Successful People Lead – John Maxwell*  
*Between the World and Me – Ta-Nahesi Coates*  
*Reach – 40 Black Men Speak on Living, Leading and Succeeding – Ben Jealous and Travian Shorters*

**SUGGESTED AVERAGE TIME FOR COVERING MAJOR UNITS**

Unit 1 Introduction to the MLA Program..... 1 week

Unit 2 Emotional Well-Being..... 1 week

Unit 3 Developing Critical Consciousness..... 4 weeks

Unit 4 Moving towards High School Graduation..... 1 week

Unit 5 College and Career Readiness.....3 weeks

Unit 6 Developing a College and Career Path.....2 weeks

Unit 7 History and Legacy.....5 weeks

Unit 8 Physical Health..... 2 weeks

Unit 9 Good Decision Making.....2 weeks

Unit 10 Becoming Agents of Change.....5 weeks

Unit 11 Social Entrepreneurship.....5 weeks



Men's Leadership Academy  
**Sacramento City Unified School District**

Title: Men's Leadership Academy  
Transcript abbreviations:  
Length of course: Full Year  
Subject area: College-Preparatory Elective ("g") / Interdisciplinary  
Grade levels: 9th, 10th, 11th, 12th  
Course learning environment: Classroom Based

**Course Description**

Course overview:

Men's Leadership Academy encourages students to engage in meaningful conversations and activities around race, culture, class, and gender, challenging others and themselves to think with a humanizing and socially conscious lens. It serves as a critical component of the Men's Leadership Academy program, which consists of a rigorous course supplemented with academic retreats, life/career coaching, technical skills training, opportunities for civic engagement and educational field trips (including college/university tours, job shadowing and more). The program thus supports students in their personal development, academic achievement, and college planning and preparation.

The Sacramento City Unified School District Men's Leadership Academy curriculum was designed with the purpose of empowering young men to become transformative resisters against injustice and oppression. Traditionally taught as a year-long course, the curriculum focuses on identity development and the development of critical consciousness. It is centered on the Social Justice Youth Development model, which encourages students to study problems and struggles that affect them and their communities through an empowerment lens. Through the Social Justice Youth Model, students become experts on issues of power, privilege and responsibility while identifying the associated structural inequities so that they can educate others. Students are then supported as they become agents of change to address such inequities and undo unjust policies and structures. Additionally, students write frequently, critically, reflectively, persuasively and discuss real world issues.

**1. Introduction to Men's Leadership Academy-Leadership  
Instructional Objectives**

In this unit, students will define leadership and create leadership goals for themselves and their class for the year. They will learn about S.M.A.R.T. goals and use this process to write their own goals. Students will examine different leadership styles using textbook definitions, extensive research and case study. They will research real world leaders and determine their leadership styles, strengths and weakness of each as seen in the decisions made. Student will have group discussions about the leadership decisions and how leadership styles influence those decisions.

They will evaluate these decisions and present their findings to the class as well as write about their personal leadership style and how it influences the decisions they make.

- Students will know about the MLA program's vision and objectives
- Students will know about each other
- Students will be able to co-create a social contract for developing an empowering space for each other
- Students will be able to engage in a variety of activities to learn more about their classmates and the vision of the MLA program

### **Suggested Activities**

- Introduction to MLA presentation.
- MLA course syllabus.
- Developing and setting classroom rituals and routines.
- Social contract activity to establish classroom environment (teacher and students develop a contract together regarding what they view as an empowering space for learning).
- A series of ice-breakers or community-building activities to develop trust among MLA students.
- Short reading (autobiographical content) to prompt students to write about themselves.
- Self-reflective journaling.
- Developing a classroom motto (focus on empowerment).

### **Instructional Assignment**

A guided classroom discussion will be held to explore the question of who teaches us about our racial and ethnic histories? Why is it important to know and be able to tell the stories of our own racial and ethnic histories?

Students will write a 500 word autobiographical essay in which they reflect on how race, gender, sexual orientation, culture and/or class have shaped their identity.

### **Students will read Level 1 of "How Successful People Lead" - John Maxwell**

## **2. Emotional Well-Being-Feedback**

### **Instructional Objectives**

Students will learn how to give constructive feedback. Students will also learn how to evaluate ideas for their strengths and weaknesses. Students will need to evaluate and give feedback to other presentations on a weekly basis. This assessment relates to the goals of the class because it focuses on verbal communication skills as well as the ability to evaluate issues and give constructive feedback.

- Students will be able to engage in problem-solving scenarios where they address the emotional well-being of others and link to the necessary support services.
- Students will be able to develop their navigational and social capitals.
- Students will know about the local and community-based support services and resources that exist for students' well-being.
- Students will know about the importance of supportive relationships.

- Students will know about possible support services pertaining to their own lives.

### **Suggested Activities**

- Self-assessment of emotional well-being with follow-up intervention or opportunities (if needed) - needs to be developed by MLA.
- Resources list of support agencies and organizations.
- Lessons on emotional well-being and positive relationships (supportive relationships).
- Readings or lessons on navigational capital and social capital (Yosso).
- Assignments or activities where students learn about the local organizations or support services in their communities.
- Field trips (organizations, homeless shelters, school-tour of services, etc.)
- Guest speaker from local organizations.
- Resource community/ school fair.

### **Instructional Assignment**

We begin with using Julian Weisglass' definition of Leadership, which is taking responsibility for that which matters most (1998). Each student will write a critical analysis journal entry about how the speech shows what matters most to the leader.

Students will read Level 1 of "How Successful People Lead" - John Maxwell

### **3. Developing Critical Consciousness-Writing**

#### **Instructional Objectives**

Students will learn how to write in three important ways: Critically, reflectively and persuasively. Students will learn the difference between each style of writing and when to appropriately use each. Students will learn about organization, clarity and the use of evidence when writing in any style.

- Students will be able to critically examine various texts through a critical lens
- Students will be able to research/analyze a particular issue pertaining to social injustice and inequity and present their findings.
- Students will be able to develop an action-plan for their continuing efforts
- Students will be able to write in three different ways: Critically, reflectively and persuasively

### **Suggested Activities**

- Lessons introducing key terminology and concepts (race, ethnicity, institutional racism, class, sexism, patriarchy, gender, homophobia, etc.)

- Critical reading of various texts (articles, literature, film, art, audio podcasts, music videos, rap lyrics.)
- Google Image searches of communities and/or races (to view disparities and stereotypes/racism)
- Examination of key issues (education, prison, health, etc.) through a critical lens (statistics, readings, film, etc.)
- Examination of case studies that prompt students to think critically
- Socratic Seminars
- Self-reflective writing (examining their own roles in social inequity and injustice) - Student debates
- “Tour of the city” (analysis of resource gaps and communities)

### **Instructional Assignment**

What motivates enslavement? Is it economic interest or a fundamental belief of superiority? Students will read excerpts from Malcolm X and Gandhi. Gandhi’s work will explore class perspectives and denouncing privilege. Malcolm X speeches and text will be used to explore civil rights vs. rights for humans. The students will be able to describe the acts of civil disobedience as a form of transformational resistance, rather than self-defeating resistance. The students will write a critical analysis of Tatum's Chapter 1, "Why Are All the Black Kids Sitting Together in the Cafeteria?" will be held in the classroom in a Socratic Seminar. The students will write a persuasive argument essay on the prompt: Where do students see Tatum's arguments in action in their own schooling?

### **Students will read Level 2 of "How Successful People Lead" - John Maxwell**

## **4. Moving Towards High School Graduation-Reflection**

### **Instructional Objectives**

Students will learn about effective reflection and self-assessment. Students will think critically about their progress in class and the events throughout the course of their high school career.

- Students will be able to read their transcripts to monitor their progress for high school graduation
- Students will be able to engage in conversations about the importance of education and of setting larger goals
- Students will be able to write a reflective essay on their strengths and weaknesses as a students

### **Suggested Activities**

- Activities and lessons on Sacramento City Unified high school graduation requirements (w/transcript overview)
- S.M.A.R.T. goal development session—having students create S.M.A.R.T. goals regarding their graduation goal
- Counselor workshops/presentations on high school graduation requirements (and A-G requirements)

- One-on-one or small group progress checks (where students monitor their own progress towards high school graduation)
- On-Going counselor/teacher monitoring of students grades (2-3 times a semester)

### **Instructional Assignment**

- Student S.M.A.R.T. goal assessment of graduation progress at the end of each semester (self-reflection)
- Post-high school goals art assignment/exhibit
- High School graduation progress plan/portfolio
- Self-reflective journals (answering essential questions)

### **Students will read Level 2 of "How Successful People Lead" - John Maxwell**

### **5. College and Career Readiness-Planning**

#### **Instructional Objectives**

Students will plan different school and community projects/events that are focused on college and career preparation. They will focus and implement a project planning process to ensure that they are thinking about all the different aspects of organizing an event. Students will work to delegate task appropriately, as well as anticipate potential problems and plan solutions to those potential setbacks before they occur.

- Students will be able to present their post-high school plans to others
- Students will know the various requirements needed for college acceptance (A-G requirements, testing, etc.)
- Students will know how to set S.M.A.R.T. goals and monitor their progress
- Students will know the requirements and job duties about a career of interest
- Students will know the requirements and important information about a college of interest
- Students will be able to write reflectively about themselves

#### **Suggested Activities**

- Counselor workshops/presentations on A-G requirements (w/transcript overview)
- One-on-one or small group progress checks (where students monitor their own progress towards college admittance)
- Activities and lessons on A-G and testing requirements for four-year colleges
- Activities and lessons on career objectives: career-interest inventory, student self-reflective journaling, etc.
- Film clips (College board, etc.)
- Statistics on graduation rates, etc. (a critical reading of education and young men of color)
- Field trip to colleges (public and private) and local community businesses (focus on social entrepreneurship)

- Guest speakers (college and career)
- Parent Workshops on high school graduation requirements and college admissions requirements
- On-Going counselor/teacher monitoring of students grades (2-3 times a semester)
- Self-assessments for internship interests (11th and 12th graders)

### **Instructional Assignment**

- Career & College research project and fair: Student will create a brochure or multimedia presentation on a career of interest (requirements, salary, education needed, etc.) Students will complete this same work for the college of their choosing and present it to the class.
- In groups, students will plan and implement a school/community event using a project planning format. This event will help students gain knowledge of college and career opportunities that are available in the community and beyond. They will be responsible for every aspect of the event including budgeting, personnel, marketing, facility request, communication, and implementation. After the event, they will evaluate the planning process and identify changes that they think are necessary to improve both the process and the results for future events. They will also reflect and write about what they learned about themselves and their ability to work in a group.

### **Students will read Level 3 of 'How Successful People Lead' - John Maxwell**

#### **6. Developing a College and Career Path-Planning Instructional Objectives**

Students will write a detailed self alignment plan for their college and career path. This document will have many sections needed for the successful planning of their college or career path. The assessment of their plan will help students gain structure as it relates to the goals of the class because it will help students plan the many details associated with planning for their college or career path and the potential issues that may arise.

- Students will be able to present their clearly laid-out post-high school plans to others
- Students will be able to engage in internships and mentoring opportunities, in order to develop their leadership potential and their college/career paths
- Students will be able to present their clearly laid-out post-high school plans to others

#### **Suggested Activities**

- S.M.A.R.T. Goal development regarding college and/or career goals
- Self-reflective journals
- College and career research/inventories (from previous units)
- Assignment/Culminating Project on students' post-high school plans (with presentation component)

- Student assessment of interests and matching to (1) Internships (for 11th and 12th graders) and mentorships (for 9th and 10th graders)
- Structured and non-structured activities for students and mentors such as day-long retreats, dinners, events, etc. (ongoing for the rest of the year)
- Skills assessment and evaluative feedback

### **Instructional Assignment**

- S.M.A.R.T. goals—career and college
- Self-reflective journals (answering essential questions)
- Student written report on post-high school plans (college and career) with detailed information and S.M.A.R.T. goal development for goal completion (with presentation)

### **Students will read Level 3 of "How Successful People Lead" - John Maxwell**

### **7. Social Entrepreneurship-Creative Problem Solving/Writing Instructional Objectives**

Students will learn about creativity. Students will learn about effective brainstorming and effective business proposal writing.

- Students will be able to work in collaboration with others (small groups) to design a social entrepreneurship project aimed at improving their communities
- Students will be able to identify models and examples of social entrepreneurs in their communities and schools
- Students will be able to utilize their ideas and voices to advocate for themselves and their communities

### **Suggested Activities**

- “Tour of the City” examining community equity and access
- Historical examination of community issues
- Lessons focusing on defining and providing examples of social entrepreneurship
- Research assignments (i.e., scavenger hunt) on local business/ examples of social entrepreneurship
- MLA student Social Entrepreneurship project
- Commercials or PSA’s (multimedia presentations of their projects)
- “Elevator Speech” assignment
- Project Presentation Night (with invited guests)
- Lessons or activities focusing on use of technology or have technology as a means to present work (ongoing throughout the year)
- Engagement with multimedia technologies
- Guest speakers/Social entrepreneurs focusing on careers in technology
- Technology based mentors and internship opportunities

- Field trips to organizations or companies focusing on technology

### **Instructional Assignment**

- Students will be grouped by different levels and given the task of developing their own company. Students will need to develop and write a plan for a company name, budget, branding design and perspective growth outcome based on supply and demand. This will be written into a business proposal. Students will then present their company to our school "Shark Tank" to see if they can get potential investors. Based on the outcomes of investment, the students will need to think creatively to find solutions to any real concerns and then plan around how they will find solutions. The students will be tasked with writing reflectively about their business proposal and how they will prepare more critically for future proposals.

### **Students will read Level 5 "How Successful People Lead" - John Maxwell**

### **8. Becoming Agents of Change-Writing Instructional Objectives**

Students will write critically, reflectively and persuasively. Students will know the difference between each style of writing and when to appropriately use each. Students will learn about organization, clarity and use of evidence when writing in any style. The importance of effective writing in business, education and groups will be discussed.

- Students will develop their sense of agency by carrying out short-term and long-term action plans that work towards viable solutions to the challenges students see in their schools and communities
- Students will be able to carry out their action-plan
- Students will know how to develop an action-plan and work in groups/as a team
- Students will know about their local organizations, politicians, etc. in order to form partnerships or coalitions to work for positive change

### **Suggested Activities**

- Solutions-based assignments
- Activities and assignments for developing short-term and long-term action plans on how to implement possible solutions for an issue(s) students identified in previous unit (action-research project) AND carrying it out
- Class assignments linking students to local organizations
- Presentations to community members, politicians, staff/administrators, etc. (both their action-research and their action plans)
- Carrying out their action-plans



## **Instructional Assignments**

- Action-plan drafts
- Short-term and Long-term action plans final drafts (carried out)
- Showcase event where students are able to inform the community about local issues or concerns (examples: Presentation to school board or other public forums).
- Students will write a persuasive essay, create a persuasive poster and an electronic advertisement. Student will write a critical essay on a leadership topic. Students will write reflectively in short journal assignments and longer essay assignments. Students will write a reflective essay focusing in on their leadership growth and development in preparation for their year-end legacy assignment.

## **Students will read Level 5 of "How Successful People Lead" - John Maxwell**

### **9. Creative Problem Solving**

#### **Instructional Objectives**

This unit will focus on creativity and problem solving for real work situations. Students will work to identify the core issues of any situation and look at problems from others perspectives. They will learn how to build off of their peer's ideas in order to find a more creative and effective solution to the problem. This will be done through real work and hypothetical situational analysis of issues. Students will work in groups to brainstorm, develop and implement proposed solutions and meet with appropriate personnel to present their solutions and persuade other of the viability of their ideas.

- Students will be able to engage in various conversations about poor decision- making and overcoming challenges
- Students will be able to evaluate their own progress towards their goals (SMART goals, etc.)
- Students will learn how to research and solve a community problem

#### **Suggested Activities**

- S.M.A.R.T. Goal development workshops (revisiting goals on college and career goals) Lessons focusing on life-skills (communication, healthy relationships, conflict resolution, time management, etc.)
- Self-evaluation of plans and behaviors, and feedback from MLA staff
- Decision-Making activities with Mentors
- Readings on decision-making and youth; for example: Solórzano's "Transformative Resistance" article/reading
- Workshops engaging students in decision-making activities and role-playing

- Guest speakers highlighting importance of good decision-making and creative problem solving
- Self-reflection journaling throughout
- Lessons on Developing Problem-Solving Skills

### **Instructional Assignment**

Students will go out into classrooms and identify an issue that is important in their school or community. They will work in groups to research the problem and brainstorm potential solutions that are viable, affordable and realistic. Students will create a plan to fix the problem and present that plan to a panel of experts in the field. This panel can include community members, school administration, district personnel and /or parents and other students. If approved, they will implement their plan and follow through the process. If not approved, they will evaluate the reasons it was not approved and make the changes to resubmit their plan for approval.

### **Students will read Level 5 of "How Successful People Lead" - John Maxwell**

## **10. Physical Health-Service Learning Leadership**

### **Instructional Objectives**

Students will learn the importance of serving others, their school, their community and their world. This will all be done through a service learning project around physical health and the world around us.

- Students will know about socio-economic disparities in physical health
- Students will know about particular health-related issues in their community, like diabetes, hypertension, etc.
- Students will be able to understand ways to prevent certain health issues and to work towards being healthy individuals
- Students will be able to engage others (school and/or community) with information on how to live healthy lives

### **Suggested Activities**

- Health statistics, based on demographics
- Examination of physical health through a critical lens (statistics, readings, film, etc.)
- Socratic Seminars
- Self-reflective writing
- Student debates
- “Tour of the city” (analysis of food/health resources across communities)
- Guest speakers (food justice)
- Films (Unnatural Causes, SuperSize Me, Food Inc., etc.)
- Food journals
- Lessons on healthy eating, taking care of one’s body, etc.
  
- Examination of family history of health
- S.M.A.R.T. goals based on physical health

## **Instructional Assignment**

- Self-reflective journals (answering essential questions)
- Large-class discussions or Socratic Seminars
- Individual or Group Presentations
- Food Journal will be kept by all students that will document daily eating habits. The students will develop a food plan that will allow for them to begin eating healthier based on the documented intake of certain foods, i.e. sugars, breads and water.
- Students will work in groups to develop a service project that will benefit others, their school, their community and the world. Students will plan and implement the service project and follow through to learn of its value. They will write a media release to bring attention to their project. This will be an ongoing unit throughout the course.

## **Students will read Level 4 of "How Successful People Lead" - John Maxwell**

### **11. History and Legacy-Communication and Writing Instructional Objectives**

Students will learn the skills necessary to being a confident public speaker. These skills include: projection, articulation, eye contact, body language and confidence. They will learn how to write a speech, use a microphone and digital recording. Students will watch and evaluate famous historical speeches both political and non-political. Students will practice each of the public speaking skills necessary in increasingly difficult situations beginning with peer and culminating in a large group speech. Students will research and be taught effective speech writing and will practice writing their own persuasive speeches.

- Students will be able to explore their own histories and learn about their ancestors
- Students will be able to engage with family or community in a series of assignments related to their identity
- Students will be able to complete a family tree
- Students will be able to combat negative stereotypes through the use of technology and social media
- Students will know some of their history and information about their ancestors (family and race/ethnic group)
- Students will explore about geography
- Students will know about the history of their communities and neighborhoods
- Students will know about negative stereotypes and assumptions regarding young men of color

### **Suggested Activities**

- History lessons on legacy of students' ancestors (Mesoamerica, Chicano Movement, African Diaspora, etc.)—tailored to students in the class
- Student research projects on their ancestors or historical moments

- “Knowing Your Ancestors” assignment (Family tree assignment)
- Homework assignments having students interview/engage with family and/or community
- Documentary film or multimedia projects where students demonstrate Family Tree or research findings
- Personalized lessons focused identity: race, class, gender, sexuality, immigration status, etc. Focused on students exploring their own identities (self-reflection)
- Exploration of history and legacy (past and present); examining race and ethnicity in today’s context - Film analysis
- Lessons on geography
- Lessons and activities on stereotypes and the impact of social media (Google searches of ethnicities/races/etc.)
- Confronting stereotypes head-on
- Lessons on technology and multimedia use
- Guest speakers
- Field Trips (mural walks, etc.)
- Scavenger Hunt assignment

### **Instructional Assignment**

- Quizzes and exams on content
- Self-reflective journaling answering Essential Questions
- Geography assignments
- Socratic Seminars
- Family Tree written piece and visual with presentation
- Art project capturing students’ multiple identities (w/presentation)
- Social media campaign (multimedia) where students confront stereotypes head on and present to various community and school members
- Students will write and give a persuasive speech. They will present their speech using a microphone to a live audience and will have their speech videotaped. Students will be evaluated by both their peers and through self-evaluation while watching their own performance on the effectiveness of their presentation, as well as how well they used public speaking skills. Their speech will be evaluated for its content and the arguments made and justified in their writing.

**Students will read Level 4 of "How Successful People Lead" - John Maxwell**



## **COURSE OF STUDY**

**FOR**

### ***Women's Leadership Academy***

Segment	High School
Length of Course	One Year
Developed by	Marcus L. Strother
First Edition	Fall, 2017

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

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## **SECTION TWO — COURSE UNITS**

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### **COURSE DESCRIPTION**

Women’s Leadership Academy encourages students to engage in meaningful conversations and activities around race, culture, class, and gender—challenging others’ and themselves to think with a humanizing and socially conscious lens. It serves as a critical component of the WLA program, which consists of a rigorous course supplemented with academic retreats, life/career coaching, technical skills training, opportunities for civic engagement and educational field trips (including college/university tours, job shadowing and more). The program thus supports students in

their personal development, academic achievement, and college planning and preparation.

## **RATIONALE**

The Sacramento City Unified School District (SCUSD) Women’s Leadership Academy (WLA) curriculum was designed with the purpose of empowering young women of color to become transformative resisters against injustice and oppression. Traditionally taught as a yearlong course, the curriculum focuses on identity development and the development of critical consciousness. It is centered on the Social Justice Youth Development (SJYD) model, which encourages students to study problems and struggles that affect them and their communities through an empowerment lens. Through SJYD, students become experts on issues of power, privilege and responsibility while identifying the associated structural inequities so that they can educate others. Students are then supported as they become agents of change to address such inequities and undo unjust policies and structures.

## **COURSE GOALS**

Upon completion of this course, students will be able to:

- Graduate from high school.
- Gain College and career experience.
- Develop a college or career path.
- Be proficient in technology.
- Gain exposure to social entrepreneurship.
- Be introduced to tools and strategies for self-awareness in order to maintain social and emotional well-being.
- Learn, evaluate and practice good decision making.
- Learn how to use history to know where they come from, where they stand and where they can go.
- Develop levels of Social/Critical Consciousness (Social Conscience).
- Be the agents of change within their communities.
- Learn about physical health from a holistic point of view.
- Understand the importance of solidarity and camaraderie based on the theme of ‘Brothers Keepers.’

## **CALIFORNIA COMMON CORE LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS STANDARDS FOR 9 -12<sup>TH</sup> GRADE**

**Reading Informational Text grades 9 -10**



**CCR-Info 1** – Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**CCR-Info 2** – Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

**CCR-Info 3** – Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

**CCR-Info 4** – Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). (See grade 9–10 Language standards 4–6 for additional expectations.) CA

**CCR-Info 5** – Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). a. Analyze the use of text features (e.g., graphics, headers, captions) in functional workplace documents. CA

**CCR-Info 6** – Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

**CCR-Info 7** – Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.

**CCR-Info 8** – Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

**CCR-Info 9** – Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.

**CCR-Info 10** – By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.

### **Reading Informational Text grades 11-12**

**CCR-Info 1** – Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

**CCR-Info 2** – Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

**CCR-Info 3** – Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

**CCR-Info 4** – Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). (See grade 11–12 Language standards 4–6 for additional expectations.) CA

**CCR-Info 5** – Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. a. Analyze the use of text features (e.g., graphics, headers, captions) in public documents. CA

**CCR-Info 6** – Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

**CCR-Info 7** – Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

**CCR-Info 8** – Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).

**CCR-Info 9** – Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.

**CCR-Info 10** – By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.

### **Reading Literature 9-10**

#### **CCSS.ELA-Literacy.RL.9-10.1**

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

#### **CCSS.ELA-Literacy.RL.9-10.2**

Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

#### **CCSS.ELA-Literacy.RL.9-10.3**

Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

#### **Craft and Structure:**

#### **CCSS.ELA-Literacy.RL.9-10.4**

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

#### **CCSS.ELA-Literacy.RL.9-10.5**

Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

#### **CCSS.ELA-Literacy.RL.9-10.6**

Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

#### **Integration of Knowledge and Ideas:**

#### **CCSS.ELA-Literacy.RL.9-10.7**

Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).

#### **CCSS.ELA-Literacy.RL.9-10.8**

(RL.9-10.8 not applicable to literature)

#### **CCSS.ELA-Literacy.RL.9-10.9**

Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

### **Reading Literature 11-12**

#### **CCSS.ELA-Literacy.RL.11-12.1**

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

#### **CCSS.ELA-Literacy.RL.11-12.2**

Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

**CCSS.ELA-Literacy.RL.11-12.3**

Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

**Craft and Structure:**

**CCSS.ELA-Literacy.RL.11-12.4**

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

**CCSS.ELA-Literacy.RL.11-12.5**

Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

**CCSS.ELA-Literacy.RL.11-12.6**

Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

**Integration of Knowledge and Ideas:**

**CCSS.ELA-Literacy.RL.11-12.7**

Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

**CCSS.ELA-Literacy.RL.11-12.8**

(RL.11-12.8 not applicable to literature)

**CCSS.ELA-Literacy.RL.11-12.9**

Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

**Range of Reading and Level of Text Complexity:**

**CCSS.ELA-Literacy.RL.11-12.10**

By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently. **Language 9-10**

**Conventions of Standard English:**

**CCSS.ELA-Literacy.L.9-10.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-Literacy.L.9-10.1.a**

Use parallel structure.\*

**CCSS.ELA-Literacy.L.9-10.1.b**

Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

**CCSS.ELA-Literacy.L.9-10.2**

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**CCSS.ELA-Literacy.L.9-10.2.a**

Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

**CCSS.ELA-Literacy.L.9-10.2.b**

Use a colon to introduce a list or quotation.

**CCSS.ELA-Literacy.L.9-10.2.c**

Spell correctly.

**Knowledge of Language:****CCSS.ELA-Literacy.L.9-10.3**

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**CCSS.ELA-Literacy.L.9-10.3.a**

Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, Turabian's *Manual for Writers*) appropriate for the discipline and writing type.

**Vocabulary Acquisition and Use:****CCSS.ELA-Literacy.L.9-10.4**

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9-10 reading and content*, choosing flexibly from a range of strategies.

**CCSS.ELA-Literacy.L.9-10.4.a**

Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

**CCSS.ELA-Literacy.L.9-10.4.b**

Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).

**CCSS.ELA-Literacy.L.9-10.4.c**

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

**CCSS.ELA-Literacy.L.9-10.4.d**

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**CCSS.ELA-Literacy.L.9-10.5**

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**CCSS.ELA-Literacy.L.9-10.5.a**

Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

**CCSS.ELA-Literacy.L.9-10.5.b**

Analyze nuances in the meaning of words with similar denotations.

**CCSS.ELA-Literacy.L.9-10.6**

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**Language 11-12****Conventions of Standard English:****CCSS.ELA-Literacy.L.11-12.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-Literacy.L.11-12.1.a**

Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

**CCSS.ELA-Literacy.L.11-12.1.b**

Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed.

**CCSS.ELA-Literacy.L.11-12.2**

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**CCSS.ELA-Literacy.L.11-12.2.a**

Observe hyphenation conventions.

**CCSS.ELA-Literacy.L.11-12.2.b**

Spell correctly.

**Knowledge of Language:**

**CCSS.ELA-Literacy.L.11-12.3**

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**CCSS.ELA-Literacy.L.11-12.3.a**

Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

**Vocabulary Acquisition and Use:**

**CCSS.ELA-Literacy.L.11-12.4**

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11-12 reading and content*, choosing flexibly from a range of strategies.

**CCSS.ELA-Literacy.L.11-12.4.a**

Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

**CCSS.ELA-Literacy.L.11-12.4.b**

Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive*, *conception*, *conceivable*).

**CCSS.ELA-Literacy.L.11-12.4.c**

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

**CCSS.ELA-Literacy.L.11-12.4.d**

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**CCSS.ELA-Literacy.L.11-12.5**

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**CCSS.ELA-Literacy.L.11-12.5.a**

Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

**CCSS.ELA-Literacy.L.11-12.5.b**

Analyze nuances in the meaning of words with similar denotations.

**CCSS.ELA-Literacy.L.11-12.6**

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**Writing Standards grades 9-10**

**CCW1** – Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
  - b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.
  - c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
  - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
  - e. Provide a concluding statement or section that follows from and supports the argument presented.
- CCW2** – Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- a. Introduce a topic or thesis statement; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. CA
  - b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
  - c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
  - d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
  - e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
  - f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

**CCW3** – Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
- d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**CCW4** – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

**CCW5** – Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)

**CCW6** – Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

**CCW7** – Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**CCW8** – Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation including footnotes and endnotes. CA

**CCW9** – Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).
  - b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).
- CCW10** – Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

### **Writing Standards grades 11-12**

**CCW1** – Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.
- c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from and supports the argument presented.
- f. Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy). CA

**CCW2** – Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- a. Introduce a topic or thesis statement; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. CA
- b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
- c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

**CCW3** – Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
- d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**CCW4** – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

**CCW5** – Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)

**CCW6** – Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

**CCW7** – Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**CCW8** – Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation including footnotes and endnotes. CA

**CCW9** – Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).

b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]”).

**CCW10** – Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

## **SPEAKING AND LISTENING STANDARDS GRADE 9-10**

**CCSL1** – Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

**CCSL2** – Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

**CCSL3** – Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

**CCSL4** – Present information, findings, and supporting evidence clearly, concisely, and logically (using appropriate eye contact, adequate volume, and clear pronunciation) such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose (e.g., argument, narrative, informative, response to literature presentations), audience, and task. CA



**a.** Plan and deliver an informative/explanatory presentation that: presents evidence in support of a thesis, conveys information from primary and secondary sources coherently, uses domain specific vocabulary, and provides a conclusion that summarizes the main points. (9th or 10th grade) CA

**b.** Plan, memorize, and present a recitation (e.g., poem, selection from a speech or dramatic soliloquy) that: conveys the meaning of the selection and includes appropriate performance techniques (e.g., tone, rate, voice modulation) to achieve the desired aesthetic effect. (9th or 10th grade) CA

**CCSL5** – Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

**CCSL6** – Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.)

#### **SPEAKING AND LISTENING STANDARDS GRADE 11-12**

**CCSL1** – Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

**a.** Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

**b.** Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

**c.** Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

**d.** Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

**CCSL2** – Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

**CCSL3** – Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

**CCSL4** - Present information, findings, and supporting evidence (e.g., reflective, historical investigation, response to literature presentations), conveying a clear and distinct perspective and a logical argument, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. Use appropriate eye contact, adequate volume, and clear pronunciation. CA

**a.** Plan and deliver a reflective narrative that: explores the significance of a personal experience, event, or concern; uses sensory language to convey a vivid picture; includes appropriate narrative techniques (e.g., dialogue, pacing, description); and draws comparisons between the specific incident and broader themes. (11th or 12th grade) CA **b.** Plan and present an argument that: supports a precise claim; provides a logical sequence for claims, counterclaims, and evidence; uses rhetorical devices to support assertions (e.g., analogy, appeal to logic through reasoning, appeal to emotion or ethical belief); uses varied syntax to link major sections of the presentation to create cohesion and clarity; and provides a concluding statement that supports the argument presented. (11th or 12th grade) CA

**CCSL5** – Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

**CCSL6** – Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)

#### **READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES GRADE 9-10**

**CCRHI** – Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

**CCRH2** – Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

**CCRH3** – Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

**CCRH4** – Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

**CCRH5** – Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

**CCRH6** – Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

**CCRH7** – Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

**CCRH8** – Assess the extent to which the reasoning and evidence in a text support the author’s claims.

**CCRH9** – Compare and contrast treatments of the same topic in several primary and secondary sources.

**CCRH10** – By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

## **READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES GRADE 11-12**

**CCRH1** – Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

**CCRH2** – Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

**CCRH3** – Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

**CCRH4** – Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

**CCRH5** – Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

**CCRH6** – Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.

**CCRH7** – Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

**CCRH8** – Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.

**CCRH9** – Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

**CCRH10** – By the end of grade 12, read and comprehend history/social studies texts in the grades 11–12 text complexity band independently and proficiently.

## **INSTRUCTIONAL MATERIALS**

*Women’s Leadership Academy Curriculum*

*This Bridge Called My Back – Cherrie Moraga*

## **SUGGESTED AVERAGE TIME FOR COVERING MAJOR UNITS**

Unit 1 Introduction to the WLA Program.....	1 week
Unit 2 Self-Care: An Act of Political Warfare.....	1 week
Unit 3 Developing Critical Consciousness.....	4 weeks
Unit 4 Revolutionary Women.....	1 week
Unit 5 College and Career Readiness.....	3 weeks
Unit 6 Lineage and Legacy.....	2 weeks
Unit 7 My Body/My Mind.....	5 weeks
Unit 8 Social Justice for the Local and Global Community.....	2 weeks
Unit 9 The Experience of Gender and Sexism.....	2 weeks
Unit 10 Women in Technology and Entrepreneurship.....	5 weeks

Women's Leadership Academy  
**Sacramento City Unified School District**

Title: Women's Leadership Academy

Transcript abbreviations:

Length of course: Full Year

Subject area: College-Preparatory Elective ("g") / Interdisciplinary

Grade levels: 9th, 10th, 11th, 12th

Course learning environment: Classroom Based

**Course Description**

**Course overview:**

Women's Leadership Academy encourages students to engage in meaningful conversations and activities around race, culture, class, and gender, challenging others and themselves to think with a humanizing and socially conscious lens. It serves as a critical component of the Women's Leadership Academy program, which consists of a rigorous course supplemented with academic retreats, life/career coaching, technical skills training, opportunities for civic engagement and educational field trips (including college/university tours, job shadowing and more). The program supports students in their personal development, academic achievement, and college and career preparation.

Women's Leadership Academy (WLA) was designed with the purpose of empowering young women to become transformative resisters against injustice and oppression. Traditionally taught as a year-long course, the curriculum focuses on identity development and the development of critical consciousness. It is centered on the Social Justice Youth Development model, which encourages students to study problems and struggles that affect them and their communities through an empowerment lens. Through the Social Justice Youth Development model, students become experts on issues of power, privilege and responsibility while identifying the associated structural inequities so that they can educate others. Students are then supported as they become agents of change to address such inequities and undo unjust policies and structures. Additionally, students write frequently, critically, reflectively, persuasively and discuss real world issues.

**Course content:**

**Introduction to Women's Leadership Academy**

**Instructional Objectives**

In this unit, students will define leadership and create leadership aspirations (goals) for themselves and their class for the year. They will learn about S.M.A.R.T. goals and use this process to develop their own personal goals. Students will examine different leadership styles using textbook definitions, extensive research and case study. They will research real world leaders and determine their leadership styles, strengths and the weakness of each as seen in the decisions made. Students will have group discussion that will allow for them to examine decisions that have been made and how different leadership styles influenced the decisions made. The students will be able to learn and understand the Women's Leadership Academy mission and vision, as well as engage in community building activities and self-reflective journal writing.

- Students will be able to understand WLA program mission and vision
- Students will know about each other
- Students will be able to co-create a social contract for developing an empowering space for each other

- Students will be able to engage in a variety of activities to learn more about their classmates and the mission/vision of WLA

### **Suggested Activities**

- Introduction to WLA presentation.
- WLA Course Syllabus.
- Developing and setting classroom rituals and routines.
- Social contract activity to establish classroom environment (teacher and students develop a contract together regarding what they view as an empowering space for learning).
- A series of ice-breaker or community building to develop trust among WLA students.
- Short reading (autobiographical content) to prompt students to write about themselves.
- Self-reflective journal writing.
- Developing a classroom motto (Focus on Knowledge, Strength and Empowerment).

### **Instructional Assignment**

A guided discussion will be held to explore the question of who teaches us about our racial and ethnic histories. Why is it important to know and be able to tell the stories of our own racial and ethnic histories?

Selected writings from Langston Hughes (I, Too) and Rupi Kaur (Milk and Honey) will be used to help guide discussion around self identity.

Students will write a 500 word autobiographical essay in which they reflect on how race, gender, sexual orientation, culture and/or class have shaped their identity.

Students will read selected writings from "This Bridge Called My Back" - Cherrie Moraga

#### **Self-Care: An Act of Political Warfare**

#### **Instructional Objectives**

Students will learn how to practice and understand the importance of self-care. In this unit, students will take self assessments that will gauge their physical and emotional well-being, as well as provide students with important information and resources. Students will learn how to give constructive feedback. Students will also learn how to evaluate ideas for their strengths and weaknesses. Students will need to evaluate and give feedback to other presentations on a weekly basis. This assessment relates to the goals of the class because it focuses on verbal communications skills as well as the ability to evaluate issues and give constructive feedback.

- Students will be able to engage in problem-solving scenarios where they address the emotional well-being/self-care of other and link them to the necessary support services.
- Students will be able to develop their navigational and social capitals.
- Students will know about the local and community-based support services and resources that exist for the students well-being/self-care.
- Students will know the importance of supportive relationships.
- Students will know about possible support services pertaining to their own personal lives.

### **Suggested Activities**

- Self-assessment of emotional well-being with follow-up interventions or opportunities.
- Development of a resource booklet with support agencies and organizations available in the community.
- Readings on navigational and social capital.
- Project based learning activities that allow for a community audit of resources needed in the community.
- Field Trips
- Guest speakers from local/community organizations.
- Development of a Resource/Community fair.

### **Instructional Assignment**

Students will read selected writings from "Love Letters to our Daughters. A collection of womanly affirmations. Each student will write a critical analysis journal entry about how the different writings show what matters most about powerful leaders. The students will also have a discussion about Audre Lorde's critical statement of "Self-Care is an act of Political Warfare?"

Students will read selected writings from "This Bridge Called My Back" - Cherrie Moraga

### **Developing Critical Consciousness-Writing Instructional Objectives**

Students will learn how to write in three important ways: Critically, reflectively and persuasively. Students will learn the difference between each style of writing and when to appropriately use each. Students will learn about organization, clarity and the use of evidence when writing in any style. Students will increase critical consciousness as it pertains to race, gender, class, immigration and sexuality. Through in depth research and writing, students will be able to debate issues of inequality with a critical lens.

- Students will be able to critically examine various text through a critical lens.
- Students will be able to research/analyze a particular issue pertaining to social injustice and inequity and present their findings.
- Students will be able to develop an action-plan for their continuing efforts.
- Students will be able to write in three different ways: Critically, reflectively and persuasively.

### **Suggested Activities**

- Lessons introducing key terminology and concepts (race, ethnicity, institutional racism, class, sexism, patriarchy, gender, homophobia, hegemony, etc.)
- Critical reading of various texts (articles, literature, film, art, audio podcasts, music videos and Hip-Hop lyrics).
- Google image search of communities and/or races (to view disparities and stereotypes/racism).
- Examination of key issues (education, prison, health, etc.) through a critical lens (statistics, readings, film, etc.)
- Examination of case studies that prompt students to think critically.
- Socratic Seminars.
- Self-reflective writing (examining their own roles in social inequity and injustice)
- Student Debates.
- City Walk Audit

## **Instructional Assignments**

Students will view and debate the Netflix documentary "Miss Representation." Questions of the inequalities that women face in society, the workplace and at home will drive the discussion of this work. Students will work to develop the "inside" version and "outside" version of themselves, which will be taken from the viewpoint of self vs. society.

Students will read selected writings from "This Bridge Called My Back" - Cherrie Moraga

### **Revolutionary Women**

#### **Instructional Objectives**

Students will learn about the different leadership styles of female revolutionary leaders in global social justice movements. Students will learn how global societal institutions sustain systemic oppression and domination over certain groups of people and how women have led both non-violent and violent resistance movements against these systems.

- Students will learn the difference between non-violent and violent resistance and postulate the necessity of each, given specific societal context.
- Students will learn what makes a woman a "revolutionary woman?"
- Students will be able to research and analyze the life of particular "revolutionary woman."
- Students will be able to present their findings on the life of a particular "revolutionary woman" through presentation formats like powerpoint, prezi, video, etc.

## **Suggested Activities**

- Socratic Seminars.
- Research and Analysis of "revolutionary woman."
- Guest Speakers.
- Self-reflective writing (examining how they can be "revolutionary" for their own community).
- Critical readings of various texts (articles, literature, film, art, audio podcasts, etc.)

## **Instructional Assignment**

Students will be divided into small groups to form their own council of revolutionary women. The students will be given laminated pictures of women who have made "revolutionary" efforts in their own community. Students will need to pick one "revolutionary" woman that they want to research and analyze. The students will need to build a biography vision board that answers the questions: What do we need to know about her personally? What "revolutionary" movement was she most known for and why? What is my personal connection to this "revolutionary" woman? How can I be "revolutionary" for my community?

Students will read selected writings from "This Bridge Called My Back" - Cherrie Moraga

### **College and Career and World Ready - Planning**

#### **Instructional Objectives**

Students will plan different school and community projects/events that are focused on college and career preparation. They will focus and implement a project planning process to ensure that they are thinking about all of the different aspects of organizing an event. Students will work to delegate task appropriately, as well as anticipate potential problems and plan solutions to those potential setbacks before they occur.

- Students will be able to present their post-high school plans to others.
- Students will know the various requirements needed for college acceptance (A-G requirements, testing, etc.)
- Students will know how to set S.M.A.R.T. goals and monitor their progress.
- Students will know the requirements and job duties of a career of interest.
- Students will know the requirements and important information about a college of interest.
- Students will be able to write reflectively about themselves.

### **Suggested Activities**

- Counselor workshops/presentations on A-G requirements (w/transcript overview)
- One on one or small group progress checks (Students will learn to monitor their own progress towards college acceptance).
- Activities and lessons on A-G and testing requirements for four year colleges/universities.
- Activities and lessons on career objectives: Career interest inventory, student self-reflective journal writing, etc.
- Statistics on graduation rates (a critical reading on young women of color).
- Parent workshops on high school graduation requirements and college admission requirements.
- Self-assessments for internship interest (11th-12th Grade)

### **Instructional Assignment**

College and career research project and fair; Students will create a brochure or digital media presentation on a career of interest (requirements, salary, education needed, etc.) Students will complete the same work for the college of their choosing and present it to the class.

In groups, students will plan and implement a school/community event using a project planning format. This events will help students gain knowledge of college and career opportunities that are available in the community and beyond. They will be responsible for every aspect of the event including budgeting, personnel, marketing, facility request, communication and implementation. After the event, they will evaluate the planning process and identify changes that they think are necessary to improve both the process and the results for future events. They will also reflect and write about what they learned about themselves and their ability to work in a group.

Students will read selected writings from "This Bridge Called My Back" - Cherrie Moraga

### **Lineage and Legacy - Communication and Writing**

#### **Instructional Objectives**

Students will learn the skills necessary to being a confident public speaker. These skills include: projection, articulation, eye contact, body language and confidence. They will learn how to write a speech, use a microphone and digital recording. Students will watch famous historical speeches both political and non-political. Students will practice each of the public speaking skills necessary in increasingly difficult situations beginning with peer and culminating in a large group speech. Students will research and be taught effective speech writing and will practice their own persuasive speeches. Students will be exposed to their own personal lineage and identity through family research projects and students will critically examine the different stereotypes women have face overtime.



- Students will be able to explore their own histories and legacies to learn about their ancestors.
- Students will be able to engage with family or community in a series of assignments related to their identity.
- Students will be able to complete a family tree.
- Students will be able to combat negative stereotypes through the use of technology and social media.
- Students will know some of their history and information about their ancestors (family and race/ethnic group).
- Students will explore about geography and where they come from.
- Students will know about the history of their communities and neighborhood.
- Students will know about negative stereotypes and assumptions regarding young women of color.

### Suggested Activities

- History lesson on legacy of students and their ancestors (Mesoamerica, Chicano Movement, African Diaspora) tailored to the students in the class.
- Student research project on their ancestors or historical moments.
- Family Tree assignment-Know Your Ancestors.
- Personalized lessons focused on identity: race, class, gender, sexuality, immigration status, etc.
- Exploration of lineage and legacy-Film analysis.
- Lessons and activities on stereotypes and the impact of social media.
- Guest speakers.
- Field trips.
- Scavenger hunt.

### Instructional Assignment

- Quizzes and exams on content explored.
- Self-reflective journal writing answering essential questions.
- Geography assignments.
- Socratic Seminars.
- Photo Voice project that examines self-identity and community identity (with presentation).
- Social media campaign to combat the negative narrative surrounding young women of color.
- Students will write a persuasive speech. They will present their speech using a microphone to a live audience and will have their speech videotaped. Students will be evaluated by their peers, as well as through self evaluation while watching their own taped speech. Their speech will be evaluated based on its content and the arguments made and justified in their writing.

Students will read selected writings from "This Bridge Called My Back" - Cherrie Moraga  
**My Body/My Mind: Becoming the Alchemist of my Physical and Mental Health - Service Learning Leadership**  
**Instructional Objectives**

Students will learn the importance of serving others, their community and their world. This will all be done through a service learning project around physical and mental health and the

world around us. Students will also learn about health related issues like diabetes and hypertension and its affects on communities of color.

- Students will know about socio-economic disparities in physical and mental health.
- Students will be able to understand ways to prevent certain health issues and how to work towards being healthy individuals.
- Students will be able to engage others (school/community) with information on how to live healthy lives.
- Students will be able to engage others in different health related techniques for healthy living (meditation, breathing, hiking).

### **Suggested Activities**

- Health statistics audit based on community demographics.
- Examination of physical and mental health through a critical lens (statistics, reading, music and film).
- Socratic Seminars.
- Self-reflective writing.
- Student debates.
- S.M.A.R.T. Goals based on physical and mental health.
- Guest speakers.
- Food journals.
- Family physical and mental health audit that will tell the history of health related issues within a family.

### **Instructional Assignment**

- Students will work in groups to develop a service learning project that will benefit others, their school, their community and the world. Students will be trained in and use the Human Center Design model to develop their project. Examples of projects could be visuals and statistics on the effects of food deserts in a community, Photo voice, family health audits, etc. Students will write a media release to help bring attention to their project. This will be an ongoing project throughout the course and the findings can be presented to the larger community at a showcase displaying the work.

Students will read selected writings from "This Bridge Called My Back" - Cherrie Moraga

### **Social Justice for the Local and Global Community-Creative Problem Solving Instructional Objectives**

This unit will focus on creativity and problem solving for social justice issues that affect the local and global community. Students will work to identify the core issues of any situation and look at the problems from other perspectives. They will learn to build off of their peer's ideas in order to find a more creative and effective solution to the problem. This will be done through real work and hypothetical situational analysis of issues. Students will work in groups to brainstorm, develop and implement proposed solutions and meet with the appropriate personnel to present their findings and persuade others of the viability of their ideas.

- Students will engage in various conversations about poor decision making and overcoming the challenges of the consequences.
- Students will be able to evaluate their own progress towards goals.

- Students will learn how to research and solve a local or global problem.
- Students will be able to carry out action plans.
- Students will understand the difference between implicit bias and bias.

### **Suggested Activities**

- S.M.A.R.T. Goals development workshops.
- Self evaluation of plans and behaviors, with feedback from WLA staff.
- Decision making activities with mentors.
- Civic and community board campaign that allows students to join local boards for youth voice.
- Readings from Solorzano's "Transformative Resistance."
- Students will research a local and global issues that are aligned and begin to work in groups to problem solve solutions.

### **Instructional Assignment**

Students will go into classrooms and identify an issue that is important in their school or community. They will work in groups to research the problem and brainstorm potential solutions that are viable, affordable and realistic. Students will create a plan to fix the problem and present that plan to a panel of experts in the field. This panel can include community members, school administration, district personnel and/or parents and other students. If approved, they will implement their plan and follow through with the process. If not approved, they will evaluate the reasons it was not approved and make the changes to resubmit their plan for approval.

Students will read selected writings from "This Bridge Called My Back" - Cherrie Moraga

### **The Experience of Gender and Sexism-Writing**

#### **Instructional Objectives**

Students will write critically, reflectively and persuasively. Students will know the difference between each style of writing and when to appropriately use each. Students will learn about organization, clarity and use of evidence to speak to the narrative of gender and sexism in the local and global community. The importance of effective writing in business, education and groups will be discussed throughout. Students will also learn the importance of critical writings in the struggle for women equality and how writing narratives have helped guide progressive change overtime.

- Students will develop their own sense of agency by carrying out short-term and long-term action plans that work towards viable solutions around the gender and sexism experience.
- Students will be able to carry out their action plans.
- Students will learn how to work and develop actions plans within a group project.
- Students will know about their local organizations, politicians, etc. in order to form partnerships or coalitions to work towards positive change in the experience around gender and sexism.
- Students will deepen their understanding of the gender wage gap, how it manifest in different states and how it particularly impacts women of color.
- Students will explore their own opinions and experience with sexism and gender.

### **Suggested Activities**

- Solution-based assignments.

- Class assignments linking students with local organizations.
- Short-term and long-term action plans that address biases within gender and sexism.
- Presentations of students action plans to local community members, school administration and/or parents.

### **Instructional Assignment**

Students will write a persuasive essay, create a persuasive poster and electronic advertisement. Student will write a critical essay on women who have taken a leadership role in the fight against gender wage and sexism. Students will also write a reflective essay on their own personal bias in gender and sexism.

Students will read selected writings from "This Bridge Called My Back" - Cherrie Moraga

### **Women in Technology and Entrepreneurship**

#### **Instructional Objectives**

Students will learn about creativity. Students will learn about effective brainstorming and effective business proposal writing. Students will develop their own project/proposal that will address a social justice issue through technology (Social media, etc).

- Students will be able to work in collaboration with others (small groups) to design a social entrepreneurship project aimed at improving outcomes for their community.
- Students will be able to identify models and examples of social entrepreneurs in their communities and schools.
- Students will be able to utilize their ideas and voices to advocate for themselves and their communities.

### **Suggested Activities**

- Community audit to exam community equity and access.
- Historical examination of community issues.
- Lessons on defining and providing examples of social entrepreneurship.
- WLA and Social entrepreneurship project.
- "Elevator Speech" assignment.
- Commercials or PSA's (Multi-media presentations of their project).
- Project presentation night (with invited guest from community or local entrepreneurs)
- Guest speakers.
- Lessons or activities on use of technology or have technology as a mean to present work (ongoing throughout the year).

### **Instructional Assignment**

Students will be grouped by different levels and given the task of developing their own company. Students will need to develop and write a plan for a company name, budget, branding design and perspective growth outcome based on supply and demand. This will be written into a business proposal. Students will then present their company to our school "Shark Tank" (local bank managers) to see if they can get potential investors. Based on the outcomes of investment, the students will need to think creatively to find solutions to any real concerns and then plan around how they will find solutions. The students will be tasked with writing reflectively about their business proposal and how they will prepare more critically for future proposals.

Students will read selected writings from "This Bridge Called My Back" - Cherrie Moraga





## **COURSE OF STUDY**

**FOR**

## **Pre-Calculus Honors**

Segment	High School
Length of Course	One Year
Developed by	<i>Suzie Craig</i>
First Edition	Fall 2018

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

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*Dr. John Quinto, Chief Business Officer*  
*Alex Barrios, Chief Communications Officer*  
*Cancy McArn, Chief Human Resources Officer*  
*Elliot Lopez, Chief Information Officer*  
*Cathy Allen, Chief Operations Officer*  
*Vincent Harris, Chief Strategy Officer*

**Committee**

*Suzie Craig*  
*Mikila Fetzer*

“The Sacramento City Unified School District is committed in all of its activities, policies, programs, and procedures to provide equal opportunity for all to avoid discrimination against any person regardless of ethnicity, gender, religion, national origin, disability, marital status, or age.”

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# ***[TITLE OF COURSE OF STUDY]***

## **SECTION ONE — GENERAL INFORMATION**

### **COURSE DESCRIPTION**

Pre-Calculus Honors is an advanced mathematics course, focused on topics in Algebra, Functions, Complex Numbers and Vectors, and Trigonometry. Students will apply mathematics to real life situations, and utilize technology when appropriate.

This course focuses on building students' problem-solving skills as well as proving mathematical arguments and identities. Higher-level thinking strategies are reinforced, as well as formal mathematical language that described the world around them, and idea-rich mathematical discourse provides opportunities for all students to engage in the mathematics at an advanced level.

### **RATIONALE**

This course prepares students for college-level mathematics, particularly calculus (or AP Calculus if taken in high school). Students will build on their learning from Integrated Math III to gain a deeper understanding of all function types. They will develop a deeper understanding of the concepts of limits, area, and slope that are essential in the development of calculus, and the outcomes achieved will be fluency and accuracy in Algebra and Trigonometry at an advanced level in preparation for college-level mathematics and Advanced Placement courses.

### **COURSE GOALS**

Upon completion of this course, students will be able to:

- Understand and apply linear, quadratic, and exponential functions and their graphs
- Represents and use complex numbers on the complex plane
- Recognize, evaluate, and graph exponential and logarithmic functions
- Use exponential growth and decay models, as well as logarithmic models to fit data in order to model real-world situations
- Find inverses of functions graphically and algebraically
- Evaluate trigonometric functions of any angle and prove trigonometric identities and use them to solve problems
- Model real life problems using trigonometric functions
- Solve problems involving velocity and other quantities that can be represented by vectors
- Use matrices to represent and manipulate data and perform operations with matrices; interpret solutions in terms of a given situation
- Write the equations, analyze and sketch the graphs of parabolas, ellipses, and hyperbolas
- Give an informal argument using Cavalieri's principle for the formulas for the volume of a sphere and other solid figures; use volume formulas to solve problems

## COURSE STANDARDS

### California Common Core State Standards for Mathematics – Precalculus

Precalculus

P

#### Number and Quantity

##### The Complex Number System

N-CN

###### Perform arithmetic operations with complex numbers.

- (+) Find the conjugate of a complex number; use conjugates to find moduli and quotients of complex numbers.

###### Represent complex numbers and their operations on the complex plane.

- (+) Represent complex numbers on the complex plane in rectangular and polar form (including real and imaginary numbers), and explain why the rectangular and polar forms of a given complex number represent the same number.
- (+) Represent addition, subtraction, multiplication, and conjugation of complex numbers geometrically on the complex plane; use properties of this representation for computation. For example,  $(-1 + \sqrt{3}i)^3 = 8$  because  $(-1 + \sqrt{3}i)$  has modulus 2 and argument  $120^\circ$ .
- (+) Calculate the distance between numbers in the complex plane as the modulus of the difference, and the midpoint of a segment as the average of the numbers at its endpoints.

##### Vector and Matrix Quantities

N-VM

###### Represent and model with vector quantities.

- (+) Recognize vector quantities as having both magnitude and direction. Represent vector quantities by directed line segments, and use appropriate symbols for vectors and their magnitudes (e.g.,  $\mathbf{v}$ ,  $|\mathbf{v}|$ ,  $\|\mathbf{v}\|$ ,  $v$ ).
- (+) Find the components of a vector by subtracting the coordinates of an initial point from the coordinates of a terminal point.
- (+) Solve problems involving velocity and other quantities that can be represented by vectors.

###### Perform operations on vectors.

- (+) Add and subtract vectors.
  - Add vectors end-to-end, component-wise, and by the parallelogram rule. Understand that the magnitude of a sum of two vectors is typically not the sum of the magnitudes.
  - Given two vectors in magnitude and direction form, determine the magnitude and direction of their sum.
  - Understand vector subtraction  $\mathbf{v} - \mathbf{w}$  as  $\mathbf{v} + (-\mathbf{w})$ , where  $-\mathbf{w}$  is the additive inverse of  $\mathbf{w}$ , with the same magnitude as  $\mathbf{w}$  and pointing in the opposite direction. Represent vector subtraction graphically by connecting the tips in the appropriate order, and perform vector subtraction component-wise.
- (+) Multiply a vector by a scalar.
  - Represent scalar multiplication graphically by scaling vectors and possibly reversing their direction; perform scalar multiplication component-wise, e.g., as  $c(v_x, v_y) = (cv_x, cv_y)$ .
  - Compute the magnitude of a scalar multiple  $c\mathbf{v}$  using  $\|c\mathbf{v}\| = |c|\mathbf{v}$ . Compute the direction of  $c\mathbf{v}$  knowing that when  $|c|\mathbf{v} \neq 0$ , the direction of  $c\mathbf{v}$  is either along  $\mathbf{v}$  (for  $c > 0$ ) or against  $\mathbf{v}$  (for  $c < 0$ ).

### Perform operations on matrices and use matrices in applications.

- (+) Use matrices to represent and manipulate data, e.g., to represent payoffs or incidence relationships in a network.
- (+) Multiply matrices by scalars to produce new matrices, e.g., as when all of the payoffs in a game are doubled.
- (+) Add, subtract, and multiply matrices of appropriate dimensions.
- (+) Understand that, unlike multiplication of numbers, matrix multiplication for square matrices is not a commutative operation, but still satisfies the associative and distributive properties.
- (+) Understand that the zero and identity matrices play a role in matrix addition and multiplication similar to the role of 0 and 1 in the real numbers. The determinant of a square matrix is non-zero if and only if the matrix has a multiplicative inverse.
- (+) Multiply a vector (regarded as a matrix with one column) by a matrix of suitable dimensions to produce another vector. Work with matrices as transformations of vectors.
- (+) Work with  $2 \times 2$  matrices as transformations of the plane, and interpret the absolute value of the determinant in terms of area.

## Algebra

### Seeing Structure in Expressions

A-SSE

#### Interpret the structure of expressions.

- Interpret expressions that represent a quantity in terms of its context. ★
  - Interpret parts of an expression, such as terms, factors, and coefficients. ★
  - Interpret complicated expressions by viewing one or more of their parts as a single entity. For example, interpret  $P(1+r)^n$  as the product of  $P$  and a factor not depending on  $P$ . ★
- Use the structure of an expression to identify ways to rewrite it. For example, see  $x^4 - y^4$  as  $(x^2)^2 - (y^2)^2$ , thus recognizing it as a difference of squares that can be factored as  $(x^2 - y^2)(x^2 + y^2)$ .

### Arithmetic with Polynomials and Rational Expressions

A-APR

#### Rewrite rational expressions.

- Rewrite simple rational expressions in different forms; write  $a(x)/b(x)$  in the form  $q(x) + r(x)/b(x)$ , where  $a(x)$ ,  $b(x)$ ,  $q(x)$ , and  $r(x)$  are polynomials with the degree of  $r(x)$  less than the degree of  $b(x)$ , using inspection, long division, or, for the more complicated examples, a computer algebra system.
- (+) Understand that rational expressions form a system analogous to the rational numbers, closed under addition, subtraction, multiplication, and division by a non-zero rational expression; add, subtract, multiply, and divide rational expressions.

**Create equations that describe numbers or relationships.**

1. Create equations and inequalities in one variable including ones with absolute value and use them to solve problems. *Include equations arising from linear and quadratic functions, and simple rational and exponential functions.* CA ★
2. Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales. ★
3. Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context. *For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.* ★
4. Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. *For example, rearrange Ohm's law  $V = IR$  to highlight resistance  $R$ .* ★

**Solve systems of equations.**

8. (+) Represent a system of linear equations as a single matrix equation in a vector variable.
9. (+) Find the inverse of a matrix if it exists and use it to solve systems of linear equations (using technology for matrices of dimension  $3 \times 3$  or greater).

**Functions****Interpret functions that arise in applications in terms of the context.**

4. For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. *Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.* ★
5. Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. *For example, if the function  $h$  gives the number of person-hours it takes to assemble  $n$  engines in a factory, then the positive integers would be an appropriate domain for the function.* ★

**Analyze functions using different representations.**

7. Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. ★
  - d. (+) Graph rational functions, identifying zeros and asymptotes when suitable factorizations are available, and showing end behavior. ★
  - e. Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude. ★

10. (+) Demonstrate an understanding of functions and equations defined parametrically and graph them. CA ★

11. (+) Graph polar coordinates and curves. Convert between polar and rectangular coordinate systems. CA

### Building Functions

F-BF

#### Build new functions from existing functions.

- Identify the effect on the graph of replacing  $f(x)$  by  $f(x) + k$ ,  $kf(x)$ ,  $f(kx)$ , and  $f(x + k)$  for specific values of  $k$  (both positive and negative); find the value of  $k$  given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. *Include recognizing even and odd functions from their graphs and algebraic expressions for them.*
- Find inverse functions.
  - (+) Verify by composition that one function is the inverse of another.
  - (+) Read values of an inverse function from a graph or a table, given that the function has an inverse.
  - (+) Produce an invertible function from a non-invertible function by restricting the domain.

### Trigonometric Functions

F-TF

#### Extend the domain of trigonometric functions using the unit circle.

- (+) Use the unit circle to explain symmetry (odd and even) and periodicity of trigonometric functions.

#### Model periodic phenomena with trigonometric functions.

- (+) Understand that restricting a trigonometric function to a domain on which it is always increasing or always decreasing allows its inverse to be constructed.
- (+) Use inverse functions to solve trigonometric equations that arise in modeling contexts; evaluate the solutions using technology, and interpret them in terms of the context. ★

#### Prove and apply trigonometric identities.

- (+) Prove the addition and subtraction formulas for sine, cosine, and tangent and use them to solve problems.
- (+) Prove the half angle and double angle identities for sine and cosine and use them to solve problems. CA

## Geometry

### Similarity, Right Triangles, and Trigonometry

G-SRT

#### Apply trigonometry to general triangles.

- (+) Derive the formula  $A = \frac{1}{2}ab \sin(C)$  for the area of a triangle by drawing an auxiliary line from a vertex perpendicular to the opposite side.
- (+) Prove the Laws of Sines and Cosines and use them to solve problems.
- (+) Understand and apply the Law of Sines and the Law of Cosines to find unknown measurements in right and non-right triangles (e.g., surveying problems, resultant forces).

**Translate between the geometric description and the equation for a conic section.**

3. (+) Derive the equations of ellipses and hyperbolas given the foci, using the fact that the sum or difference of distances from the foci is constant.
- 3.1 Given a quadratic equation of the form  $ax^2 + by^2 + cx + dy + e = 0$ , use the method for completing the square to put the equation into standard form; identify whether the graph of the equation is a circle, ellipse, parabola, or hyperbola and graph the equation. CA

## INSTRUCTIONAL MATERIALS

[PreCalculus 6<sup>th</sup> Edition by Blitzer](#)

## SUPPLEMENTARY MATERIALS:

[Walch CSS-IP Honors Supplement for Mathematics I, II, and III](#)

## SUGGESTED AVERAGE TIME FOR COVERING MAJOR UNITS

<b>Sept</b>	Unit I: Linear, Quadratic, and Exponential Functions and Their Graphs
<b>Oct</b> .....	Unit II: Complex Numbers
<b>Nov - Dec</b> ...	Unit III: Exponential and Logarithmic Functions
<b>Jan</b> .....	Unit IV: Composite and Inverse Functions
<b>Feb</b> .....	Unit V: Trigonometric Functions
<b>Mar</b> .....	Unit VI: Vector Analysis
<b>April</b> .....	Unit VII: Matrices
<b>May – June</b>	Unit VIII: Conic Sections, Analytic Geometry, and Volume Formulas

## TEACHER RESOURCES

[PreCalculus 6<sup>th</sup> Edition by Blitzer \(including online resources\)](#)  
[Walch CSS-IP Honors Supplement for Mathematics I, II, and III](#)  
[Precalculus Chapter of the Mathematics Framework for California Public Schools](#)  
[Walch Connect \(accessed electronically via Clever\)](#)  
[Desmos \(www.Desmos.com and www.teacher.desmos.com\)](http://www.Desmos.com)  
[Illustrative Mathematics tasks \(www.illustrativemathematics.org\)](http://www.illustrativemathematics.org)



## RECOMMENDED STUDENT RESOURCES

*(if available)*

## SECTION TWO — COURSE UNITS

### UNIT I: **Linear, Quadratic, and Exponential Functions and Their Graphs**

Unit 1 reviews the definition of a function, function notation, and domain and range for linear, quadratic, exponential, polynomial, and rational functions

#### **Standards Addressed**

F-BF.1,3; F-IF.4,5,7a,7b,7d, 7e(exponential only)

#### **Instructional Objectives**

Students will be able to:

- Evaluate functions and identify their domain and range
- Graph simple functions by hand and graph more complex functions using technology
- Identify key features of graphs, and analyze graphs of functions in terms of a situation they model
- Identify and graph shifts, reflections, and non-rigid transformations of functions
- Find arithmetic combinations and compositions of functions

#### **Suggested Activities**

Students will be given a context or scenario that represents a relationship between two quantities. Students will create a table of values that represents the situation, they will graph the function (by hand or by using technology), and they will identify its domain, range, and other key features of the graph in terms of the given context. Students will analyze the function and make predictions about the context.

#### **Suggested Assessment**

Provide opportunities for students to apply the skills they learned to real-world situations, to explain their thinking in verbally and in writing, to work with a small group towards inquiry of a concept, as well as show mastery of procedural skills.



## UNIT II: Complex Numbers

in this unit, students will extend students' work with complex numbers to include finding a conjugate of a complex number, and representing complex numbers and their operations on the complex plane.

### Standards Addressed

(+)N-CN.3,4,5,6

### Instructional Objectives

Students will be able to:

- Find the conjugate of a complex number
- Use conjugates to find moduli and quotients of complex numbers
- Represent complex numbers on the complex plane in rectangular and polar form (including real and imaginary numbers); and explain why the rectangular and polar forms of a given complex number represent the same number.
- Represent addition, subtraction, multiplication, and conjugation of complex numbers geometrically on the complex plane; use properties of this representation for computation.
- Extend polynomial identities to the complex numbers
- Write equations in polar form, graph polar equations.

### Suggested Activities

Students write a written response and cite specific examples to the prompt: "Why do we use complex numbers? Explain why complex numbers exist, explain the similarities and differences between complex numbers in rectangular form and complex numbers in polar form, and write a context and question that requires the use of complex numbers."

### Suggested Assessment

Provide opportunities for students to apply the skills they learned to real-world situations, to explain their thinking in verbally and in writing, to work with a small group towards inquiry of a concept, as well as show mastery of procedural skills.

## UNIT III: Exponential and Logarithmic Functions

In this unit, students will build on and expand their understanding of exponential and logarithmic functions from Math 1, 2, and 3. Students will model a variety of scenarios using exponential or logarithmic functions, and will analyze those models using multiple representations such as tables and graphs. Rates of change will again be a focus, as students compare rates of change as the input values increase. Students will also study the inverse relationship between exponential functions and logarithmic functions, and will use this relationship to critically analyze problems.

### Standards Addressed

F-IF.7e (exponential and logarithmic)

### Instructional Objectives

Students will be able to:

- Recognize, evaluate, and graph exponential and logarithmic functions.
- Rewrite logarithmic functions with different bases.
- Use properties of Logs.
- Solve exponential and logarithmic equations.
- Use exponential growth, decay models.
- Fit exponential and logarithmic models to data.
- Understand the inverse relationship between exponents and logarithms and use this relationship to solve problems involving logarithms and exponents.

### Suggested Activities

Example Assignment: Students will use technology to model situations with exponential functions, analyze situations and make predictions, and explain their thinking in the Desmos activity: Mocha

(<https://teacher.desmos.com/activitybuilder/custom/564d37a2895eb8280b0bfe0d>)

Modeling – Starbucks Locations

(<https://teacher.desmos.com/activitybuilder/custom/564d37a2895eb8280b0bfe0d>)

### Suggested Assessment

Provide opportunities for students to apply the skills they learned to real-world situations, to explain their thinking in verbally and in writing, to work with a small group towards inquiry of a concept, as well as show mastery of procedural skills.

## UNIT IV: Composite and Inverse Functions

In Unit 4, students will explore inverse relations of functions. They will use mathematical and nonmathematical situations to develop an understanding of inverses. Students will analyze inverse relations to determine if they describe a one-to-one correspondence and learn to restrict the domain, if necessary, in order to define an inverse function. Students will verify inverse relations using symmetry in graphs and tables and using composition. Given a function, students will find the inverse function, if it exists, using algebraic techniques.

### Standards Addressed

(+)F-BF.1c,4b,4c,4d,5

### Instructional Objectives

Students will be able to:

- Find inverses of functions graphically and algebraically.
- Verify by composition that one function is the inverse of another
- Read values of an inverse function from a graph or a table, given that the function has an inverse.
- Produce an invertible function from a non-invertible function by restricting the domain.
- Understand the inverse relationship between exponents and logarithms, and use this relationship to solve problems.

### Suggested Activities

Students are given two functions to graph (either by hand or using technology), and they create arguments regarding whether or not the functions are inverses of each other using evidence from their graphs. See Illustrative Mathematics task: Exponentials and Logarithms 2:

<https://www.illustrativemathematics.org/contentstandards/HSF/BF/B/4/tasks/615>

### Suggested Assessment

Provide opportunities for students to apply the skills they learned to real-world situations, to explain their thinking in verbally and in writing, to work with a small group towards inquiry of a concept, as well as show mastery of procedural skills.

## UNIT V: Trigonometric Functions

In this unit, students will expand their understanding of the trigonometric functions by connecting properties of the functions to the unit circle. For example, students will use the unit circle to explain symmetry and periodicity of the graphs of the 6 basic trigonometric functions. Students extend their knowledge of finding inverses and use the inverses of trigonometric functions in a wide range of application problems, including modeling climate. Students are expected to use technology to evaluate solutions to trigonometric equations, and interpret the solutions in terms of a context that it models. Students will derive the addition and subtraction formulas for sine, cosine, and tangent, as well as the half angle and double-angle identities for sine and cosine, and make connections among these.

### Standards Addressed

(+)F-TF.3,4,6,7,9,10(CA added)

### Instructional Objectives

Students will be able to:

- Describe an angle and convert between degree and radian measures.
- Identify a unit circle and its relationship to real numbers.
- Evaluate trigonometric functions of any angle, using special right triangles and the unit circle, and technology when necessary.
- Prove trigonometric identities and use them to solve problems.
- Sketch graphs of trigonometric functions.
- Model real life problems using trigonometric functions, including inverse functions.
- Understand that restricting a trig function to a domain on which it is always increasing or always decreasing allows its inverse to be constructed.
- Use inverse trigonometric functions to solve problems

### Suggested Activities

Students will choose an appropriate trigonometric function to model periodic phenomenon and answer questions about a given context. Students will justify their answers using the graph and/or equation of the trigonometric function in the task: As The Wheel Turn  
<https://www.illustrativemathematics.org/content-standards/HSF/TF/B/5/tasks/595>

### Suggested Assessment

Provide opportunities for students to apply the skills they learned to real-world situations, to explain their thinking in verbally and in writing, to work with a small group towards inquiry of a concept, as well as show mastery of procedural skills.

## UNIT VI: Vector Analysis

In this unit, students learn how to represent a situation using vectors and will develop an understanding of magnitude, direction, and unit vectors. They will find the components of a vector by subtracting the coordinates of an initial point from the coordinates of a terminal point, and they will interpret the magnitude and direction of a vector in terms of a situation that it models. Finally, students will graph each instance of a vector.

### Standards Addressed

(+)N-VM.1,2,3,4,5

### Instructional Objectives

Students will be able to:

- Recognize vector quantities as having both magnitude and direction.
- Solve problems involving velocity and other quantities that can be represented by vectors.
- Perform operations with vectors
- Describe the direction of vectors
- Interpret the magnitude of vectors in terms of a situation it models

### Suggested Activities

Students will be given a context that requires them to use vectors to represent and model the situation, and use vectors to answer a question about the context, in Walch Honors 2.2.1: Problem Based Task. When 2 Cars Collide  
(<https://drive.google.com/open?id=0B1jANxjSDXrdTIwWld1ZXhXWmM>)

### Suggested Assessment

Provide opportunities for students to apply the skills they learned to real-world situations, to explain their thinking in verbally and in writing, to work with a small group towards inquiry of a concept, as well as show mastery of procedural skills.

## UNIT VII: Matrices

In this unit, students will perform operations with matrices and use matrices to solve problems. Students will understand that matrix multiplication for square matrices is not a commutative operation but still satisfies the associative and distribute properties, and that the zero and identity matrices play a role in matrix addition and multiplication similar to the role of 0 and 1 in the real numbers. Students will understand that the determinant of a square matrix is nonzero if and only if the matrix has a multiplicative inverse. Students will represent a system of linear equations as a matrix equation and use it to solve problems, interpreting the solution(s) of a system of equations in terms of the context it models. Students will have the opportunity to design a computer animation using a computer program, and perform the matrix calculations needed to "animate" a figure.

### Standards Addressed

(+)N-VM.6,7,8,9,10,11,12; (+)A-REI.8,9

### Instructional Objectives

Students will be able to:

- Use matrices to represent and manipulate data
- Perform operations with matrices, including square matrices
- Work with 2x2 matrices as transformations of the plane, and interpret the absolute value of the determinant in terms of area.
- Multiply a vector by a matrix of suitable dimensions to produce another vector.
- Represent a system of linear equations as a matrix equation
- Find the inverse of a matrix if it exists and use it to solve systems of linear equations.
- Solve problems using matrices, and interpret the solution(s) in terms of a given situation

### Suggested Activities

Example Assignment: Students use matrices and matrix operations to code and decode secret messages in Walch Honors 1.1.3: Problem Based Task, Mystery Messages with Matrices (<https://drive.google.com/file/d/0B1jANxjSDXrYWo1TThjWXpsc0E/view?usp=sharing>)

### Suggested Assessment

Provide opportunities for students to apply the skills they learned to real-world situations, to explain their thinking in verbally and in writing, to work with a small group towards inquiry of a concept, as well as show mastery of procedural skills.

## UNIT VIII: Conic Sections, Analytic Geometry, and Volume Formulas

This unit first builds on previous work defining conic sections as the intersection of a cone and a plane, as well as locus definitions. In this unit, those ideas are used to model situations using the conic sections. Students will derive the equations of ellipses and hyperbolas given the foci, using the fact that the sum or difference of distances from the foci is constant. Students will demonstrate an understanding of functions and equations defined parametrically, and graph them in the polar plane. Students will graph polar coordinates and curves, using technology where applicable, and convert between polar and rectangular coordinate systems. Students will have the opportunity to examine Cavalieri's Principle using a three-dimensional coordinate system and compare areas of cross sections that are parabolic segments or rectangles; through experimentation they will see that Cavalieri's Principle applies to any solid figure.

### Standards Addressed

(+)G-GPE.3; G-GPE.3.1(CA); (+)G-GMD.2,3; (+)F-IF.10, 11(CA); (+)N-CN.4

### Instructional Objectives

Students will be able to:

- Write the equations, analyze and sketch the graphs of parabolas, ellipses, and hyperbolas.
- Derive the equations of ellipses and hyperbolas given the foci
- Rewrite sets of parametric equations and find sets of parametric equations for graphs.
- Write equations of conics in polar form and graph in the polar plane.
- Give an informal argument using Cavalieri's principle for the formulas for the volume of a sphere and other solid figures
- Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems

### Suggested Activities

Students explore the connections between algebraic and graphical representations of various conic sections as they work through a series of graphing challenges, using the

Desmos Activity: Building Conic Sections

(<https://teacher.desmos.com/activitybuilder/custom/56030ac728462f1706872e72>)

### Suggested Assessment

Provide opportunities for students to apply the skills they learned to real-world situations, to explain their thinking in verbally and in writing, to work with a small group towards inquiry of a concept, as well as show mastery of procedural skills.



# SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 11.1e

**Meeting Date:** June 6, 2019

**Subject:** Approve Resolution No. 3086: Resolution Regarding Board Stipends

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

**Division:** Board of Education

**Recommendation:** Approve Resolution No. 3086: Resolution Regarding Board Stipends.

**Background/Rationale:** Education Code section 35120 fails to define hardship which has led to uncertainty regarding payment of stipends for Board members who may be deserving of payment due to absence resulting from hardship or other duties such as jury duty or performing duties or services for the District at the time of a Board meeting. All stipend payments will be based on an attendance sign-in sheet as well as any Board resolution(s) excusing absences in compliance with law. A Board member who is absent from a meeting may be eligible for payment by reporting the excused absence to the Board Office. A Board resolution will be periodically placed, as needed, on the Board agenda to state that the reason for the absence complies with Education Code section 35120 and shall be reflected in the minutes.

**Financial Considerations:** None

**LCAP Goal(s):** Family and Community Empowerment

**Documents Attached:**

1. Resolution No. 3086: Resolution Regarding Board Stipends

**Estimated Time of Presentation:** N/A

**Submitted by:** Jessie Ryan, Board President

**Approved by:** Jorge A. Aguilar, Superintendent



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

**RESOLUTION NO. 3086**

**RESOLUTION REGARDING BOARD STIPENDS**

**WHEREAS**, Education Code section 35120 and Board Bylaw 9250 of the Sacramento City Unified School District (“District”) authorize Board members to be paid stipends for meetings they were unable to attend due to illness, hardship or other duties such as jury duty or performing duties or services for the District at the time of a Board meeting; and

**WHEREAS**, the Board finds that the Board members may be paid, or retain, stipends for meetings they were unable to attend as stated in Attachment A.

**NOW, THEREFORE, BE IT RESOLVED** by the Sacramento City Unified School District Board of Education which finds and determines as follows:

1. Adopts the foregoing recitals as true and correct;
2. Authorizes stipends for meetings the Board members were unable to attend pursuant to Attachment A; and
3. Incorporates herein by reference Attachment A.

**PASSED AND ADOPTED** by the Sacramento City Unified School District Board of Education on this 6<sup>th</sup> day of June, 2019, 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

## ATTACHMENT A

### RESOLUTION NO. 3086

1. Absence Due to Hardship Findings: Stipends are authorized to the following Board member(s) due to a work related obligation which is deemed acceptable by the Board:
  - a. Board member Christina Pritchett for the Board meeting on May 16, 2019 and Community Budget Workshops on May 20 and 21, 2019.
  - b. Board Member Mai Vang for the Community Budget Workshop on May 30, 2019.
  - c. Board Member Jessie Ryan for the Community Budget Workshop on May 30, 2019.
  
2. Absence Due to Hardship Findings: Stipends are authorized to the following Board member(s) due to a hardship which is deemed acceptable by the Board:
  - a. Board member Darrel Woo for the Community Budget Workshop on May 23, 2019.
  
3. Absence Due to Hardship Findings: Stipends are authorized to the following Board member(s) due to performing duties or services for the District at the time of a Board meeting:
  - a. Board member Michael Minnick for the Community Budget Workshop on May 30, 2019.



# SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 11.1f

**Meeting Date:** June 6, 2019

**Subject:** Approve Minutes of the May 16, 2019 Board of Education Meeting

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

**Division:** Superintendent's Office

**Recommendation:** Approve Minutes of the May 16, 2019 Board of Education Meeting.

**Background/Rationale:** None

**Financial Considerations:** None

**LCAP Goal(s):** Family and Community Empowerment

**Documents Attached:**

1. Minutes of the May 16, 2019 Board of Education Regular Meeting
2. Strategic Time Breakdown of the May 16, 2019 Meeting Minutes

**Estimated Time of Presentation:** N/A

**Submitted by:** Jorge A. Aguilar, Superintendent

**Approved by:** N/A



Putting  
Children  
First

# Sacramento City Unified School District BOARD OF EDUCATION MEETING AND WORKSHOP

**Board of Education Members**

Jessie Ryan, President, (Trustee Area 7)  
Darrel Woo, Vice President, (Trustee Area 6)  
Michael Minnick, 2<sup>nd</sup> Vice President, (Trustee Area 4)  
Lisa Murawski, (Trustee Area 1)  
Leticia Garcia, (Trustee Area 2)  
Christina Pritchett, (Trustee Area 3)  
Mai Vang, (Trustee Area 5)  
Rachel Halbo, Student Member

**Thursday, May 16, 2019**

**4:30 p.m. Closed Session**

**6:30 p.m. Open Session**

**Serna Center**

Community Conference Rooms

5735 47<sup>th</sup> Avenue

Sacramento, CA 95824

## *Minutes*

*2018/19-27*

*Allotted Time*

**1.0 OPEN SESSION / CALL TO ORDER / ROLL CALL**

The meeting was called to order at 4:30 p.m.

Present

President Ryan

Vice President Woo

2nd Vice President Minnick

Member Murawski

Member Garcia

Member Vang

Absent:

Member Pritchett

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

**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 54957.6 (a) and (b) Negotiations/Collective Bargaining SCTA, SEIU, TCS, Teamsters, UPE, Non-Represented/Confidential Management (District Representative Cancy McArn)*

3.2 *Government Code 54956.9 Conference with Legal Counsel*

a) *Existing litigation pursuant to subdivision (d)(1) of Government Code section 54956.9 (OAH Cases Nos. 2019020302 and 2018100634 (Combined Settlement))*

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)*

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

- 3.4 *Education Code Section 35146 – The Board will hear staff recommendations on the following student expulsion(s):*
- a) *Expulsion #16, 2018-19*
  - b) *Expulsion #17, 2018-19*

**4.0 CALL BACK TO ORDER/PLEDGE OF ALLEGIANCE**

- 4.1 *Broadcast Statement (Student Member Halbo)*
- 4.2 *The Pledge of Allegiance was led by the Youth Media Team.*
- *Presentation of Certificate President Jessie Ryan*

**5.0 ANNOUNCEMENT OF ACTION TAKEN IN CLOSED SESSION**

With a vote of 6-0, Member Pritchett absent, Board approved OAH Cases Nos. 2019020302 and 2018100634.

**6.0 AGENDA ADOPTION**

Member Vang motion to approve agenda

Vice President Woo - 2<sup>nd</sup>

Student Preferential Vote-Aye

Board unanimous

**7.0 SPECIAL PRESENTATION**

- 7.1 *Seal of Biliteracy Recipients, presented by the DELAC Executive Committee and Multilingual Literacy (Dr. Iris Taylor and Vanessa Girard)*

Dr. Iris Taylor, Chief Academic Officer and Vanessa Girard, Director, Multilingual services presented certificates to recipients. The California Seal of Biliteracy is an award given to graduating high school students who have studied and attained proficiency in English and one or more languages. The recipients are:

Alejandro Sanchez-Rosemont High School- Spanish

Mikaela Louie – John F. Kennedy High School – French

Nikki O’Brien – John F. Kennedy High School – French

Elizabeth Zamarone – Rosemont High School – Spanish

Sydney Fong – C.K. McClatchy High School – Japanese

Susie Emily Comparo – C.K. McClatchy High School – Japanese

Serena Lin – John F. Kennedy High School – Japanese

Lisa Kim – John F. Kennedy High School – Japanese

Joelle Yokoda – John F. Kennedy High School – Japanese

Cecilia Ramirez Gonzalez – The MET High School – Spanish

Alejandro Alvarado Flores – Arthur A. Benjamin Health Professions High School – Spanish

Jasmine Rodriguez – Arthur A. Benjamin Health Professions High School – Spanish

Angel Hernandez -John F. Kennedy High School – Spanish

Julian Williams - John F. Kennedy High School – Japanese

Andrea Samayo Cam – Capital City High School – Spanish

Jackie Lang – John F. Kennedy High School – French

Tonya Cornejo Cruz - C.K. McClatchy High School – Spanish

**8.0 PUBLIC COMMENT**

*Members of the public may address the Board on non-agenda items that are within the subject matter jurisdiction of the Board. Please fill out a comment card available at the entrance if you wish to provide a comment to the Board. We ask that comments are limited to two (2) minutes with no more than 15 minutes per single topic so that as many people as possible may be heard. It is within the Board President’s discretion to reduce the amount of allotted time for each public comment in an effort to provide the opportunity for all individuals to be heard within the allotted 30-minute timeframe for public comments. The Board values comments received, but the law requires that Board Members not engage in back and forth conversations on items not listed on the agenda. The Board may, at its discretion, refer a matter to district staff or calendar the issue for future discussion.*

- |                                    |                                   |                             |
|------------------------------------|-----------------------------------|-----------------------------|
| 1. Maria Haro-Sullivan             | 26. Sawait Segoum                 | 51. Daniel Conway           |
| 2. Lucas Kermit                    | 27. Tanya Gipson-Nahman           | 52. Jennifer Dewald         |
| 3. Vincent Soivitti                | 28. Eric Thronson                 | 53. Alison French-Tubo      |
| 4. Jennifer Nakayama               | 29. Nicole Gustafson              | 54. Karla Mendoza           |
| 5. Kaylee Kazee                    | 30. Maria Mar Rodriguez           | 55. Yezenia Vasquez         |
| 6. Martin Rincon                   | 31. Michelle Rubalcava            | 56. David Fishe             |
| 7. Milo Phillips                   | 32. Eric Schranz                  | 57. Damian Harmony          |
| 8. Jacob Lesterod                  | 33. Rebecca Wall                  | 58. Alice Mercer            |
| 9. Saura Pal                       | 34. Teachers Group/Julie Del Agua | 59. Nafeesah Young          |
| 10. Tiana Lindsey                  | 35. Deborah Andorf                | 60. Cindee Stewart          |
| 11. Alexandra Solis                | 36. Jeanine Rupert                | 61. Nikki Milevsky          |
| 12. Bianca Keomany                 | 37. Marco Martinez                | 62. David Aleman            |
| 13. Andrew Seaver                  | 38. Marisol Espinosa              | 63. Dometila Casillas       |
| 14. Courtney Joy Sanders           | 39. Arthur Aleman                 | 64. Chris Corcoran          |
| 15. Yezenia Vasquez                | 40. Jana Fisher                   | 65. Kesi Hatten             |
| 16. Chloey Mundell Seals           | 41. Maral Farsi                   | 66. La Rayvian Barnes       |
| 17. Grace Hibbs                    | 42. Natalie Tamblyn               | 67. Carl Pinkston           |
| 18. Isidro Vasquez                 | 43. Shawnda Grady                 | 68. Elvia Vasquez           |
| 19. Bryce Rohrer                   | 44. Nora Barraza/Julie Del Agua   | 69. Audrey Wall             |
| 20. Kayla (last name not provided) | 45. Jimmy Armstrong               | 70. Sarah Williams Kingsley |
| 21. Marcie Amparo                  | 46. Andrea Smith                  | 71. Kenya Martinez          |
| 22. Christopher Wong               | 47. Cassandra Gutierrez           | 72. Benita Ayala            |
| 23. Sandro Ladu                    | 48. Jairo Mendoza                 | 73. Cecile Nunley           |
| 24. David Robinson                 | 49. Alina Cervantes               |                             |
| 25. Tara Thronson                  | 50. Cassandra Jennings            |                             |

**9.0 BOARD WORKSHOP/STRATEGIC PLAN AND OTHER INITIATIVES**

**9.1 Approve African American Task Force Recommendations**

*(Dr. Iris Taylor, Vincent Harris and African American Achievement Task Force)*

This item was presented by Dr. Iris Taylor, Chief Academic Officer and Vincent Harris, Chief Continuous Improvement and Accountability Officer along with African American Task Force Members Cecile Nunely, Lynn Berkley-Baskin and Julius Austin.

**Public Comment:**

Kenya Martinez

**Board Comment:**

President Ryan thanks members for the hundreds of hours put into this work. After the State of Capitol Suspensions came out, was outraged to find that the Sacramento Region and Sacramento City Unified were the most egregious offenders. Wants to call out a few things that are critical. Appreciates what was done, which is looking at a comprehensive picture to recognizing that the system is inequitable by design and figuring out a phased in multi-year approach to address these inequities and sequencing and prioritizing them by what is low cost high impact, low cost low impact, etc. Low hanging fruit that we absolutely need to tackle out of the gate is eliminating the pre-k to third grade suspensions. We know what happens is not only is that incredibly soul defeating for our black and brown children, but when those suspensions occur preschool through third grade, it also perpetuates systemic racism. The elimination of the willful defiance suspensions. We know there has been legislation around that. Appreciates recognition around professional learning and trying to ensure we are doing everything we can to have open, honest conversations around race.

2<sup>nd</sup> Vice President Minnick wants to thank team. With recommendation #1 around School Resource Officers, when we had conversation about not just rolling over if there is no action. Made clear to staff, if we do nothing June 30<sup>th</sup> it ends. Accountability implementation plan, wondering if that is something we can roll out or organize over the summer so that its implemented when school starts in the fall.

Member Murawski thank you all Task Force Members and staff working with them. This is a really impressive set of recommendations. The fact that African American Black students are not achieving to their potential means that we are all failing them. this is a path forward to provide them what they need and deserve to meet their potential. Really excited.

Member Garcia thank you for comprehensive set of recommendations and a much more focused implementation time line.

Student Member Halbo a lot of these recommendations are not only being brought forth by this task force but also things that the students saw. Racial discrimination was one of the top four issues that students in our district identified as things that they see on a daily basis and they experience. Very clearly these are things that are important to majority of the constituents in our district.

Member Vang thank you for incredible, amazing work on the task force. Wants to call out and say appreciates thorough laser focus frame work around how to implement some of these recommendations. Has grave concerns about putting dollars behind these recommendations. Concerned some of these recommendations will not be realized. Understands we are in a fiscal crisis. If we don't put dollars behind these recommendations, it's going to be incredibly hard to realize. Wants to know who is the staff in charge of these implementations. Vincent Harris indicates he is going to take on the responsibility.

President Ryan motion to move from conference to action

Member Vang 2<sup>nd</sup>

Student Halbo Preferential Vote - Aye

Board Unanimous

President Ryan, motion to have fiscal analyses done and adopting all of the recommendations with the caveat that we will be taking into account the budget constraints and we are just very committed to this work.

Member Vang 2<sup>nd</sup>

Student Halbo Preferential Vote - Aye

Board Unanimous

## 9.2 *Local Control Accountability Plan Priorities and Recommendations* (*Vincent Harris, Cathy Morrison and Parent Advisory Committee*)

Vincent Harris, Chief Continuous Improvement and Accountability Officer; Cathy Morrison, Coordinator, LCAP/SPSA and Members of the LCAP PAC presented this item for information.

Public Comment:

Janine Bedley

Toni Tinker

Frank DeYoung

Liz Guillen

Board Comment:

None

## 9.3 *2018-19 Third Interim Financial Report (Gloria Chung and Fortson Consulting LLC)*

Ron Fortson and Jacque Canfield of Fortson Consulting LLC presented this item for action. With a follow up from SCOE Superintendent Gordon.

Public Comment:

Jason Weiner  
Lamaia Coleman  
Maria Rodriguez  
Sarah Williams Kingsley  
Kenya Martinez  
Nikki Milevsky  
Julie Del Agua

Board Comment:

Many Board questions and comments were made throughout presentation. Please see link to video below for specifics.

<https://www.scusd.edu/board-education-meeting/board-education-meeting-57>

Superintendent Aguilar spoke to the seriousness of presentation. We have already heard commentary about how this could be interpreted as buying ourselves some time. even when looking at the recommended plan, with the exception of Member Murawski and Member Garcia who were not part of the interview panel when invited to be Superintendent of Sac City Unified, remembers during interview panel each and every one speaking to what the community had asked for in search of a new Superintendent. Was thoroughly convinced, looking for a Superintended that was committed to a vision of equity. Wants to be clear that even if we were to implement the recommended plan, was offered a four year contract, about to finish second year. we do not have the resources to actualize that vision. We wouldn't have the resources to actualize that vision at least until 2022-2023. Which would be, in year six, if invited to remain as Superintendent. Year six that we would have the resources to start investing in youth to advance a vision of equity, access and social justice. That was not what was described when invited to be Superintendent. We should stay committed to make cuts much sooner than 2021-2022 or 2020-2021, cause we are the architects of our own destiny. We can make a decision now as to when this system produces the revenues to be able to invest in our youth. We can choose to invest in 2022-2023. We can choose to invest in 2021-2022. And we can choose to invest in 2020-2021. But we are talking of ninth graders who would have graduated. EL students who would have missed the opportunity to be redesignated because they would have been with us kinder through fifth grade without us being able to invest in them to be reclassified. Does not want to see that happen. We should make a deep commitment as a governance team that we are not going to wait until 2022-2023 to design a system that produces revenues to invest in our youth.

2<sup>nd</sup> Vice President Minnick motion to move from conference to action

Vice President Woo 2<sup>nd</sup>

Board Unanimous

Member Vang motion to approve

2<sup>nd</sup> Vice President Minnick 2<sup>nd</sup>

Board Unanimous

## **10.0 CONSENT AGENDA**

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

### **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 (Amari Watkins)**

**10.1b Approve Personnel Transactions, May 16, 2019 (Cancy McArn)**



- 10.1c Approve Business and Financial Report: Warrants, Checks and Electronic Transfers Issued for the Period of March and April 2019 (Amari Watkins)
- 10.1d Approve Donations List for Period of March 1-31, 2019 and April 1-30, 2019 (Amari Watkins)
- 10.1e Approve 2019-2020 Adult Education Calendar (Cancy McArn)
- 10.1f Approve Staff Recommendations for Expulsion #16, 2018-19 and #17, 2018-19 (Lisa Allen, Doug Huscher and Stephan Brown)
- 10.1g Approve Resolution No. 3083: Delegating Duty to Accept Bids and Award Construction Contracts (Cathy Allen)
- 10.1h Approve Operational Memorandum of Understanding and Special Education Memorandum of Understanding for Language Academy of Sacramento (Dr. Iris Taylor and Jack Kraemer)
- 10.1i Approve Albert Einstein Middle School Shakespeare Festival Field Trip to Ashland, Oregon June 4-6, 2019 (Dr. Iris Taylor and Mary Hardin Young)
- 10.1j Approve 2019-2020 Board of Education Meeting Calendar (Jorge A. Aguilar)
- 10.1k Approve Minutes of the May 2, 2019 Board of Education Meeting (Jorge A. Aguilar)

Member Vang motion to approve  
 Vice President Woo 2<sup>nd</sup>  
 Board Unanimous

**11.0 BUSINESS AND FINANCIAL INFORMATION/REPORTS**

**Receive Information**

The Board received the reports.

11.1 Business and Financial Information:

- Purchase Order Board Report for the Period of January 15, 2019 through February 14, 2019
- Purchase Order Board Report for the Period of February 15, 2019 through March 14, 2019
- Report on Contracts within the Expenditure Limitations Specified in Section PCC 20111 for January 1, 2019 through February 28, 2019

11.2 Monthly Suspension Report

- April

Public Comment:

Cecile Nunley

11.3 Head Start/Early Head Start/Early Head Start Expansion Reports

**12.0 FUTURE BOARD MEETING DATES / LOCATIONS**

- ✓ June 6, 2019 - 4:30 p.m. Closed Session, 6:30 p.m. Open Session, Serna Center, 5735 47<sup>th</sup> Avenue, Community Room, Regular Workshop Meeting
- ✓ June 20, 2019 - 4:30 p.m. Closed Session, 6:30 p.m. Open Session, Serna Center, 5735 47<sup>th</sup> Avenue, Community Room, Regular Workshop Meeting

**13.0 ADJOURNMENT**

2<sup>nd</sup> Vice President Minnick motion to adjourn

Member Murawski 2<sup>nd</sup>

Board Unanimous

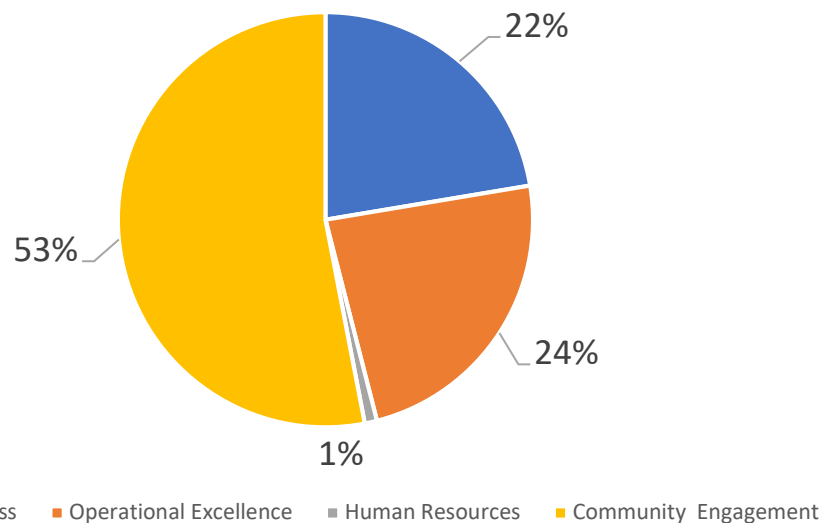
Meeting adjourned at 12:38 a.m.

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Jorge A. Aguilar, Superintendent/Board Secretary

*NOTE: The Sacramento City Unified School District encourages those with disabilities to participate fully in the public meeting process. If you need a disability-related modification or accommodation, including auxiliary aids or services, to participate in the public meeting, please contact the Board of Education Office at (916) 643-9314 at least 48 hours before the scheduled Board of Education meeting so that we may make every reasonable effort to accommodate you. [Government Code § 54953.2; Americans with Disabilities Act of 1990, § 202 (42 U.S.C. §12132)] Any public records distributed to the Board of Education less than 72 hours in advance of the meeting and relating to an open session item are available for public inspection at 5735 47<sup>th</sup> Avenue at the Front Desk Counter and on the District's website at [www.scusd.edu](http://www.scusd.edu).*

### May 16, 2019 Board Meeting Strategic Breakdown



**The SCUSD Board of Education has set a goal to focus on Student Success for no less than 33% of each meeting.** This is a recap of each category of time spent at the May 16, 2019 meeting.

Definitions:

*Student Success* encompasses any Board agenda item that involves the academic, social, emotional, and related outcomes of students.

*Operational Excellence* incorporates Board items that cover operations, budget, customer service, program efficiencies, and similar topics.

*Human Resources* entails any topic related to employee relations, collective bargaining agreements, and other similar Board items.

*Community Engagement* includes any Board item that includes community group communications items, public comment, sharing from Board Members and the Superintendent, and other similar topics.



# SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 13.1

**Meeting Date:** June 6, 2019

**Subject:** Board Committee Reports

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

**Division:** Board Office

**Recommendation:** Receive Board Committee Reports.

**Background/Rationale:** The attached report provides a brief highlight of information recently shared and discussed in the different Board Committees that have met over the past month. More information on Board Committees can be found at <https://www.scusd.edu/board-committees>.

**Financial Considerations:** None

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

**Documents Attached:**

1. Board Committee Report

**Estimated Time:** N/A

**Submitted by:** Nathaniel Browning, Policy and Governance Manager

**Approved by:** Jorge A. Aguilar, Superintendent

Below is a brief highlight of information shared at recent Committee meetings. Agendas, approved minutes, information and other documents for SCUSD Board Committees can be found on the Board Committees webpage: <https://www.scusd.edu/board-committees>.

### **Fiscal Transparency and Accountability Committee (FTAC)**

- The Fiscal Transparency and Accountability Committee did not meet during the month of May in order to allow staff the time needed to prepare the 3<sup>rd</sup> Interim Report, prepare for a proposed work stoppage, and other critical areas of business.

### **Facilities Committee**

- The Facilities Committee did not meet during the month of May in order to allow staff the time needed to focus on other prepare the 3<sup>rd</sup> Interim Report, prepare for a proposed work stoppage, and other critical areas of business.

### **Governance Committee**

- The Facilities Committee did not meet during the month of May in order to allow staff the time needed to focus on other prepare the 3<sup>rd</sup> Interim Report, prepare for a proposed work stoppage, and other critical areas of business.

### **Policy Committee**

- The last committee meeting took place on May 24, 2019 to primarily review and updated Board Policy (BP) 6146.1: High School Graduation Requirements. Full Board action on the policy is requested before the end of the fiscal year in order to implement changes for the upcoming school year. The BP will be coming to the Board for action at the June 20, 2019 meeting.
- Public Comments were provided in support of a disinvestment in school site SROs.
- A discussion on the future revisions to the Questioning and Apprehension policy was held, and the Committee thought it would be best to focus on this policy area after the District works through the current SRO contract and possible alternatives.
- The Committee reviewed the Policy development and tracking process in order to address the FCMAT corrective action in this area. It was requested to bring updated policies on Budgeting (including cash reserves language) and the Local Control Funding Formula (LCFF) to the committee for initial review in August.
- The Committee requested that a resolution be brought before the full Board in August that supports the Schools and Communities First Initiative that will be on the November 2020 statewide ballot to increase revenues to schools through commercial property tax reforms.



# SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 13.2

**Meeting Date:** June 6, 2019

**Subject:** Business and Financial Information

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

**Division:** Business Services

**Recommendation:** Receive business and financial information.

**Background/Rationale:**

- Enrollment and Attendance Report for Month 8 Ending April 19, 2019

**Financial Considerations:** Reflects standard business information.

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

**Documents Attached:**

1. Enrollment and Attendance Report for Month 8 Ending April 19, 2019

**Estimated Time:** N/A

**Submitted by:** Jacquie Canfield, Fortson Consulting LLC

Gloria Chung, Director, Fiscal Services

**Approved by:** Jorge A. Aguilar, Superintendent

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT  
 ENROLLMENT AND ATTENDANCE REPORT  
 MONTH 8, ENDING FRIDAY, APRIL 19, 2019  
 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				2018-2019 Actual Attendance	Cum Attd Days /142 2018-2019	PERCENTAGE 2018-2019
A M Winn Elementary K-8 Waldorf	46	106	124	22	298	90.03%	279.90	94.25%	
Abraham Lincoln Elementary	72	240	230	1	543	94.32%	510.76	94.98%	
Alice Birney Waldorf-Inspired K-8	80	152	181	0	413	89.23%	391.66	94.99%	
Bret Harte Elementary	28	94	93	40	255	92.24%	237.36	93.47%	
Caleb Greenwood	92	211	222	3	528	91.15%	509.20	95.53%	
Camellia Basic Elementary	70	184	174	12	440	96.18%	431.25	97.53%	
Capital City School	1	13	27	0	41	91.72%	33.61	92.53%	
Caroline Wenzel Elementary	28	114	112	45	299	93.30%	279.19	94.54%	
Cesar Chavez Elementary	0	0	366	11	377	92.34%	356.63	94.59%	
Crocker/Riverside Elementary	93	279	284	1	657	92.16%	635.65	96.04%	
David Lubin Elementary	69	257	200	26	552	89.97%	515.75	94.34%	
Earl Warren Elementary	46	182	185	15	428	91.79%	402.90	95.00%	
Edward Kemble Elementary	134	408	0	13	555	90.34%	526.10	93.84%	
Elder Creek Elementary	108	340	329	3	780	93.62%	737.55	95.82%	
Ethel I Baker Elementary	70	303	280	14	667	92.82%	615.57	93.74%	
Ethel Phillips Elementary	66	197	219	21	503	91.98%	473.06	93.67%	
Father Keith B Kenny Elementary	48	151	117	9	325	92.02%	303.99	93.35%	
Genevieve Didion K-8	63	214	197	14	488	93.39%	465.12	96.45%	
Golden Empire Elementary	72	247	263	15	597	94.09%	569.43	95.90%	
H W Harkness Elementary	69	133	130	15	347	93.90%	336.09	95.01%	
Hollywood Park Elementary	48	128	125	40	341	92.78%	322.16	94.16%	
Home/Hospital	7	23	15	8	53	100.00%	17.39	100.00%	
Hubert H. Bancroft Elementary	90	152	162	30	434	90.54%	408.68	94.38%	
Isador Cohen Elementary	34	110	119	22	285	90.70%	266.09	93.65%	
James W Marshall Elementary	66	155	147	34	402	92.04%	374.23	94.19%	
John Bidwell Elementary	38	112	125	13	288	92.06%	261.04	93.91%	
John Cabrillo Elementary	35	129	137	42	343	93.50%	333.09	94.36%	
John D Sloat Elementary	56	95	89	25	265	90.95%	240.33	92.21%	
John H. Still K-8	90	266	266	18	640	94.32%	612.68	93.87%	
John Morse Therapeutic Center	0	0	0	38	38	84.56%	30.61	91.09%	
Leataata Floyd Elementary	37	157	130	11	335	91.25%	313.71	92.70%	
Leonardo da Vinci K - 8 School	120	284	276	36	716	92.46%	687.14	96.14%	
Mark Twain Elementary	42	128	112	30	312	91.14%	291.42	93.46%	
Martin Luther King Jr K-8	39	139	128	34	340	91.61%	313.12	93.79%	
Matsuyama Elementary	77	245	273	0	595	91.59%	573.39	95.79%	
Nicholas Elementary	94	273	261	26	654	91.09%	602.71	93.89%	
O W Erlewine Elementary	46	107	118	22	293	92.16%	269.16	94.05%	
Oak Ridge Elementary	71	209	197	4	481	91.20%	453.06	93.37%	
Pacific Elementary	118	335	293	0	746	91.65%	703.54	94.27%	
Parkway Elementary School	72	228	204	39	543	89.80%	514.09	93.44%	
Peter Burnett Elementary	69	206	216	22	513	92.70%	483.29	94.16%	
Phoebe A Hearst Elementary	96	287	294	0	677	94.09%	653.87	96.73%	
Pony Express Elementary	43	183	172	6	404	92.21%	387.63	95.21%	
Rosa Parks K-8 School	46	136	145	13	340	89.67%	313.34	93.58%	
Sequoia Elementary	47	190	177	3	417	91.89%	397.98	94.75%	
Success Academy K-8	0	0	23	4	27	80.96%	15.99	81.54%	
Susan B Anthony Elementary	47	146	146	0	339	94.18%	330.22	96.48%	
Sutterville Elementary	68	203	223	6	500	92.15%	480.68	96.25%	
Tahoe Elementary	66	136	130	49	381	91.32%	357.35	94.12%	
Theodore Judah Elementary	94	211	241	21	567	89.82%	541.65	95.12%	
Washington Elementary	63	115	73	7	258	91.14%	244.57	93.94%	
William Land Elementary	61	173	186	0	420	93.16%	406.83	95.80%	
Woodbine Elementary	43	121	110	30	304	91.28%	287.11	93.05%	
<b>TOTAL ELEMENTARY SCHOOLS</b>	<b>3,178</b>	<b>9,207</b>	<b>9,046</b>	<b>913</b>	<b>22,344</b>	<b>92.08%</b>	<b>21,098.90</b>	<b>94.70%</b>	

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT  
 ENROLLMENT AND ATTENDANCE REPORT  
 MONTH 8, ENDING FRIDAY, APRIL 19, 2019  
 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			2018-2019 Actual Attendance	Cum Attd Days /142	PERCENTAGE 2018-2019
							2018-2019	
A M Winn Elementary K-8 Waldorf	19	14	33	0	33	93.80%	32.35	95.89%
Albert Einstein MS	406	357	763	48	811	94.54%	773.07	94.74%
Alice Birney Waldorf-Inspired K-8	60	44	104	0	104	89.29%	99.63	95.70%
California MS	447	453	900	13	913	92.76%	867.68	94.27%
Capital City School	18	23	41	0	41	89.22%	31.53	78.63%
Fern Bacon MS	373	370	743	37	780	91.83%	734.33	94.16%
Genevieve Didion K-8	55	42	97	0	97	96.91%	95.15	97.05%
Home/Hospital	20	12	32	6	38	100.00%	12.18	100.00%
John H. Still K-8	135	117	252	19	271	93.87%	259.13	95.32%
John Morse Therapeutic Center	0	0	0	14	14	87.38%	12.05	87.43%
Kit Carson 7-12	157	166	323	35	358	90.12%	337.35	92.12%
Leonardo da Vinci K - 8 School	67	69	136	20	156	91.71%	151.28	96.65%
Martin Luther King Jr K-8	45	32	77	1	78	91.81%	75.08	95.79%
Rosa Parks K-8 School	217	220	437	39	476	90.26%	450.85	93.50%
Sam Brannan MS	192	241	433	44	477	91.76%	451.92	94.62%
School of Engineering and Science	126	124	250	1	251	94.23%	245.38	95.96%
Success Academy K-8	4	15	19	0	19	71.20%	8.27	70.10%
Sutter MS	575	586	1161	42	1203	90.80%	1160.27	95.77%
Will C Wood MS	356	342	698	45	743	92.80%	704.20	94.84%
<b>TOTAL MIDDLE SCHOOLS</b>	<b>3,272</b>	<b>3,227</b>	<b>6,499</b>	<b>364</b>	<b>6,863</b>	<b>92.13%</b>	<b>6,501.68</b>	<b>94.60%</b>



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT  
 ENROLLMENT AND ATTENDANCE REPORT  
 MONTH 8, ENDING FRIDAY, APRIL 19, 2019  
 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				2018-2019 Actual Attendance	Cum Attd Days/142	PERCENTAGE 2018-2019
										2018-2019	
American Legion HS	210	0	0	0	0	210	1	211	77.83%	165.34	81.43%
Arthur A. Benjamin Health Prof	0	58	49	54	35	196	17	213	90.55%	205.80	92.71%
C K McClatchy HS	0	632	587	528	440	2187	85	2272	90.24%	2131.07	93.75%
Capital City School	0	40	68	101	108	317	0	317	89.38%	285.42	88.00%
Hiram W Johnson HS	0	431	341	320	254	1346	158	1504	87.84%	1371.56	91.85%
Home/Hospital	0	10	16	16	11	53	20	73	100.00%	24.00	100.00%
John F Kennedy HS	0	531	522	452	494	1999	104	2103	89.39%	1988.96	94.39%
Kit Carson 7-12	0	72	50	19	13	154	0	154	91.86%	152.43	94.99%
Luther Burbank HS	0	377	409	337	361	1484	149	1633	88.60%	1518.15	92.00%
Rosemont HS	0	312	307	267	261	1147	105	1252	93.99%	1200.34	94.33%
School of Engineering and Science	0	77	71	46	57	251	1	252	92.97%	246.42	95.38%
The Academy	0	1	1	0	0	2	0	2	68.18%	6.70	75.50%
West Campus HS	0	215	203	228	192	838	0	838	93.32%	812.24	96.88%
<b>TOTAL HIGH SCHOOLS</b>	<b>210</b>	<b>2,756</b>	<b>2,624</b>	<b>2,368</b>	<b>2,226</b>	<b>10,184</b>	<b>640</b>	<b>10,824</b>	<b>89.98%</b>	<b>10,108.42</b>	<b>93.29%</b>

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT  
 ENROLLMENT AND ATTENDANCE REPORT  
 MONTH 8, ENDING FRIDAY, APRIL 19, 2019  
 TRADITIONAL SCHOOLS

DISTRICT TOTALS	TOTAL MONTH- END ENROLLMENT	PERCENTAGE FOR THE MONTH	AVERAGE CUMULATIVE ACTUAL ATTENDANCE	
		2018-2019 Actual Attendance	Cum Attd Days/142	PERCENTAGE 2018-2019
			2018-2019	
ELEMENTARY	22,344	92.08%	21,099	94.70%
MIDDLE	6,863	92.13%	6,502	94.60%
HIGH SCHOOL	10,824	89.98%	10,108	93.29%
<b>TOTAL ALL DISTRICT SEGMENTS</b>	<b>40,031</b>	<b>91.53%</b>	<b>37,709</b>	<b>94.30%</b>

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT  
ENROLLMENT AND ATTENDANCE REPORT  
MONTH 8, ENDING FRIDAY, APRIL 19, 2019  
CHARTER SCHOOLS

2018-2019 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			2018-2019 Actual Attendance	2018-2019	PERCENTAGE 2018-2019
Bowling Green-Mc Coy	64	204	181	0	0	6	455	93.75%	440.80	94.90%
Bowling Green-Chacon	46	158	135	0	0	3	342	94.91%	332.92	96.93%
George W. Carver SAS	0	0	0	0	222	10	232	89.16%	231.39	93.67%
New Joseph Bonnheim Charter	48	132	128	0	0	1	309	90.77%	276.10	93.34%
New Tech High	0	0	0	0	190	0	190	94.78%	190.50	95.38%
The Met High School	0	0	0	0	261	0	261	96.98%	263.32	97.93%
<b>TOTAL DEPENDENT CHARTER SCHOOLS</b>	<b>158</b>	<b>494</b>	<b>444</b>	<b>0</b>	<b>673</b>	<b>20</b>	<b>1,789</b>	<b>93.34%</b>	<b>1,735.03</b>	<b>95.66%</b>

2018-2019 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			2018-2019 Actual Attendance	2018-2019	PERCENTAGE 2018-2019
CA Montessori Project Capitol Campus	41	130	116	43	0	0	330	95.53%	317.86	96.18%
Capitol Collegiate Academy	56	164	129	17	0	0	366	95.20%	350.71	95.39%
Aspire Capitol Heights Academy	43	119	71	0	0	0	233	91.10%	223.77	94.20%
Growth Public Schools	75	104	0	0	0	0	179	91.85%	171.54	93.47%
Language Academy	84	199	196	124	0	0	603	94.68%	581.52	96.40%
NorCal Trade & Tech *	0	176	0	0	111	0	287	31.11%	48.84	22.09%
Oak Park Prep	0	0	0	54	0	0	54	90.38%	54.17	92.11%
PS 7 Elementary	67	141	155	163	0	0	526	90.16%	512.95	92.74%
Sacramento Charter HS	0	0	0	0	556	0	556	92.45%	566.43	93.92%
SAVA	0	0	0	64	541	0	605	97.28%	517.87	96.56%
Sol Aureus College Preparatory	47	151	149	38	0	0	385	93.71%	326.62	95.36%
Yav Pem Suab Academy	66	195	205	0	0	0	466	94.63%	443.96	96.06%
<b>TOTAL INDEPENDENT CHARTER SCHOOLS</b>	<b>479</b>	<b>1,379</b>	<b>1,021</b>	<b>503</b>	<b>1,208</b>	<b>-</b>	<b>4,590</b>	<b>88.17%</b>	<b>4,116.24</b>	<b>88.71%</b>

\*Adult Charter

<b>TOTAL CHARTER SCHOOLS</b>	<b>637</b>	<b>1,873</b>	<b>1,465</b>	<b>503</b>	<b>1,881</b>	<b>20</b>	<b>6,379</b>	<b>90.76%</b>	<b>5,851.27</b>	<b>92.18%</b>
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SACRAMENTO CITY UNIFIED SCHOOL DISTRICT  
 ENROLLMENT AND ATTENDANCE REPORT  
 MONTH 8, ENDING FRIDAY, APRIL 19, 2019  
 ADULT EDUCATION SCHOOLS

ADULT EDUCATION	ENROLLMENT	HOURS EARNED			2018-2019 CUMULATIVE ADA		
		CONCURRENT	OTHER	TOTAL	CONCURRENT	OTHER	TOTAL
A. Warren McClaskey Adult Center	435	0	23,536.25	23,536.25	0	364.10	364.10
Charles A. Jones Career & Education Center	649	0	27,179.26	27,179.26	0	530.49	530.49
<b>TOTAL ADULT EDUCATION</b>	<b>1,084</b>	<b>0</b>	<b>50,715.51</b>	<b>50,715.51</b>	<b>0</b>	<b>894.59</b>	<b>894.59</b>

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT  
 ENROLLMENT AND ATTENDANCE REPORT  
 MONTH 8, ENDING FRIDAY, APRIL 19, 2019  
 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	46	34	36	36	46	32	46	276
Abraham Lincoln Elementary	72	87	83	70	80	85	65	542
Alice Birney Waldorf-Inspired K-8	80	48	48	56	60	61	60	413
Bret Harte Elementary	28	31	31	32	32	32	29	215
Caleb Greenwood	92	72	69	70	95	63	64	525
Camellia Basic Elementary	70	65	57	62	57	57	60	428
Capital City School	1	4	4	5	4	7	16	41
Caroline Wenzel Elementary	28	43	42	29	43	41	28	254
Cesar Chavez Elementary	0	0	0	0	127	113	126	366
Crocker/Riverside Elementary	93	95	95	89	88	97	99	656
David Lubin Elementary	69	90	86	81	48	74	78	526
Earl Warren Elementary	46	50	63	69	58	65	62	413
Edward Kemble Elementary	134	149	151	108	0	0	0	542
Elder Creek Elementary	108	105	116	119	92	120	117	777
Ethel I Baker Elementary	70	96	100	107	92	84	104	653
Ethel Phillips Elementary	66	68	68	61	66	66	87	482
Father Keith B Kenny Elementary	48	43	60	48	52	33	32	316
Genevieve Didion K-8	63	72	71	71	65	66	66	474
Golden Empire Elementary	72	72	82	93	89	93	81	582
H W Harkness Elementary	69	46	42	45	45	38	47	332
Hollywood Park Elementary	48	47	37	44	48	34	43	301
Home/Hospital	7	10	3	10	5	6	4	45
Hubert H. Bancroft Elementary	90	39	65	48	48	50	64	404
Isador Cohen Elementary	34	36	29	45	35	41	43	263
James W Marshall Elementary	66	48	50	57	44	48	55	368
John Bidwell Elementary	38	43	34	35	49	36	40	275
John Cabrillo Elementary	35	40	46	43	44	51	42	301
John D Sloat Elementary	56	34	31	30	30	31	28	240
John H. Still K-8	90	79	94	93	98	84	84	622
John Morse Therapeutic Center	0	0	0	0	0	0	0	0
Leataata Floyd Elementary	37	51	52	54	49	36	45	324
Leonardo da Vinci K - 8 School	120	96	96	92	95	93	88	680
Mark Twain Elementary	42	41	43	44	36	36	40	282
Martin Luther King Jr K-8	39	44	48	47	32	52	44	306
Matsuyama Elementary	77	83	70	92	93	90	90	595
Nicholas Elementary	94	88	91	94	97	78	86	628
O W Erlewine Elementary	46	38	34	35	35	50	33	271
Oak Ridge Elementary	71	65	72	72	61	71	65	477
Pacific Elementary	118	123	106	106	97	99	97	746
Parkway Elementary School	72	83	74	71	66	60	78	504
Peter Burnett Elementary	69	64	74	68	78	62	76	491
Phoebe A Hearst Elementary	96	96	95	96	99	99	96	677
Pony Express Elementary	43	59	58	66	64	53	55	398
Rosa Parks K-8 School	46	47	41	48	48	51	46	327
Sequoia Elementary	47	65	67	58	49	66	62	414
Success Academy K-8	0	0	0	0	5	9	9	23
Susan B Anthony Elementary	47	42	42	62	51	47	48	339
Sutterville Elementary	68	72	62	69	78	56	89	494
Tahoe Elementary	66	43	48	45	33	47	50	332
Theodore Judah Elementary	94	71	76	64	70	81	90	546
Washington Elementary	63	48	44	23	25	28	20	251
William Land Elementary	61	56	55	62	55	70	61	420
Woodbine Elementary	43	38	43	40	44	31	35	274
<b>TOTAL</b>	<b>3,178</b>	<b>3,059</b>	<b>3,084</b>	<b>3,064</b>	<b>3,000</b>	<b>2,973</b>	<b>3,073</b>	<b>21,431</b>

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT  
 ENROLLMENT AND ATTENDANCE REPORT  
 MONTH 8, ENDING FRIDAY, APRIL 19, 2019  
 CUMULATIVE TOTAL ABSENCES

ELEMENTARY	TOTAL ENROLLMENT	TOTAL ABSENCES	ACTUAL DAYS OF ATTENDANCE	DAYS ENROLLED	PERCENTAGE OF ATTENDANCE
A M Winn Elementary K-8 Waldorf	298	2424	39746	42170	94.25%
Abraham Lincoln El	543	3835	72528	76363	94.98%
Alice Birney Waldorf-Inspired K8	413	2931	55615	58546	94.99%
Bret Harte Elementary	255	2353	33705	36058	93.47%
Caleb Greenwood	528	3383	72307	75690	95.53%
Camellia Basic Elementary	440	1550	61238	62788	97.53%
Capital City School	41	385	4772	5157	92.53%
Caroline Wenzel Elementary	299	2290	39645	41935	94.54%
Cesar Chavez ES	377	2896	50641	53537	94.59%
Crocker/Riverside Elementary	657	3718	90262	93980	96.04%
David Lubin Elementary	552	4395	73236	77631	94.34%
Earl Warren Elementary	428	3011	57212	60223	95.00%
Edward Kemble Elementary	555	4900	74706	79606	93.84%
Elder Creek Elementary	780	4565	104732	109297	95.82%
Ethel I Baker Elementary	667	5833	87411	93244	93.74%
Ethel Phillips Elementary	503	4542	67175	71717	93.67%
Father Keith B Kenny K-8 School	325	3077	43166	46243	93.35%
Genevieve Didion Elementary	488	2433	66047	68480	96.45%
Golden Empire Elementary	597	3458	80859	84317	95.90%
H W Harkness Elementary	347	2505	47724	50229	95.01%
Hollywood Park Elementary	341	2838	45747	48585	94.16%
Home/Hospital	53	0	2468.25	2468.25	100.00%
Hubert H. Bancroft Elementary	434	3455	58032	61487	94.38%
Isador Cohen Elementary	285	2560	37784	40344	93.65%
James W Marshall Elementary	402	3277	53141	56418	94.19%
John Bidwell Elementary	288	2403	37068	39471	93.91%
John Cabrillo Elementary	343	2828	47299	50127	94.36%
John D Sloat Elementary	265	2883	34127	37010	92.21%
John H. Still K-8	640	5677	87000	92677	93.87%
John Morse Therapeutic Center	38	425	4347	4772	91.09%
Leataata Floyd Elementary	335	3510	44547	48057	92.70%
Leonardo da Vinci K - 8 School	716	3917	97574	101491	96.14%
Mark Twain Elementary	312	2896	41382	44278	93.46%
Martin Luther King Jr Elementary	340	2946	44463	47409	93.79%
Matsuyama Elementary	595	3578	81421	84999	95.79%
Nicholas Elementary	654	5574	85585	91159	93.89%
O W Erlewine Elementary	293	2418	38221	40639	94.05%
Oak Ridge Elementary	481	4571	64335	68906	93.37%
Pacific Elementary	746	6077	99902	105979	94.27%
Parkway Elementary School	543	5121	73001	78122	93.44%
Peter Burnett Elementary	513	4260	68627	72887	94.16%
Phoebe A Hearst Elementary	677	3134	92850	95984	96.73%
Pony Express Elementary	404	2768	55043	57811	95.21%
Rosa Parks K-8 School	340	3052	44494	47546	93.58%
Sequoia Elementary	417	3129	56513	59642	94.75%
Success Academy K-8	27	514	2271	2785	81.54%
Susan B Anthony Elementary	339	1710	46891	48601	96.48%
Sutterville Elementary	500	2658	68256	70914	96.25%
Tahoe Elementary	381	3170	50744	53914	94.12%
Theodore Judah Elementary	567	3948	76914	80862	95.12%
Washington Elementary	258	2239	34729	36968	93.94%
William Land Elementary	420	2532	57770	60302	95.80%
Woodbine Elementary	304	3046	40769	43815	93.05%
<b>TOTAL</b>	<b>22,344</b>	<b>167,598</b>	<b>2,996,042</b>	<b>3,163,640</b>	<b>94.70%</b>

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT  
 ENROLLMENT AND ATTENDANCE REPORT  
 MONTH 8, ENDING FRIDAY, APRIL 19, 2019  
 CUMULATIVE TOTAL ABSENCES

MIDDLE	TOTAL ENROLLMENT	TOTAL ABSENCES	ACTUAL DAYS OF ATTENDANCE	DAYS ENROLLED	PERCENTAGE OF ATTENDANCE
A M Winn Elementary K-8 Waldorf	33	197	4594	4791	95.89%
Albert Einstein MS	811	6097	109776	115873	94.74%
Alice Birney Waldorf-Inspired K-8	104	636	14147	14783	95.70%
California MS	913	7496	123210	130706	94.26%
Capital City School	41	1217	4477	5694	78.63%
Fern Bacon MS	780	6472	104275	110747	94.16%
Genevieve Didion K-8	97	411	13511	13922	97.05%
Home/Hospital	38	0	1728.91	1728.91	100.00%
John H. Still K-8	271	1807	36796	38603	95.32%
John Morse Therapeutic Center	14	246	1711	1957	87.43%
Kit Carson 7-12	358	4097	47903	52000	92.12%
Leonardo da Vinci K - 8 School	156	745	21482	22227	96.65%
Martin Luther King Jr K-8	78	469	10661	11130	95.79%
Rosa Parks K-8 School	476	4451	64021	68472	93.50%
Sam Brannan MS	477	3651	64172	67823	94.62%
School of Engineering and Science	251	1466	34844	36310	95.96%
Success Academy K-8	19	554	1299	1853	70.10%
Sutter MS	1203	7286	164759	172045	95.77%
Will C Wood MS	743	5444	99996	105440	94.84%
<b>TOTAL</b>	<b>6,863</b>	<b>52,742</b>	<b>923,363</b>	<b>976,105</b>	<b>94.60%</b>

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT  
 ENROLLMENT AND ATTENDANCE REPORT  
 MONTH 8, ENDING FRIDAY, APRIL 19, 2019  
 CUMULATIVE TOTAL ABSENCES

HIGH SCHOOL	ENROLLMENT	TOTAL ABSENCES	ACTUAL DAYS OF ATTENDANCE	DAYS ENROLLED	PERCENTAGE OF ATTENDANCE
American Legion HS	211	5355	23478	28833	81.43%
Arthur A. Benjamin Health Prof	213	2299	29224	31523	92.71%
C K McClatchy HS	2272	20183	302612	322795	93.75%
Capital City School	317	5529	40529	46058	88.00%
Hiram W Johnson HS	1504	17287	194761	212048	91.85%
Home/Hospital	73	0	3408.34	3408.34	100.00%
John F Kennedy HS	2103	16798	282432	299230	94.39%
Kit Carson 7-12	154	1141	21645	22786	94.99%
Luther Burbank HS	1633	18749	215577	234326	92.00%
Rosemont HS	1252	10239	170448	180687	94.33%
School of Engineering and Science	252	1696	34991	36687	95.38%
The Academy	2	309	952	1261	75.50%
West Campus HS	838	3717	115338	119055	96.88%
<b>TOTAL</b>	<b>10,824</b>	<b>103,302</b>	<b>1,435,395</b>	<b>1,538,697</b>	<b>93.29%</b>

	TOTAL ENROLLMENT	TOTAL ABSENCES	ACTUAL DAYS OF ATTENDANCE	DAYS ENROLLED	PERCENTAGE OF ATTENDANCE
<b>TOTAL ALL SCHOOLS</b>	<b>40,031</b>	<b>323,642</b>	<b>5,354,801</b>	<b>5,678,443</b>	<b>94.30%</b>





# SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 13.3

**Meeting Date:** June 6, 2019

**Subject:** Head Start / Early Head Start / Early Head Start Expansion Reports

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

**Division:** Academic Office / Child Development

**Recommendation:** None

**Background/Rationale:** The Office of Head Start, under the auspices of the U.S. Department of Health and Human Services/Administration for Children and Families, mandates that all Head Start/Early Head Start governing entities receive specified reports related to the operational and fiduciary status of the program. These reports must include information and/or a status update in the followings areas: budget, credit card usage, USDA meals/snacks, enrollment, and program updates or summaries, if applicable. Attached, are essential monthly reports for Board members' review.

**Financial Considerations:** N/A

**LCAP Goal(s):** College, Career and Life Ready Graduates; Family and Community Empowerment

**Documents Attached:**

1. Head Start/Early Head Start Monthly Report Summary
2. Child Development April 2019 Fiscal Report – HS/EHS/CCP Basic & T/TA
3. Self-Assessment Action Plan 2018-2019
4. Self-Assessment Action Plan 2019-2020

**Estimated Time of Presentation:** N/A

**Submitted by:** Dr. Iris Taylor, Chief Academic Officer

Jacque Bonini, Director, Child Development

**Approved by:** Jorge A. Aguilar, Superintendent

**Attachment 1  
Head Start / Early Head Start  
Monthly Report Summary  
June 2019**

**Enrollment Report for April 2019**

<b>Head Start Enrollment</b>	
Funded Enrollment	1139
Actual Enrollment	1053
Percentage of Actual Attendance	86%

<b>Early Head Start Enrollment</b>	
Funded Enrollment	152
Actual Enrollment	126
Percentage of Actual Attendance	67%

<b>Early Head Start Expansion Enrollment</b>	
Funded Enrollment	40
Actual Enrollment	37
Percentage of Actual Attendance	71%

**Child Care Licensing Violations April 2019**

None

**Disabilities Report for April 2019**

Head Start            106  
Early Head Start    14  
EHS Expansion        3

**USDA Meals and Snacks for March 2019**

Not available

**Credit Card Statements**

2/20/19 \$74.27 – PC Meeting

Attachment 2

SETA MONTHLY FISCAL REPORT  
925 Del Paso Blvd., Suite 100, Sacramento, CA 95815

R5210

Month: April 1 - April 30, 2019 Agreement No.: 19C5551S0

Delegate: SCUSD - Child Development Department Program:  PA 22 HS BASIC R5210

Remit to address General Accounting Department - 802A  PA 20 BASIC T/TA

5735 47th Avenue  PA 25 EHS

SACRAMENTO, CA 95824  PA 26 EHS T/TA

OTHER

Cost Item	Actual Expenses		* Current Budget	Unexpended Balance
	Current Period & Adjustments	Cumulative To Date		
I. Personnel	19,747.08	177,039.47	282,920.00	105,880.53
Fringe Benefits	10,108.60	93,801.85	162,636.00	68,834.15
Travel	0.00	0.00	0.00	0.00
Equipment	0.00	0.00	0.00	0.00
A Supplies	13.52	1,960.23	24,055.00	22,094.77
D Contractual	0.00	0.00	0.00	0.00
M Construction	0.00	0.00	0.00	0.00
I Other	0.00	381.87	3,850.00	3,468.13
N Indirect Costs 4.83%	39,992.13	327,243.88	409,221.00	81,977.12
I. TOTAL ADMINISTRATION	\$69,861.33	\$600,427.30	\$882,682.00	\$282,254.70
Non-Federal Administration				
Total Fed. And Non-Fed. Administration	\$69,861.33	\$600,427.30	\$882,682.00	\$282,254.70
II. Personnel	444,551.68	3,625,507.88	4,181,317.00	555,809.12
Fringe Benefits	336,018.28	2,765,200.84	3,282,661.00	517,460.16
P Travel	0.00	751.88	0.00	(751.88)
R Equipment	0.00	0.00	0.00	0.00
O Supplies	297.86	31,608.23	286,493.00	254,884.77
G Contractual	0.00	0.00	0.00	0.00
R Construction	0.00	0.00	0.00	0.00
A Other	17,257.26	78,983.50	248,545.00	169,561.50
M				
II. TOTAL PROGRAM	\$798,125.08	\$6,502,052.33	\$7,999,016.00	1,496,963.67
NON-FEDERAL PROGRAM Basic & T/TA \$8,912,898 January & February	\$0.00	\$2,504,751.40	\$2,228,225.00	(276,526.40)
TOTAL SETA COSTS (I + II)	\$867,986.41	\$7,102,479.63	\$8,881,698.00	1,779,218.37

Gloria Chung 	5/9/2019	Shelagh Ferguson	916.643.7878
Director Budget Services - Authorized Signature	Date	Prepared By	Phone

Attachment 3

SETA MONTHLY FISCAL REPORT

925 Del Paso Blvd., Suite 100, Sacramento, CA 95815

R5212

Month: April 1 - April 30, 2019 Agreement No.: 19C5551S0

Delegate: SCUSD - Child Development Department Program:  PA 22 HS BASIC


Remit to address General Accounting Department - 802A  PA 20 BASIC T/TA R5212

5735 47th Avenue  PA 25 EHS

SACRAMENTO, CA 95824  PA 26 EHS T/TA

OTHER

Cost Item	Actual Expenses		* Current Budget	Unexpended Balance
	Current Period & Adjustments	Cumulative To Date		
I. Personnel				0.00
Fringe Benefits				0.00
Travel				0.00
Equipment				0.00
A Supplies				0.00
D Contractual				0.00
M Construction				0.00
I Other				0.00
N Indirect 4.83%	0.00	48.30	1,438.00	1,389.70
I. TOTAL ADMINISTRATION	\$0.00	\$48.30	\$1,438.00	\$1,389.70
Non-Federal Administration				
Total Fed. And Non-Fed. Administration	\$0.00	\$48.30	\$1,438.00	\$1,389.70
II. Personnel	0.00	0.00	8,167.00	8,167.00
Fringe Benefits	0.00	0.00	2,517.00	2,517.00
P Travel	0.00	0.00	0.00	0.00
R Equipment	0.00	0.00	0.00	0.00
O Supplies	0.00	0.00	0.00	0.00
G Contractual	0.00	0.00	0.00	0.00
R Construction	0.00	0.00	0.00	0.00
A Other	0.00	1,000.00	19,078.00	18,078.00
M				0.00
II. TOTAL PROGRAM	\$0.00	\$1,000.00	\$29,762.00	28,762.00
NON-FEDERAL PROGRAM Reported on Basic				
	\$0.00	\$0.00	\$0.00	0.00
TOTAL SETA COSTS ( I + II )	\$0.00	\$1,048.30	\$31,200.00	30,151.70

Gloria Chung  5/9/2019 Shelagh Ferguson 916.643.7878

Director Budget Services - Authorized Signature Date Prepared By Phone

Attachment 4

SETA MONTHLY FISCAL REPORT

925 Del Paso Blvd., Suite 100, Sacramento, CA 95815

R5213

Month: April 1 - April 30, 2019

Delegate: SCUSD - Child Development Department

Remit to address General Accounting Department - 802A

5735 47th Avenue

SACRAMENTO, CA 95824

Agreement No.: 19C5551S0

Program:  PA 22 HS BASIC

PA 20 BASIC T/TA

PA 25 EHS R5213

PA 26 EHS T/TA

OTHER

Cost Item	Actual Expenses		* Current Budget	Unexpended Balance
	Current Period & Adjustments	Cumulative To Date		
I. Personnel	2,993.21	26,038.62	44,009.00	17,970.38
Fringe Benefits	1,758.46	15,817.58	45,655.00	29,837.42
Travel	0.00	0.00	0.00	0.00
Equipment	0.00	0.00	0.00	0.00
A Supplies	0.00	382.02	1,901.00	1,518.98
D Contractual	0.00	0.00	0.00	0.00
M Construction	0.00	0.00	0.00	0.00
I Other	0.00	18.51	1,160.00	1,141.49
N Indirect Costs 4.83%	6,199.92	56,204.01	84,256.00	28,051.99
I. TOTAL ADMINISTRATION	\$10,951.59	\$98,460.74	\$176,981.00	\$78,520.26
Non-Federal Administration				
Total Fed. And Non-Fed. Administration	\$10,951.59	\$98,460.74	\$176,981.00	\$78,520.26
II. Personnel	70,068.56	633,497.01	880,775.00	247,277.99
Fringe Benefits	52,573.63	466,478.38	703,189.00	236,710.62
P Travel	0.00	250.62	0.00	(250.62)
R Equipment	0.00	0.00	0.00	0.00
O Supplies	104.43	8,752.16	27,104.00	18,351.84
G Contractual	0.00	0.00	0.00	0.00
R Construction	0.00	0.00	0.00	0.00
A Other	864.33	12,408.89	40,648.00	28,239.11
M				
II. TOTAL PROGRAM	\$123,610.95	\$1,121,387.06	\$1,651,716.00	530,328.94
NON-FEDERAL PROGRAM Basic & T/TA \$1,856,261 January & February	\$0.00	\$220,468.02	\$464,065.00	243,596.98
TOTAL SETA COSTS (I + II)	\$134,562.54	\$1,219,847.80	\$1,828,697.00	608,849.20

Gloria Chung  5/9/2019 Shelagh Ferguson 916.643.7878

Director Budget Services - Authorized Signature Date Prepared By Phone

Attachment 5

**SETA MONTHLY FISCAL REPORT**  
 925 Del Paso Blvd., Suite 100, Sacramento, CA 95815  
**R5216**

Month: April 1 - April 30, 2019 Agreement No.: 19C5551S0

Delegate: SCUSD - Child Development Department Program:  PA 22 HS BASIC

Remit to address General Accounting Department - 802A  PA 20 BASIC T/TA

5735 47th Avenue  PA 25 EHS

SACRAMENTO, CA 95824  PA 26 EHS T/TA R5216

OTHER

Cost Item	Actual Expenses		* Current Budget	Unexpended Balance
	Current Period & Adjustments	Cumulative To Date		
I. Personnel				0.00
Fringe Benefits				0.00
Travel				0.00
Equipment				0.00
A Supplies				0.00
D Contractual				0.00
M Construction				0.00
I Other				0.00
N Indirect 4.83%	0.00	301.70	1,270.00	968.30
I. TOTAL ADMINISTRATION	\$0.00	\$301.70	\$1,270.00	\$968.30
Non-Federal Administration				
Total Fed. And Non-Fed. Administration	\$0.00	\$301.70	\$1,270.00	\$968.30
II. Personnel	0.00	0.00	0.00	0.00
Fringe Benefits	0.00	0.00	0.00	0.00
P Travel	0.00	0.00	0.00	0.00
R Equipment	0.00	0.00	0.00	0.00
O Supplies	0.00	0.00	650.00	650.00
G Contractual	0.00	0.00	0.00	0.00
R Construction	0.00	0.00	0.00	0.00
A Other	0.00	6,246.31	25,644.00	19,397.69
M				0.00
II. TOTAL PROGRAM	\$0.00	\$6,246.31	\$26,294.00	20,047.69
NON-FEDERAL PROGRAM Reported with Basic				
	\$0.00	\$0.00	\$0.00	0.00
<b>TOTAL SETA COSTS (I + II)</b>	<b>\$0.00</b>	<b>\$6,548.01</b>	<b>\$27,564.00</b>	<b>21,015.99</b>

Gloria Chung 	5/9/2019	Shelagh Ferguson	916.643.7878
Director Budget Services - Authorized Signature	Date	Prepared By	Phone

**Attachment 6  
CHILD DEVELOPMENT DEPARTMENT  
SETA MONTHLY FISCAL REPORT**

**R5211**

Month: April 1 - April 30, 2019

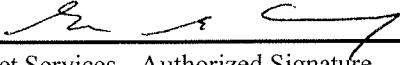
Delegate: SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

Remit to address: GENERAL ACCOUNTING DEPARTMENT - 802A  
5735 47TH AVENUE  
SACRAMENTO, CA 95824

Agreement No.: 19C5551S0

Program:  PA 3125 EHS-CCP BASIC R5211  
 PA 3120 EHS-CCP T/TA R5221  
 PA 3128 EHS-CCP START UP R5243

Cost Item	Actual Expenses		* Current Budget	Unexpended Balance
	Current Period & Adjustments	Cumulative To Date		
I. Personnel	80.55	1,323.72	1,954.00	630.28
Fringe Benefits	5.58	810.21	1,436.00	625.79
A Occupancy	0.00	0.00	0.00	0.00
D Staff Travel	0.00	0.00	0.00	0.00
M Supplies	0.00	189.81	2,805.00	2,615.19
I Other	0.00	0.00	184.00	184.00
N Indirect Costs 4.83%	3,080.04	27,127.30	34,023.00	6,895.70
I. TOTAL ADMINISTRATION	\$3,166.17	\$29,451.04	\$40,402.00	\$10,950.96
NON-FEDERAL ADMINISTRATION *				
TOTAL FED & NON-FED ADMIN	\$3,166.17	\$29,451.04	\$40,402.00	\$10,950.96
II. a. Personnel**	41,750.74	340,463.99	360,885.00	20,421.01
b. Fringe Benefits**	21,061.21	202,943.76	279,327.00	76,383.24
P c. Travel	0.00	0.00	0.00	0.00
R d. Equipment	0.00	0.00	0.00	0.00
O e. Supplies	0.00	6,151.41	36,917.00	30,765.59
G f. Contractual	0.00	0.00	0.00	0.00
R g. Construction	0.00	0.00	0.00	0.00
A h. Other	870.70	9,758.87	20,908.00	11,149.13
M				
II. TOTAL PROGRAM	\$63,682.65	\$559,318.03	\$698,037.00	138,718.97
NON-FEDERAL PROGRAM Basic 738,439 & T/TA 17,500 January & February	\$0.00	\$227,799.54	\$188,984.00	(38,815.54)
TOTAL SETA COSTS (I+II)	\$66,848.82	\$588,769.07	\$738,439.00	149,669.93

Gloria Chung 	5/8/2019	Shelagh Ferguson	916.643.7878
Director Budget Services - Authorized Signature	Date	Prepared By	Phone

R5211. August18-19

<b>SUBSIDIZED SLOTS</b>	
How many subsidized slots are you contractually obligated to retain?	8
How many subsidized slots do you currently have?	8
	100%

The number of current subsidized slots is less than the contractual obligation, then you must submit the "Subsidy Loss Reimbursement Claim Form" to receive a reimbursement for the lost subsidy.

**Attachment 7  
CHILD DEVELOPMENT DEPARTMENT  
SETA MONTHLY FISCAL REPORT**

**R5221**

Month: April 1 - April 30, 2019

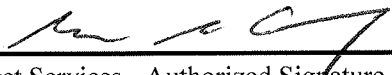
Delegate: SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

Remit to address: GENERAL ACCOUNTING DEPARTMENT - 802A  
5735 47TH AVENUE  
SACRAMENTO, CA 95824

Agreement No.: 19C5551S0

Program:  PA 3125 EHS-CCP BASIC R5211  
 PA 3120 EHS-CCP T/TA R5221  
 PA 3128 EHS-CCP START UP R5243

Cost Item	Actual Expenses		* Current Budget	Unexpended Balance
	Current Period & Adjustments	Cumulative To Date		
I. Personnel	0.00	0.00	0.00	0.00
Fringe Benefits	0.00	0.00	0.00	0.00
A. Occupancy	0.00	0.00	0.00	0.00
D. Staff Travel	0.00	0.00	0.00	0.00
M. Supplies	0.00	0.00	0.00	0.00
I. Other	0.00	0.00	0.00	0.00
N. Indirect Costs 4.83%	0.00	417.65	806.00	388.35
I. TOTAL ADMINISTRATION	\$0.00	\$417.65	\$806.00	\$388.35
NON-FEDERAL ADMINISTRATION *				
TOTAL FED & NON-FED ADMIN	\$0.00	\$417.65	\$806.00	\$388.35
II. a. Personnel**	0.00	0.00	0.00	0.00
b. Fringe Benefits**	0.00	0.00	0.00	0.00
P. c. Travel	0.00	0.00	0.00	0.00
R. d. Equipment	0.00	0.00	0.00	0.00
O. e. Supplies	0.00	0.00	0.00	0.00
G. f. Contractual	0.00	0.00	0.00	0.00
R. g. Construction	0.00	0.00	0.00	0.00
A. h. Other	0.00	8,646.97	16,694.00	8,047.03
M.				
II. TOTAL PROGRAM	\$0.00	\$8,646.97	\$16,694.00	8,047.03
NON-FEDERAL PROGRAM - reported with Basic				
	\$0.00	\$0.00	\$0.00	0.00
TOTAL SETA COSTS (I+II)	\$0.00	\$9,064.62	\$17,500.00	8,435.38

Gloria Chung 	5/8/2019	Shelagh Ferguson	916.643.7878
Director Budget Services - Authorized Signature	Date	Prepared By	Phone

R.5221.18-19

**SUBSIDIZED SLOTS**

How many subsidized slots are you contractually obligated to retain? 8

How many subsidized slots do you currently have? 8

if the number of current subsidized slots is less than the contractual obligation, then you must submit the "Subsidy Loss Reimbursement Claim Form" to receive a reimbursement for the lost subsidy.



## Self Assessment Plan of Action 2018-2019

<b>Goal: ERSEA 1302.15 (a) A program must maintain its funded enrollment level. (HS and EHS)</b>				
<i>Action Steps:</i>	<i>Responsible Person/Department</i>	<i>Start Date</i>	<i>Progress Update</i>	<i>Complete Date</i>
A recruitment action plan will be developed in the spring to map out recruitment efforts month by month for 2018-2019 including events, activities and required personnel.	Registration Supervisor, School Community Liaisons, Parent Advisor	Spring 2018	Staff meets monthly to plan recruitment and to solicit staff.	Continuing
<b>Goal: ERSEA: 1302.16 (a) (2) (iv) Promoting regular attendance. A program must track attendance for each child. (HS and EHS)</b>				
<i>Action Steps:</i>	<i>Responsible Person/Department</i>	<i>Start Date</i>	<i>Progress Update</i>	<i>Complete Date</i>
<p>Staff to create, an attendance policy to address:</p> <ul style="list-style-type: none"> <li>● Contacting parents when an unexpected absence occurs</li> <li>● Monitoring individual student attendance, identifying patterns</li> <li>● Creating a support plan for identified families</li> </ul> <p>Train staff and implement policy.</p>	Director, Registration Supervisor, Coordinators, Leadership Staff	Spring 2018	Attendance procedures created and introduced during Preservice. Enrollment Specialists were trained in new procedures in October. Teachers were trained in detail at November Professional Learning.	May 2018 August 30, 2018 October 26, 2018 November 2 and 9, 2018

## Self Assessment Plan of Action 2018-2019

**Goal:** Management Systems (ERSEA) 1302.92 (a) A program must provide to all new staff, consultants, and volunteers an orientation that focuses on, at a minimum, the goals and underlying philosophy of the program and on the ways they are implemented. (HS and EHS)

<i>Action Steps:</i>	<i>Responsible Person/Department</i>	<i>Start Date</i>	<i>Progress Update</i>	<i>Complete Date</i>
<p>Staff to create department specific new employee orientation which shall include:</p> <ul style="list-style-type: none"> <li>● Necessary components that address Head Start Performance Standards and department requirements</li> <li>● outline required staff to present</li> <li>● Schedule of trainings</li> </ul> <p>Implement new employee trainings.</p>	<p>Director, Coordinators, Resource Teachers, Nurses, CDSs</p>	<p>Spring/Summer 2018</p>	<p>Committee met 5/31/18 to create basic list of what to include in orientation.</p> <p>New employee training was partially implemented fall of 2018.</p> <p>Department has had a hiring freeze since 11/2018.</p>	<p>September 2018</p>

## Self Assessment Plan of Action 2018-2019

**Goal:** Education/Disabilities 1302.33 (b) (2) A program must regularly use information from paragraph (b)(1) of this section along with informal teacher observations and additional information from family and staff, as relevant, to determine a child’s strengths and needs, inform and adjust strategies to better support **individualized** learning and improve teaching practices in center-based and family child care settings, and improve home visit strategies in home-based models. (HS and EHS)

<i>Action Steps:</i>	<i>Responsible Person/Department</i>	<i>Start Date</i>	<i>Progress Update</i>	<i>Complete Date</i>
<ul style="list-style-type: none"> <li>● Continue to provide professional learning opportunities, instructional support and coaching on individualization strategies.</li> <li>● Further develop and utilize the Record for Individualization to help link DRDP/HELP and CLASS data to improve teaching practices.</li> <li>● DRDP Summary of Findings will be completed utilizing DRDP and CLASS results to plan for the classroom as a whole.</li> <li>● IEP/SST Accommodation Record will be used to ensure that children with referrals, special needs and/or challenging behaviors will have individualized learning strategies.</li> </ul>	Coordinators, Resource Teachers, Teaching Staff	Fall 2018	IDP, and Goal setting is completed during parent conference.  ASQ-3 and ASQ-SE is completed by parents providing input.  DRDP and CLASS Summary of Findings completed  Internal Education Monitoring Checklist completed.  IEP/SST accommodation record is being utilized and implemented	August/September – Parent Orientation. December 2018  September/Oct. 2018  December 2018  December 2018

## Self Assessment Plan of Action 2018-2019

**Goal:** Education 1302.32 (d) (2): A program must support staff to effectively implement curricula and at a minimum monitor curriculum implementation and **fidelity**, and provide support, feedback, and supervision for continuous improvement of its implementation through the system of training and professional development. (HS and EHS)

<i>Action Steps:</i>	<i>Responsible Person/Department</i>	<i>Start Date</i>	<i>Progress Update</i>	<i>Complete Date</i>
<ul style="list-style-type: none"> <li>● Education team will review the Creative Curriculum Fidelity Tool.</li> <li>● Selected classrooms will pilot an adapted version of the Fidelity Tool.</li> <li>● Results will be utilized for coaching.</li> </ul>	Coordinators, Resource Teachers, Teaching Staff	Spring 2018  Summer 2018	27 teachers participating in Cohort 1 Creative Curriculum to Fidelity  Professional Learning focus is Creative Curriculum to Fidelity general training for all instructional staff.	Cohort 1 completed May 2019  September 2019

## Self Assessment Plan of Action 2018-2019

**Goal:** Education 1302.92 (c) A program must implement a research-based, coordinated **coaching** strategy for education staff. (HS & EHS)

<i>Action Steps:</i>	<i>Responsible Person/Department</i>	<i>Start Date</i>	<i>Progress Update</i>	<i>Complete Date</i>
<ul style="list-style-type: none"> <li>● Identify teaching staff's strengths, areas of needed support, and which staff would benefit most from intensive coaching, based on various data sources</li> <li>● Using observation tools and data collected, support staff will provide opportunities for intensive coaching, including opportunities to be observed and receive feedback and modeling of effective teaching practices.</li> <li>● Using observation tools and data collected, support staff will provide opportunities for teaching staff not identified for intensive coaching.</li> </ul>	Coordinators, Resource Teachers, Nurses, Social Workers, Licensing/Facilities Specialist, Teaching Staff	Fall 2018	Implemented PBC coaching strategies  RTs are utilizing the PBC coaching cycles. Which include one-one-one coaching and support. Coordinators are conducting Team Meetings for intensive classroom coaching and support.  RT's are utilizing reflective practices, including observations and videotaping tools for teachers not identified for intensive coaching.	September 2018 and ongoing  September and monthly

## Self Assessment Plan of Action 2018-2019

**Goal:** Health Services: 1302.42 (b) (1) (i)- Obtain determinations from health care and oral health care professionals as to whether or not the child is up-to-date on a schedule of age appropriate preventive and primary medical and oral health care. 1302.42 (c)(3)- A program must facilitate and monitor necessary oral health preventative care, treatment and follow-up. (HS only)

<i>Action Steps:</i>	<i>Responsible Person/Department</i>	<i>Start Date</i>	<i>Progress Update</i>	<i>Complete Date</i>
<p><b>NO DENTAL EXAM</b></p> <ul style="list-style-type: none"> <li>● Five attempts to notify parents will be made.</li> <li>● <u>1<sup>st</sup> &amp; 2<sup>nd</sup> Notifications to Parents</u> : Monitoring shows first two notifications are being initiated. <i>No additional action needed.</i></li> <li>● <u>3<sup>rd</sup>, 4<sup>th</sup> &amp; 5<sup>th</sup> Notifications to Parents</u>: Action steps for improvement will be focused on the 3<sup>rd</sup>-5<sup>th</sup> notifications to parents. Policy &amp; Procedures regarding this process will be reviewed with Departmental Staff at monthly HNSE Content Meeting and will be a standing item on the agenda until improvement is evident.</li> </ul>	Health Clerk, Nurses, Registration Supervisor, Health Coordinator	February 2018 and ongoing	<p><u>1<sup>st</sup>-2<sup>nd</sup> Notification:</u> No action needed, per Action Steps verbiage.</p> <p><u>3<sup>rd</sup>-5<sup>th</sup> Notification:</u> Improvement noted. Time-line still challenging. Closing goal. Will look at revising timeline to make more realistic.</p>	January 2019
<p><b>INCOMPLETE DENTAL TREATMENT</b></p> <ul style="list-style-type: none"> <li>● Departmental Policy &amp; Procedures regarding parent notification process will be reviewed with HNSE Team at monthly Content Meeting.</li> </ul>	Health Clerk, Nurses, Registration Supervisor, Health Coordinator	February 2018 and ongoing	<p>“Early Smiles” is now providing notification to parents and coordinating follow-up service for identified needs through Dental Varnish Clinic.</p>	January 2019

## Self Assessment Plan of Action 2018-2019

**Goal:** Health Services -1302.42 (b) (1) (i): An up-to-date blood lead result (based on the periodicity schedule) is on file within 90 days of the child's enrollment date. (HS and EHS)

<i>Action Steps:</i>	<i>Responsible Person/Department</i>	<i>Start Date</i>	<i>Progress Update</i>	<i>Complete Date</i>
<p><b>MISSING BLOOD LEAD LEVELS:</b></p> <ul style="list-style-type: none"> <li>• Policy &amp; Procedures will be revised to ensure there is proper follow-up for missing blood lead levels.</li> <li>• Revised Policies &amp; Procedures will be reviewed at Health, Nutrition &amp; Safe Environments Content Meeting and Registration Office Meeting.</li> </ul>	Health Clerk, Nurses, CDS, Registration Supervisor, Health Coordinator	February 2018	P & Ps were revised and were reviewed at meetings. Parents are receiving notification letters and they are being put in student files. Parents are not always following through.	January 2019

**Goal:** Health Services -1302.42 (b) (1) (ii) and (c)(1): An up-to-date hemoglobin/hematocrit (hgb/hct) results, the file and/or Child Plus show attempts to obtain the missing results and bring the child up-to-date. (HS and EHS)

<i>Action Steps:</i>	<i>Responsible Person/Department</i>	<i>Start Date</i>	<i>Progress Update</i>	<i>Complete Date</i>
<p><b>MISSING HEMOGLOBIN/HEMATOCRIT LEVELS:</b></p> <ul style="list-style-type: none"> <li>• Policy &amp; Procedures will be revised to ensure there is proper follow-up for missing hemoglobin/hematocrit levels.</li> <li>• Revised Policies &amp; Procedures will be reviewed at Health, Nutrition &amp; Safe Environments Content Meeting and Registration Office Meeting.</li> </ul>	Health Clerk, Nurses, CDS, Registration Supervisor, Health Coordinator	February 2018	P & Ps revised in May 2018. Has been reviewed at meetings.	January 2019

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**Goal:** Safe Environments: Safety Practices 1302.47 (b) (2) (i) Indoor and outdoor play equipment, cribs, cots, feeding chairs, strollers, and other equipment used in the care of enrolled children, and as applicable, other equipment and materials meet standards set by the Consumer Product Safety Commission or the American Society for Testing and Materials, International. All equipment and materials must at a minimum be clean and safe for children's use and are appropriately disinfected. (HS & EHS)

<i>Action Steps:</i>	<i>Responsible Person/Department</i>	<i>Start Date</i>	<i>Progress Update</i>	<i>Complete Date</i>
Classroom staff will receive training on proper cleaning and sanitization of table surfaces, cots/mats and toys.  A cleaning schedule will be established to document cleaning/sanitization has taken place and will be monitored to ensure compliance.	Facilities/Licensing Specialist, Operations Specialist, Coordinators, Classroom staff	August 2018	Training provided at Professional Learning.  Has not been developed.	December 2018  Ongoing

**Goal:** Safe Environments: Safety Practices 1302.47 (b) (1) (v) Classrooms are equipped with safety supplies that are readily accessible to staff, including, at a minimum, fully-equipped and up-to-date first aid kits and appropriate fire safety supplies; (b)(4)(i)(G) Emergency preparedness and response planning for emergencies. (HS and EHS)

<i>Action Steps:</i>	<i>Responsible Person/Department</i>	<i>Start Date</i>	<i>Progress Update</i>	<i>Complete Date</i>
<ul style="list-style-type: none"> <li>Manager's' Quarterly Safety Checklist will be edited to include fire and safety drills and fire extinguishers</li> </ul>	Coordinators, Facilities/Licensing Specialist	Fall 2018	Checklist will be completed by Facilities/Licensing Specialist starting September 2018	Quarterly



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**Goal:** Mental Health 1302.45 (a) & (b) Wellness promotion and Mental health consultants; 1302.46 (b) (1) (iv) Discuss with staff and identify issues related to child mental health and social and emotional well-being... and how to appropriately respond to their child and promote their child's social and emotional development. (HS and EHS)

<i>Action Steps:</i>	<i>Responsible Person/Department</i>	<i>Start Date</i>	<i>Progress Update</i>	<i>Complete Date</i>
<ul style="list-style-type: none"> <li>● Social Workers will strengthen staff knowledge of the Behavioral Referral Process</li> <li>● Mental Health Staff will increase their knowledge of using Child Plus</li> </ul>	Social Workers, FPA Coordinator, Data Technician	Fall 2018  Spring 2018	Social workers met with individual teachers to strengthen their knowledge of Behavior Referral Process. MH staff have increased knowledge and will continue to learn as CP changes.	12/2018

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**Goal:** Family and Community Engagement 1302.51 (a) A program must promote shared responsibility with parents for children’s early learning and development, and implement family engagement strategies that are designed to foster parental confidence and skills. (HS and EHS)

<i>Action Steps:</i>	<i>Responsible Person/Department</i>	<i>Start Date</i>	<i>Progress Update</i>	<i>Complete Date</i>
<ul style="list-style-type: none"> <li>● Parent Advisor will continue to work with classroom teachers with the presentations of their monthly parent meetings.</li> <li>● Continue to improve Parent Information areas that are located in the classrooms.</li> </ul>	Parent Advisor, School Community Liaisons, FPA Coordinator	Spring 2018  Winter 2018	Parent meetings will be tracked monthly in order to make sure teachers are conducting their monthly meetings.  Community Resource Handout was provided for each classroom in the Spring to replace the resources in the plexiglass containers. (Need a work order to have all plexiglass containers removed)	12/2018 and Monthly  Will need to survey teachers in case a new handout is needed for their parent boards.



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<b>Goal: ERSEA 1302.13 Recruitment of Children and ERSEA 1302.15 (a) A program must maintain its funded enrollment level.</b>				
<i>Action Steps:</i>	<i>Responsible Person/Department</i>	<i>Start Date</i>	<i>Progress Update</i>	<i>Complete Date</i>
SCUSD will continue to recruit at neighborhood events, community resource centers, and district sites. Strategies to include: postcards, fliers, banners, social media, and phone calls.	Registration Supervisor, Director, Coordinators, School Community Liaison	March 2019		
Begin collecting information about why families discontinue services. Creation of Exit Survey.	Child Development Specialist	March 2019		
<b>Goal: Transition Services 1302.72 Transitions between programs</b>				
<i>Action Steps:</i>	<i>Responsible Person/Department</i>	<i>Start Date</i>	<i>Progress Update</i>	<i>Complete Date</i>
Revise and update transition processes: center-center, grantee to delegate and delegate to delegate.	Registration supervisor, coordinators, CDS	March 2019		
<b>Goal: Education Screenings 1302.33 (a) A program must complete or obtain a current screening regarding a child's developmental, behavioral, motor, language, social, cognitive, and emotional skills within 45 calendar days of when the child first attends the program. Health Screenings 1302.42(b)(2) Within 45 calendar days obtain or perform evidence-based vision and hearing screenings.</b>				
<i>Action Steps:</i>	<i>Responsible Person/Department</i>	<i>Start Date</i>	<i>Progress Update</i>	<i>Complete Date</i>
Teachers and nurses will receive reminder emails at 25- and 35-days of enrollment to see which children still need screenings. <ul style="list-style-type: none"> <li>● Heights and weights</li> <li>● Vision and hearing</li> <li>● ASQ</li> <li>● ASQ-SE</li> </ul>	Data Technician, nurses, teachers, coordinators	August 1, 2019		

## Self Assessment Plan of Action 2019-2020

<b>Goal: Education and Child Development Program Services 1302.32(a)(2)</b> A program must support staff to effectively implement curricula and at a minimum monitor curriculum implementation and fidelity.				
<i>Action Steps:</i>	<i>Responsible Person/Department</i>	<i>Start Date</i>	<i>Progress Update</i>	<i>Complete Date</i>
SCUSD will continue working with SETA to train teachers on <i>Creative Curriculum</i> and ensure the curriculum is used to fidelity. <ul style="list-style-type: none"> <li>● Activity Guide - Lesson Planning Training</li> <li>● Uniformed classroom schedules based on program option.</li> <li>● Physical space - Training</li> </ul>	Coordinator	October 2018		
<b>Goal: Program Structure 1302.21 (d) (1)</b> The facilities used by a program must meet local licensing requirements.				
<i>Action Steps:</i>	<i>Responsible Person/Department</i>	<i>Start Date</i>	<i>Progress Update</i>	<i>Complete Date</i>
Licensing boards in all classrooms will have a standardized format	Licensing Facilities Specialist	July 2019		
<b>Goal: Family and Community Engagement 1302.51(b)</b> A program must, at a minimum, offer opportunities for parents to participate in a research-based parenting curriculum that builds on parents' knowledge and offers parents the opportunity to practice parenting skills to promote children's learning and development. A program that chooses to make significant adaptations to the parenting curriculum to better meet the needs of one or more specific populations must work with an expert or experts to develop such adaptations.				
<i>Action Steps:</i>	<i>Responsible Person/Department</i>	<i>Start Date</i>	<i>Progress Update</i>	<i>Complete Date</i>
<ul style="list-style-type: none"> <li>● Research various modes and curricula to determine best way to reach most parents</li> <li>● Implement chosen modality</li> </ul>	Parent Engagement coordinator	August 2019		

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**Goal: Health: Safety Practices 1302.47(b)(2)(i)** All equipment and materials must at a minimum be clean and safe for children's use and are appropriately disinfected

<i>Action Steps:</i>	<i>Responsible Person/Department</i>	<i>Start Date</i>	<i>Progress Update</i>	<i>Complete Date</i>
<p>Classroom staff will receive training on proper cleaning and sanitization of table surfaces, cots/mats and toys.</p> <p>A cleaning schedule will be established to document cleaning/sanitization has taken place and will be monitored to ensure compliance.</p>	<p>Licensing Facilities Specialist</p>	<p>August 2019</p>		